








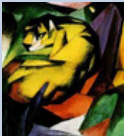







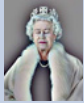



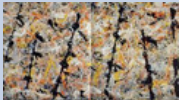

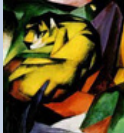

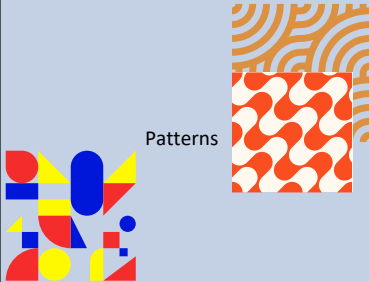
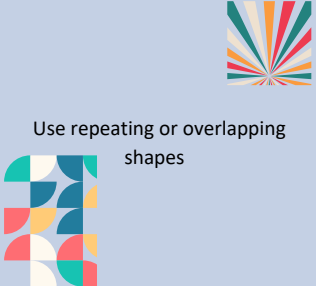

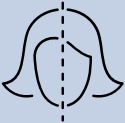






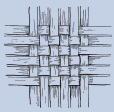


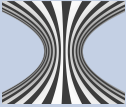
<p>MTP Autumn Conflict</p>	 	<p>Vocabulary</p>	<p>Suggested significant artists</p>	<p>Artistic technique</p>	<p>Development of ideas</p>	<p>Compare and contrast</p>
<p>KS1 Collage</p>	<p>What shapes can you see in a castle?</p>	<p>Collage Mixed materials Texture Inspired Method</p>	 <p>Paul Klee - Castle and Sun</p>	 <p>Children know how to use a combination of materials that are cut, torn and glued.</p>	<p>Children Mix materials to create texture.</p> <p>Children experiment with different methods and materials including: photocopied material, fabric, plastic, tissue, magazine and assortment of papers</p>	<p>. Children sort and arrange materials to improve their finished piece</p> <p>Children can discuss how they have improved their work</p>
<p>KS2 Printing</p>	<p>What will Banksy do next?</p> 	<p>Print Layers Accurate Fine detail Visual element Potential Philanthropist Revolutionary</p>	 <p>Study a range of images associated with Banksy</p>	<p>Create an accurate image showing fine detail.</p> <p>Use a range of visual elements in the style of a given artist to reflect the purpose of the work.</p> <p>Build up layers of colours.</p> 	<p>Imaginatively extend ideas from a starting point.</p> <p>Collect information, sketches and resources</p> <p>Spot the potential in unexpected results as work progresses.</p>	<p>Children give their opinion on selected pieces of art.</p> <p>Children can describe their feelings towards Banksy's style of art</p>

<p>MTP Spring Plant Earth</p>	 <p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Suggested significant artists</p>	<p>Artistic technique</p>	<p>Development of ideas</p>	<p>Compare and contrast</p>
<p>KS1 Painting</p>	<p>Are paintings more exciting when they are colourful?</p>	<p>Nature Thick and thin Primary Secondary Tints Tones Colour wheel</p>	 <p>Henri Rousseau and Franz Marc</p> 	 <p>Mix primary colours to make secondary</p> <p>Add white to colours to make tints and black to colours to make tones.</p>	<p>Create colour wheels</p> <p>Explore the effect of adding black and white to paint</p> 	<p>Children explore using different methods and materials e.g. :working on different sized and type of paper : using thick and thin brushes.</p>
<p>KS2 Collage</p>	<p>How is climate change represented through art?</p> 	<p>Collage Textiles Mixed texture Visual Tactile Mosaic</p>	 <p>Nor Tijan Firadaus, Climate Change is Real, (collage)</p> <p>Window (text) by Jeannie Baker</p> 	<p>Combine visual and tactile qualities using a range of non-recyclable and recyclable materials</p>	<p>Combine textiles and collage to represent the impact of climate change</p> <p>Combine previously learned techniques to create pieces using a range of media.</p>	<p>Describe how their created pieces have been improved and refined to depict climate change</p> <p>Make comparisons between art works representing climate change</p>

<p>MTP Summer Britain</p>	 <p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Suggested significant artists</p>	<p>Artistic technique</p>	<p>Development of ideas</p>	<p>Compare and contrast</p>
<p>KS1 Drawing</p>	<p>How do faces change over time?</p>	<p>Thin and thick Accurate (colouring) Texture Tones</p>	 <p>Pietro Annigoni</p>  <p>Chris Levine</p>  <p>Richard Stone</p>	<p>Draw lines of different sizes and thickness.</p> <p>Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p>	<p>Colour (own work) neatly following the lines.</p> <p>Use feedback to improve outcomes</p>	<p>Compare different methods and materials e.g pencils, crayons, pastels, felt tips, charcoal and chalk.</p>
<p>KS2 Painting</p>	<p>Will modern art become as well-known as traditional art?</p> 	<p>Modern art Traditional art Sketch Combine Colour palette Mood Tints and tones Qualities (of resources) Complementary contrasting</p>	 <p>"The Persistence of Memory" by Salvador Dali (1931) - a surrealist painting that features melting clocks</p> <p>"Blue Poles" by Jackson Pollock (1952) - an abstract expressionist painting that features layers of dripped and poured paint</p> <p>"Fountain" by Marcel Duchamp (1917) - a readymade sculpture that consists of a porcelain urinal</p> 	<p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Sketch (lightly) before painting to combine line and colour Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p>	 <p>Use the qualities of materials to enhance ideas.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> 	<p>Compare the style of work in the Tate Modern to that in the National Gallery and give reasons for personal preferences demonstrating a fluent grasp of visual language.</p> <p>Have a secure understanding of primary and secondary, warm and cold, complementary and contrasting colours and how these are used in paintings.</p>

<p>MTP Autumn Humankind</p>	 <p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Suggested significant artists</p>	<p>Artistic technique</p>	<p>Development of ideas</p>	<p>Compare and contrast</p>
<p>KS1 Sculpture</p>	<p>Do sculptures of people need to look real?</p>	<p>Sculpture Combination Malleable material Kneading Moulding Carving Texture</p>	<p>Emil Alzamora. Henry Moore 'Gathering' by Chris Rench. The Yox Man –Laurance Edwards</p> 	<p>Use malleable materials e.g. clay and explore a range of techniques such as squashing, kneading, rolling, cutting, moulding and carving.</p>	 <p>Use rolled up paper, straws, paper, card and clay as materials for a sculpture.</p>	<ul style="list-style-type: none"> <li>• Include lines and texture.</li> <li>• Use a combination of shapes.</li> </ul>
<p>KS2 Sculpture</p>	<p>How do other cultures represent the human form?</p> 	<p>Sculpture Life like Vs abstract Interpretation Carve Texture Pattern Visual qualities Tactile qualities</p>	 <p><u>The Olmecs</u> <u>'Aswany'</u> <u>at Tache Art Totem poles</u></p>	<p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p>	<p>Use the qualities of materials to enhance ideas and know which quality is involved in modelling, sculpting and construction.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Combine visual and tactile qualities</p>	 <p>Comment on artworks with a fluent grasp of visual language.</p>

<p>MTP Spring Inventions</p>	 <p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Suggested significant artists</p>	<p>Artistic technique</p>	<p>Development of ideas</p>	<p>Compare and contrast</p>
<p>KS1 1st Half Term Printing</p>	<p>How can you use four colours to create a masterpiece?</p>	<p>Printing Pattern Repeat Overlapping Digital art Masterpiece Texture Tone</p>	 <p>Patterns</p>	<p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p>	 <p>Use repeating or overlapping shapes</p>	<p>Compare and contrast digital art to printing in four colours</p>
<p>KS1 2nd Half Term Digital</p>	<p>How can you use four colours to create a masterpiece?</p>		<p>Mondrian Kandinsky</p>	<p>How to use a simple computer programme to make art.</p> <p>Use the tools function to create different textures, lines, tones, colours and shapes.</p>	<p>Use repeating or overlapping shapes</p> 	
<p>KS2 Digital</p>	<p>Would symmetry make the perfect selfie?</p>	<p>Skyline Reflection Shadow Direction Perspective Realistic Impressionistic</p>	 <p><u>Digital symmetry</u></p>	<p>Create facial images that show the impact of perfect symmetry using digital art</p> <p>Edit using enhanced digital media (including sound, video, animation, still images and installations).</p>	<p>Use a range of digital functions to enhance ideas.</p> <p>Develop and imaginatively extend ideas</p>	 <p>Describe the impact of symmetry on facial images comparing symmetrical and non-symmetrical selfies</p>

<p>MTP Summer Civilisations</p>	 <p>Engages with Debate</p>	<p>Vocabulary</p>	<p>Suggested significant artists</p>	<p>Artistic technique</p>	<p>Development of ideas</p>	<p>Compare and contrast</p>
<p>KS1 Textiles</p>	<p>What foods give us the best colours?</p>	<p>Textiles Dip dye Colour pallet Blend Weave Plait</p>	<p><a href="https://www.fiberartsy.com/how-to-make-natural-dyes-from-food/">https://www.fiberartsy.com/how-to-make-natural-dyes-from-food/</a></p> 	<p>Use dip dye techniques - (vegetables/brush) to create a colour pallet</p> <p>Blend dye to create new colours</p>	 <p>Plaiting.</p> <p>Weaving to create a pattern.</p> <p>Joining materials using glue and/or a stitch.</p> 	<p>Compare the effectiveness of different food dyes</p> <p>Identify dyes that come from a range of foods</p>
<p>KS2 Drawing</p>	<p>How can 2D lines create 3D images?</p>	<p>Skyline Reflection Shadow Direction Perspective Realistic Impressionistic</p>	<p>Model how to create 3D drawings of buildings</p> 	 <p>Use lines to represent movement.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p>	<p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p>	 <p>Comment on artworks with a fluent grasp of visual language.</p>