

Cherry class (The Learning Centre)

Colours	<p>Children will learn the primary colours and how to mix primary colours to make secondary colours.</p> <p>Children created a tree with the different colours they had mixed to represent the different seasons.</p>
Nature Sculpture	<p>This is a DT based topic where the children focus on the sculptor Andy Goldsworthy.</p> <p>The children will use natural materials such as clay, leaves, twigs and flowers to create different art pieces.</p>

Year 3

Meet the Flintstones	<p>Design and create a cave painting.</p> <p>Lesson 1: studying cave paintings, looking at materials that might have been used, what was the purpose of cave paintings</p> <p>Lesson 2: drawing focus, initial sketching of shapes and patterns found in cave paintings. Evaluate</p> <p>Lesson 3: charcoal, sketching of shapes and patterns. Compare to pencil, pros and cons</p> <p>Lesson 4: water colours, Sketching of shapes and patterns. Decide material for final piece and justify.</p> <p>Lesson 5: background for final piece. Planning final piece and explaining why design has been chosen</p> <p>Lesson 6: skill practice for final piece. Create final piece</p> <p>Lesson 7: evaluation of the different materials, how the pieces compare to original cave paintings.</p> <p>Charcoal, water colours, aging paper, drawing and sketching techniques</p>
Extreme Survival	<p>DT - Design and make an outfit to keep a teddy bear warm in the Arctic. Design and make a shelter in the school grounds.</p> <p>Lesson 1: Looking at clothing from different environments, what materials have been used? Investigate and analyse a range of existing products. Design an item of clothing for the 4 different environments. Look at important creators e.g Charles MacIntosh</p> <p>Lesson 2: skill, straight stitch. Design costume for teddy bear in chosen environment and explain choices. Explain who the outfit would appeal to and why.</p> <p>Lesson 3: skill, building a template for outfit. Cutting template and stitching together.</p> <p>Lesson 4: beginning final piece</p> <p>Lesson 5: continuing final piece</p>

	Lesson 6: completing final piece and decorating. Evaluating final piece. Design, choose and test materials, create patterns, cut material, stitch, evaluate
Tomb Raiders	DT – design and build an Egyptian pyramid Lesson 1: Look at the architecture of different ancient Egyptian buildings. How do you think they were built? Use blocks/ lego to attempt to build a pyramid in groups. How were they built? What needs to be included within a design of a pyramid? Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7: Designing, cutting and joining, selecting materials, evaluating
Transport and Aviation	Re-design the London Underground symbol and map. Including study of changes and choice of colour Artist study: art of the underground Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7:
China	Paint a willow paint plate Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7: Design, colour pencil, line drawing, ceramic paint, varnish, evaluation

Year 4

Reign over us	Artist study – what has been included in the royal portraits. How have they changed over time? Compare and contrast two major portraits. Final
---------------	--

	<p>outcome an adult/friend in the style of _____ time period.</p> <p>Lesson 1: What is a portrait? Show examples of famous portraits. Children to understand the difference between self-portraits and portraits. Explain that before photography wealthy people would pay to have portraits painted of them and their families. Look at examples of different wealth brackets (e.g silhouettes, sizes, complexity of image)</p> <p>Lesson 2: Look at famous portraits of royals from different time periods. What similarities and differences can be found? Children to attempt to order them in time periods and explain how they have ordered them. Children to select one image and explain their likes/dislikes of the image.</p> <p>Lesson 3: skill drawing, using photograph of person separate paper into segments to show how to draw a face. Practice with different ways of having the person facing. Which way are people facing in the royal portraits? What similarities/differences are there? Why might that be?</p> <p>Lesson 4: skills based lesson. Children to create a colour wheel using different paints and collage materials.</p> <p>Lesson 5: Explain what material and style they will be using to complete their piece of work. Begin final piece</p> <p>Lesson 6: Complete final piece</p> <p>Lesson 7: Evaluate work - circle time discussion first then work on evaluating individual pieces.</p> <p>Water colour paints, acrylic paints, collage, mixing paint, drawing techniques, colour wheel</p>
<p>Roman rule</p>	<p>Design and create a roman mosaic Study different Roman Mosaic Discussion-Who would have Mosaics in their house? Where would you find them? What do they tell us ? Why would they have them? What shapes could you use to make a mosaic? How will you design your mosaics?</p> <p>Lesson 1: LO: TBAT design a Roman Mosaic- Skill based lesson Lesson 2: LO: TBAT find a story in a mosaic – Understanding the techniques and skills Lesson 3: LO: TBAT experiment with colours – Study the different mosaics to learn the impact of colours as they are displayed. The use and the purpose, how lights is reflected and it creates an impression Lesson 4: LO: TBAT experiment with pattern Study the mosaics to discuss different patterns. Lesson 5: LO: TBAT plan and create a mosaic. To draw a mosaic that should retell a story. Lesson 6: LO: TBAT complete a mosaic and evaluate it.</p> <p>Look at different examples of mosaics and what story they might have told. Design pattern, collage design, evaluate and make improvements, create final mosaic</p>
<p>Crime and</p>	<p>Research the work of the courtroom artist Priscilla Coleman. Create artwork</p>

punishment	<p>in the style of a courtroom artist.</p> <p>Lesson 1: TBAT Draw familiar things from different viewpoints Lesson 2: LO: TBAT draw outlines Lesson 3: LO: TBAT draw in the style of a famous courtroom artist Lesson 4: LO: TBAT recreate the courtroom scene Lesson 5: LO: TBAT recreate the courtroom scene</p> <p>Charcoal, sketching, chalks and pastels</p>
The World's Kitchen	<p>DT – design, create, evaluate and change a healthy meal.</p> <p>Lesson 1: LO: TBAT describe a healthy meal Dish from a European country Lesson 2: LO: TBAT describe a healthy meal- Lesson 3: LO: TBAT explain preference of taste (order food from Sainsbury?) Lesson 4: LO: TBAT design a healthy meal Lesson 5: LO: TBAT prepare a savoury meal Lesson 6: LO: TBAT evaluate their savoury meal</p> <p>Savoury dish – year group eating together</p>
Britain from the Air	<p>DT - Plan, design, create and evaluate a 3D statue/model of a new landmark to celebrate Britain today.</p> <p>Lesson 1: TBAT create a birds-eye view of landmarks Lesson 2: TBAT create a birds-eye view of the school Lesson 3: TBAT use collage to create a birds-eye view Lesson 4: TBAT plan a new landmark Lesson 5: TBAT design a landmark Lesson 6: TBAT build a landmark Lesson 7: TBAT evaluate a project</p> <p>Children to create the model using different materials working on strengthening and reinforcing. Children to evaluate then improve their work.</p>

Year 5

Wild waters	<p>Artist study on the work of Monet and his piece 'Water Lillies.'</p> <p>Look at piece and explain likes and dislikes, compare to other Monet pieces, investigate mixing paints to create light areas, experiment with paints to assess which material is best to use (eg water colour, acrylic, chalk, pencils, pastels). Create final piece</p>
Invaders	<p>Design and create an anglo saxon shield (Alternative option creating an Anglo Saxon braid or weave)</p>

	<p>Shield LOOK AT CIRRICULUM CAN TAKE LOS Lesson 1: Functions of shields, types of shields, purpose and materials of shields. Task comparison between roman and Anglo Saxons Lesson 2: Health week Lesson 3: What is the purpose of our replica shields? Different types of Anglo Saxon Shields Start a detailed design- joins, materials, strength, decorate Explain why</p> <p>Modroc/ plaster paris etc Lesson 4: Make – cutting, strengthen, joins Lesson 5: Make- - decorate Lesson 6: Make- joins Lesson 7: Evaluate- against first lesson design- fit for purpose</p>
<p>Britain at play</p>	<p>DT: Design and make a moving toy</p> <p>Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7:</p> <p>To include moving part including pulley and levers, look at examples, deisgn, produce and evlauate</p>
<p>Mexico and Mayans</p>	<p>Design and make a Mayan inspired mask using mouldable materials.</p> <p>Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7:</p> <p>Look at examples, likes and dislikes, compare, children to decide material to use to create mask, paint (possible materials – clay, plaster of paris, mud rock)</p>
<p>Walls and barricades</p>	<p>DT: Design and make a model castle with moving barricades</p>

	<p>Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7:</p> <p>Children to design and select materials for building a castle, including cutting and joining techniques</p>

Year 6

WW1 – trench warfare	<p>Mike Rickett as inspiration to create pieces of art about the trenches</p> <p>Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7:</p> <p>How is his style different to Paul Nash? Investigate mixing paints to create light areas, experiment with paints to assess which material is best to use (eg water colour, acrylic, chalk, pencils, pastels). Create final piece</p>
Disaster	<p>DT – model volcano</p> <p>Lesson 1: What Is the purpose of the volcano? (e.g. scientific model, artistic interpretation, cross section model, children need to be able to explain what purpose their model will have and who it would be useful for) Look at examples of volcano models and evaluate them against the SC they create for their work. If creating a scientific model they may highlight how an example model isn't fit for purpose.</p> <p>Lesson 2: Generate and develop their ideas through discussion and record their intended outcome. Generate cross-sections and diagrams of their piece and materials they will be using.</p> <p>Lesson 3: Skill – different joins and which ones are most appropriate. Select appropriate tools for creating their piece and justify the choices based on functional and aesthetic qualities</p> <p>Lesson 4: Skill – technical knowledge, applying understanding of how to strengthen, stiffen and reinforce their structure. Begin building volcano (evaluate progress)</p> <p>Lesson 5: continue building volcano (evaluate progress)</p>

	<p>Lesson 6: complete volcano (evaluate progress) Lesson 7: Look at original design and SC selected for the final piece, is the model fit for purpose? Does it work as a scientific model/art piece? Would it appeal to the selected audience, why/why not? Ask a partner to evaluate your work. Do they agree with what you found?</p> <p>Children to create a cross – section of a volcano using mud rock</p>
<p>Out of this World</p>	<p>Study of Vincent Van Gogh and the starry night Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7:</p> <p>Study of Van Gogh and the change of art over time, what is the story behind starry night? Children to use starry night as inspiration to create their own picture of the night sky explaining their interpretation.</p>
<p>Rule Britannia</p>	<p>DT – create and design a Viking flag Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7:</p> <p>Design, choose and test materials, create patterns, cut material, stitch, evaluate</p>
<p>Yes Minister</p>	<p>Create a poster campaign for a political party – designing a logo. Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7:</p> <p>Look at examples and how they have changed over time, what does the image show about priorities for the party? How has the _____ logo changed over time? Re-design a political parties logo.</p>
<p>Greece Lightning!</p>	<p>Design and create a Greek pot</p>

Art overview 2020-2021

	<p>Lesson 1: Lesson 2: Lesson 3: Lesson 4: Lesson 5: Lesson 6: Lesson 7:</p> <p>Decide what images to include on outside, experiment using variety of tools to create patterns on clay, investigate ways of creating pots by hand, plan pot, create, paint, glaze.</p>
--	--