

## William Leech CofE Primary - Art Overview



<p><b>By the end of EYFS we would like our young artists to</b></p>	<ul style="list-style-type: none"> <li>● Know how to mix different colours and shades of colour.</li> <li>● Know how to join materials in a range of ways.</li> <li>● Be able to talk about what they have made and how they made it.</li> <li>● Be able to explore different media and materials.</li> <li>● Know how to use some tools effectively</li> <li>● Look and discuss a range of art created by different artists.</li> <li>● Create their own art, selecting their own resources and using their imagination.</li> <li>● Know that there are lots of colours, shapes and patterns in the natural world.</li> <li>● Draw in a purposeful way.</li> </ul>
<p><b>Enquiry</b></p>	<p><b>Y1/2 and Y2/3 – Year A</b></p>
<p><b>Autumn 1- Continuous provision</b> What's in our World?</p>	<p><b>Powerful Knowledge</b></p> <p><b>Research:</b> How can we use natural materials to create a piece of artwork? (Andy Goldsworthy)</p> <p><b>Research:</b> What is cubism?</p> <p><b>Research:</b> Draw a self-portrait in the cubist style (Pablo Picasso)</p> <p><u>End Points</u></p> <ul style="list-style-type: none"> <li>● <b>Communicate something about themselves in their drawing and painting.</b></li> <li>● <b>Draw using crayons and different grades of pencil.</b></li> <li>● <b>Evaluate their work using the language of art.</b></li> <li>● <b>Describe what they like/ see in the work of another artist.</b></li> <li>● <b>Ask sensible questions about a piece of art to paint something they see.</b></li> </ul> <p><b>Key Vocabulary</b></p> <p>thick, thin, shape, texture</p>

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<p><b>Assessment</b></p>	<p><b>WTS</b></p>	<p><b>GDS</b></p>
<p><b>Local Study:</b> Where do I live and what is my past?</p>	<p><b>Powerful Knowledge</b></p> <p><b>Research:</b> Who is in your family? Pencil drawing of family tree</p> <p><b>End Points</b></p> <ul style="list-style-type: none"> <li>● Communicate something about themselves in their drawing and painting;</li> <li>● Draw using crayons and different grades of pencil</li> <li>● Draw lines of different shapes &amp; thickness(using crayons or pencils)</li> <li>● Evaluate their work using the language of art</li> </ul> <p><b>Key Vocabulary:</b> shape, thick, thin</p>	
<p><b>Assessment</b></p>	<p><u><b>WTS</b></u></p>	<p><u><b>GDS</b></u></p>
<p><b>Plants and Leaves:</b> Does everything change when the seasons change?</p>	<p><b>Powerful Knowledge:</b></p> <p><b>Recall:</b> How do you create textures in clay?</p> <p><b>Research:</b> How many different leaf colours can you mix?</p> <p><b>End Points:</b></p>	

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	<ul style="list-style-type: none"> <li>● Create pattern in 2d using clay (leaf print/texture)</li> <li>● Use a range of materials creatively</li> <li>● Evaluate their work using the language of art</li> </ul> <p><b>Key Vocabulary:</b> shape, texture</p>	
<b>Assessment</b>	<u><b>WTS</b></u>	<u><b>GDS</b></u>
<p><b>Food:</b> Where does our food come from?</p>	<p><b>Recall:</b> How do you change tools in a paint program?</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Use simple IT painting program to create a repeating pattern picture of a fruit or vegetable ; use tools like fill, brushes</li> <li>● Evaluate their work using the language of art</li> <li>● Go back and change their picture</li> </ul> <p><b>Key Vocabulary:</b> Primary colours, shape, texture, thick, thin, mood</p>	
<b>Assessment</b>	<u><b>WTS</b></u>	<u><b>GDS</b></u>
<p><b>Toys:</b> Which toys would I find in my Grandparents Attic?</p>	<p><b>Research:</b> How do different colours represent feelings?</p> <p><b>Reasoning:</b> Can you decorate a toy box or create a painting in the style of Mondrian?</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Describe what they like/ see in the work of another artist</li> </ul>	

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	<ul style="list-style-type: none"> <li>● Ask sensible questions about a piece of art to paint something they see</li> <li>● Choose thick/ thin brushes as appropriate (using poster paint)</li> <li>● Explore and know primary and secondary colours (R,B,Y,W,B - P,O,G)</li> <li>● Evaluate their work using the language of art</li> </ul> <p><b>Key Vocabulary:</b> Primary colours, shape, texture, thick, thin, mood, Mondrian</p>	
<b>Assessment</b>	<u>WTS</u>	<u>GDS</u>
<p><b>The Northumberland Coast</b> : Why is Grace Darling admired by Northumbrians? What treasures can be found on our coastline?</p>	<p><b>Powerful Knowledge</b></p> <p><b>Recall:</b> Which threads are the warp and weft?</p> <p><b>Reasoning:</b> Can weaving be used to create a useful item for the beach?</p> <p><b>End Points</b></p> <ul style="list-style-type: none"> <li>● Group fabrics &amp; threads by colour and texture</li> <li>● Weave with fabric and thread</li> <li>● Evaluate their work using the language of art</li> </ul> <p><b>Key Vocabulary:</b> texture</p>	
<b>Assessment</b>	<u>WTS</u>	<u>GDS</u>

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<b>Enquiry</b>	<b>Y1/2 and Y2/3 – Year B</b>		
<b>Do polar bears and penguins ever meet?</b>	<p><b>Powerful Knowledge:</b>  <b>Recall:</b> How do you make lighter or darker marks with pencil/charcoal/pastel?  <b>Reasoning:</b> Which of Adonna Khare’s images is your favourite? Why?  <b>End Points:</b></p> <ul style="list-style-type: none"> <li>• Mix secondary and tertiary paint colours and predict outcomes (including brown, pink and violet)</li> <li>• Add white to make tints</li> <li>• Add black to make tones</li> <li>• Evaluate their work using the language of art</li> </ul> <p><b>Key Vocabulary:</b>                      Form, Adonna Khare</p>		
<b>Assessment</b>	<u><b>WTS</b></u>	<u><b>GDS</b></u>	
<b>The Great Fire of London:</b> What happened in Pudding Lane?	<p><b>Powerful Knowledge:</b>  <b>Research:</b>                      How can overlapping cellophane create new colours when making a collage of fire?</p> <p><b>End Points:</b>                      Use different materials to create collage and explain choices (e.g. cellophane)</p> <p><b>Key Vocabulary:</b>                      secondary colours, evaluate, compare</p>		
<b>Assessment</b>	<u><b>WTS</b></u>	<u><b>GDS</b></u>	

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<p><b>Healthy Heart:</b> How do I live a healthy life?</p>	<p><b>Powerful Knowledge:</b>  <b>Recall:</b> What is applique?  <b>Reason:</b> When is it better to sew instead of glue?  <b>Research:</b> How did Matisse create shapes for his collages?</p> <p><b>Key Vocabulary:</b>                      Applique, stitch</p>	
<p><b>Assessment</b></p>	<p><u><b>WTS</b></u></p>	<p><u><b>GDS</b></u></p>
<p><b>Plants:</b> How does your garden grow?</p>	<p><b>Powerful Knowledge:</b>  <b>Research:</b> How can we depict fruit and vegetables in printing techniques?  <b>Research:</b> How can food substances be used to create a repeating pattern? (peel/leaves)  <b>Research:</b> Ways to arrange a repeat pattern on fabric or paper (explore in 2simple)  <b>Research:</b> Explore Tie Dye  <b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Design a print and create it using pressing, rolling, rubbing and stamping</li> <li>● Transfer print to textile/fabric</li> <li>● Join fabric with glue</li> <li>● Sew fabrics together</li> <li>● Explore Tie Dye techniques and patterns</li> <li>● Evaluate their work using the language of art</li> </ul> <p><b>Key Vocabulary:</b>                      Texture, pattern, form, tone, secondary colours, evaluate, compare</p>	
<p><b>Assessment</b></p>	<p><u><b>WTS</b></u></p>	<p><u><b>GDS</b></u></p>
<p><b>Explorers:</b> Who was the best explorer - Columbus or Armstrong?</p>	<p><b>Powerful Knowledge:</b>  <b>Recall:</b> What are the primary and secondary colours?  <b>Research:</b> How can we make tints and tones?  <b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Mix secondary and tertiary paint colours and predict outcomes (including brown, pink and violet)</li> <li>● Add white to make tints</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Add black to make tones</li> <li>• Evaluate their work using the language of art</li> </ul> <p><b>Key Vocabulary:</b> tone, secondary colours, evaluate, compare</p>	
<b>Assessment:</b>	<b>WTS</b>	<b>GDS</b>

Enquiry	Y1/2 and Y2/3 – Year C
<p><b>Ancient Greece</b> What were the wonders of Ancient Greece?</p> <p><i>Key concept: Civilisation</i></p>	<p><b>Powerful Knowledge:</b>  <b>Recall:</b> What have archaeologists discovered about paintings in Ancient Greece?  <b>Reasoning:</b> How can you join clay and sculpt clay?  <b>Research:</b> What were the main features of Ancient Greek architecture?</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>• Use the web to research an artist or style of art</li> <li>• Add texture and shape in 3d work</li> <li>• Suggest, in writing, an explanation of their sketch and improvements to their work</li> </ul> <p><b>Key Vocabulary:</b> shape</p>

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<b>Assessment</b>	<u>WTS</u>	<u>GDS</u>
<b>Volcanoes</b> <i>Could you live near a volcano?</i>	No specified art	
<b>George Stephenson:</b> How did transport change because of George Stephenson?	<p><b>Powerful knowledge:</b></p> <p><b>Research:</b> How do I use shape, line and perspective through the use of charcoal to create images of steam trains?</p> <p><b>Reasoning:</b> What changes did you make to your work and why?</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>• Show pattern and texture in drawing</li> <li>• Demonstrate ideas through pictures and sketchbooks</li> <li>• Evaluate their work using the language of art</li> <li>• Annotate sketchbooks showing how work has been changed</li> </ul> <p><b>Key Vocabulary</b> form, tone</p>	
<b>Assessment:</b>	<u>WTS</u>	<u>GDS</u>
<b>Plants</b> <i>How do plants adapt to their surroundings?</i>	<p><b>Powerful Knowledge:</b></p> <p><b>Reasoning:</b> How can food items be represented in collage?</p> <p><b>Research:</b> How many different ways can you arrange a repeat print? (Hint: you could explore this in 2Simple)</p> <p><b>Recall:</b> What is applique?</p> <p><b>Reason:</b> When is it better to join by sewing or using glue?</p> <p><b>Research:</b> How did Matisse create shapes for his collages?</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>• Overlap collage materials (include fabric, textures and felt)</li> <li>• Join fabric to form a quilt, using more than one stitch</li> </ul>	



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	<ul style="list-style-type: none"> <li>● Use sewing to cut accurately and add detail</li> <li>● Make notes about techniques used by artists</li> <li>● use textiles and sewing</li> <li>● explore the work of artists and craft makers</li> </ul> <p><b>Key Vocabulary:</b> applique, quilt, collage, Matisse</p>	
<b>Assessment</b>	<b><u>WTS</u></b>	<b><u>GDS</u></b>
<p style="text-align: center;"><b>Local Study</b> <i>Why are fishing/coal at the heart of our community: now and in the past?</i></p>	<p><b>Powerful Knowledge:</b>  <b>Recall:</b> When did the Pitman Painters create their masterpieces?  <b>Reasoning:</b> How did the Pitman Painters use different brush strokes?  <b>Research:</b> What subjects were communicated in the paintings?  <b>Reasoning:</b> Can you show an event from mining or fishing in the style of The Pitman Painters?</p> <p>Explore the work of artists and craft makers (use watercolours, charcoal, acrylic or oils to re-create a painting in style of Pitman Painters)</p> <p><b>Research:</b> Explore textiles to create a mat or patchwork quilt (felting, proggy mat, quilting)</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Create a background wash using a range of materials and tools</li> <li>● Show facial expressions in sketches</li> <li>● Overlap collage materials (include fabric, textures and felt)</li> <li>● Join fabric to form a quilt, using more than one stitch</li> <li>● Make notes about techniques used by artists</li> <li>● use textiles and sewing to cut accurately and add detail</li> <li>● explore the work of artists and craft makers (use watercolours, charcoal, acrylic or oils to re-create a painting in style of Pitman Painters)</li> </ul> <p><b>Key Vocabulary:</b> dab, stipple, collage, wash, Pitman Painters</p>	
<b>Assessment</b>	<b><u>WTS</u></b>	<b><u>GDS</u></b>

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Enquiry	Y4/5 and Y5/6 – Year A
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<p><b>Stone Age to Iron Age:</b> <i>How did people survive in the prehistoric ages?</i></p>	<p><b>Powerful Knowledge:</b>  <b>Recall:</b> What is a cave painting?  <b>Reason:</b> Is a cave painting art?  <b>Reason:</b> How can we use a cave painting to represent events of the past?  <b>Research:</b> Which are the best materials to make a cave painting?</p> <p>Explore primary, secondary and tertiary colour</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>• Use the web to research an artist or style of art</li> <li>• Use different pencil shades and charcoal on a variety of surfaces to show tone and texture</li> <li>• Use a range of brush effects in painting</li> <li>• Revisit primary, secondary and tertiary colours on a colour wheel and accurately colour mix</li> </ul> <p><b>Key Vocabulary:</b> secondary colours, blend, Brush strokes, dab, stipple</p>	
<p><b>Assessment</b></p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>

<p><b>Ancient Egypt:</b> What are the secrets of Ancient Egypt as an early civilisation?</p>	<p><b>Powerful Knowledge:</b>  <b>Research:</b> How do you accurately draw a person? Using a grid to guide you, accurately draw a person considering proportion and scale.</p> <p>Using pen and ink - create a scene from Ancient Egypt - include architecture, people, jewellery and sculpture.</p>	
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<p><i>Key concept: Rich and Poor (Peasantry)</i></p>	<p>Explore different techniques to age paper or make recycled paper, when learning about papyrus.</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>• Accurately draw people using scale and proportion</li> <li>• Organise line, tone, shape and colour to represent form and movement</li> <li>• Re-create Egyptian art using pen and ink</li> </ul> <p><b>Key Vocabulary:</b> medium, shade, form, proportion</p>	
<p><b>Assessment</b></p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>
<p><b>Electricity and sound:</b> In a world of powering up, how can we power down?</p>	<p><b>Powerful Knowledge:</b> <b>Recall:</b> What inspired Kandinsky's artworks? (abstract art) <b>Reasoning:</b> How can you represent sounds/ movement in artwork? <b>Research:</b> Investigate how backgrounds can change the mood of a portrait. <b>End Points:</b></p> <ul style="list-style-type: none"> <li>• Use a digital image (in style of Kandinsky to show sound and movement)</li> </ul> <p><b>Key Vocabulary:</b> Movement, Wassily Kandinsky</p>	
<p><b>Assessment</b></p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>
<p><b>Romans:</b> How did the Roman Empire develop, grow and fall?  <i>Key concept: Empire</i></p>	<p><b>Powerful Knowledge:</b> <b>Recall:</b> What did the Romans use mosaics for? <b>Reasoning:</b> Which is the easiest shaped tile to use for mosaics? <b>Research:</b> What did the Romans depict in their mosaics? <b>End Points:</b></p> <ul style="list-style-type: none"> <li>• Explore, design, create and improve a mosaic (paper/glass/plastic)</li> </ul>	

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	<b>Key Vocabulary:</b> mosaic	
<b>Assessment</b>	<b>WTS</b>	<b>GDS</b>
<b>Habitats:</b> What makes a home habitable?	<p><b>Powerful Knowledge:</b></p> <p><b>Research:</b> Combine materials and processes to design and make 3D forms. <b>Research:</b> Can you create an animal sculpture using wire art</p> <p>Zoe Robinson- wire animal sculpture artist</p> <p>or: Design &amp; make a plush toy that can be sold to raise money for endangered animals.</p> <p><b>Recall</b> –Identify the requirements of a soft toy for children. <b>Research</b> – Investigate properties of materials used for children's toys. <b>Reason</b> – Give reasons for choice of materials in your design. <b>End Points:</b></p> <ul style="list-style-type: none"> <li>● create a 3d form of an animal (wire, card, modroc)</li> </ul> <p><b>Key Vocabulary:</b> sculpture, form, proportion, Zoe Robinson</p>	
<b>Assessment</b>	<b>WTS</b>	<b>GDS</b>
<b>Britain's Settlement by the Anglo-Saxons and Scots:</b> Raid, abandon, settle and convert?  <i>Key concept: Christian Conversion</i>	<p><b>Powerful Knowledge:</b></p> <p><b>Research:</b> Look at the elements of an Anglo Saxon settlement and use a range of materials to recreate as a model.  (include a range: papier mache/card/textiles/mod roc/clay/wire/ paper)</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● explore the use of wire to create a 3d form</li> <li>● Create 3d form - landscape of settlement - learn more about mastery or art and design techniques</li> </ul> <p><b>Key Vocabulary:</b> Shape, form</p>	

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<b>Assessment</b>	<u>WTS</u>	<u>GDS</u>
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<b>Enquiry</b>	<b>Y4/5 and Y5/6 – Year B</b>
<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p>	<p><b>Powerful Knowledge:</b>  <b>Research:</b> the use of colour in Viking Longships and artefacts</p> <p>(Use pen and ink to recreate relief carving and engraving patterns used on Viking artefacts and compare them with Celtic Art.)</p> <p><b>Research:</b> Are there any similarities between Viking art and Celtic art?</p>

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<p>How did the Kingdom of England come to be?</p>	<p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Experiment with form and design to create pattern similar to carving/engraving of Viking versus Celtic art.</li> <li>● Create a range of moods in their paintings</li> </ul> <p><b>Key Vocabulary:</b> pattern</p>	
<p><b>Assessment</b></p>	<p><b>WTS</b></p>	<p><b>GDS</b></p>
<p><b>European Country Study:</b> Who are our European neighbours?</p>	<p>No specific art</p>	
<p><b>Plastic Materials</b> Has Leo Baekeland's invention become a climate disaster?</p>	<p>No specific art</p>	
<p><b>Women's Impact on British History:</b> How have women shaped and influenced our nation and beyond?</p>	<p><b>Powerful Knowledge:</b> <b>Recall:</b> how were textiles used to depict key messages? <b>Research:</b> which textiles and sewing techniques can be used to make banners and flags? <b>Research:</b> How can digital print be used for influence?</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Use textiles &amp; sewing skills: running stitch, cross stitch, back stitch, applique (to create banner or flag)</li> <li>● Scan &amp; take digital photos</li> <li>● Integrate digital images into art work</li> </ul> <p><b>Key Vocabulary:</b> textiles</p>	
<p><b>Assessment</b></p>	<p><b>WTS</b></p>	<p><b>GDS</b></p>
<p><b>SRE</b> Should I be the same or unique?</p>	<p><b>Powerful Knowledge:</b> <b>Research:</b> observe the work of Henry Moore and Roy Lichtenstein and analyse their still life drawings. <b>Recall:</b> Where was Henry Moore from?</p>	

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	<p><b>Reasoning:</b> What's the same and different between Henry Moore's drawings and sculptures? Create a detailed line drawing (still life) of human, animal or food form</p> <p>Create a self portrait using digital art</p> <p>Create a self portrait using pencil art</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Learn about the work of others through visits, books (Henry Moore/Roy Lichtenstein)</li> <li>● Combine visual &amp; tactile qualities to express emotion (self portraits)</li> <li>● Paint and draw simple objects; use marks and lines to produce texture; use shading to create mood and emotion (using pen, ink, oils, paint)</li> <li>● Evaluate and analyse the work of Henry Moore before creating their own likeness using similar techniques</li> <li>● Organise line, tone, shape &amp; colour to represent figures and forms in movement</li> <li>● Keep notes in sketch books as to how to develop work further.</li> <li>● Use sketch books to compare &amp; discuss</li> </ul> <p><b>Key Vocabulary:</b> digital, expression, , mood, self portrait, still life, Henry Moore/Roy Lichtenstein</p>	
<p><b>Assessment</b></p>	<p><u>WTS</u></p>	<p><u>GDS</u></p>

<p><b>Rivers:</b> Does a river always travel from source to sea?</p>	<p><b>Powerful Knowledge:</b></p> <p><b>Recall:</b> Which artists do you know that depict water?</p> <p><b>Research:</b> Explore Monet's use of reflection in his artwork. Create an image in the style of Monet showing reflection, perspective and the movement of water on a river.</p> <p><b>Reasoning:</b> Explore how you can use shade, mood and feelings to create art pieces.</p> <p><b>Reasoning:</b> To show how movement can be shown using line, tone, shape and colour</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Use a sketchbook to record their work, keep notes and improve their work</li> <li>● Show reflections (using water colour in style of Monet)</li> <li>● Experiment with different artists' styles (Monet/Kandinsky)</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Use shading, mood, movement and feeling in their paintings (watercolour)</li> <li>● Identify and use marks and lines to produce texture and movement</li> </ul> <p><b>Key Vocabulary:</b> movement, shade, form, Monet</p>	
<b>Assessment</b>	<u>WTS</u>	<u>GDS</u>

Enquiry	Y4/5 and Y5/6 – Year C
<p><b>Power, Law, Crime and Punishment:</b> What are the key trends and changes to laws and the impact of parliament since 1066?</p> <p><i>Key concept: Parliament</i></p>	<p>Powerful Knowledge:  <b>Recall:</b> What media and equipment does Banksy use to create his art?  <b>Reasoning:</b> Graffiti: Art or vandalism?  <b>Research:</b> Who is Banksy and why does he want to be anonymous?</p> <p>Use paint or digital art to create a political propaganda poster in the style of Banksy</p> <p>End Points:</p>



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	<ul style="list-style-type: none"> <li>● Explain what their own painting style is</li> <li>● Use a wider range of techniques in their work</li> <li>● Explain their choice of technique in painting</li> <li>● Communicate emotion through sketches and painting</li> <li>● Combine pattern, tone and shape through both digital and portrait art</li> <li>● Create digital art</li> </ul> <p><b>Key Vocabulary:</b> composition, graffiti, vandalism, wall painting, Banksy</p>	
<b>Assessment</b>	<b><u>WTS</u></b>	<b><u>GDS</u></b>
<p><b>Mayans</b> Why are they 'written' into our History books?</p> <p><i>Key concept: Civilisation</i></p>	<p><b>Powerful Knowledge:</b> <b>Recall:</b> What were the wall paintings created by Mayans depicting? Re-create a picture in the same style using charcoal, ink or script (calligraphy)</p> <p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Paint using range of materials and tools</li> <li>● Explain why they have used specific techniques</li> <li>● Make detailed notes about their work in their sketch book</li> </ul> <p><b>Key Vocabulary:</b> directional, continuous</p>	
<b>Assessment</b>	<b><u>WTS</u></b>	<b><u>GDS</u></b>
<p><b>Extreme Earth</b> Is our Earth Extreme?</p>	<p><b>Powerful Knowledge:</b> <b>Research:</b> The Great Wave Project and recreate to depict earth in crisis <b>Recall:</b> what is a Zentangle and how can we use the skills and techniques to create our own image to show disaster?</p>	

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	<p><b>End Points:</b></p> <ul style="list-style-type: none"> <li>● Use a range of tools, combining them to make sketches</li> <li>● Use a range of drawing and sketching techniques; including Zentangle</li> <li>● Compare their work with others</li> <li>● Exhibit their work</li> </ul> <p><b>Key Vocabulary:</b> Zentangle, Drawing: cross-hatching, shading,</p>	
<b>Assessment</b>	<u>WTS</u>	<u>GDS</u>
<p><b>Working Scientifically:</b> Why do we need to experiment and test as a scientist?</p>	No specific art	
<p><b>RSHE/PHSCE/Transition</b> Is it good to be different?</p>	<p><b>Powerful Knowledge:</b>  <b>Recall:</b> What are our dreams for the future?  <b>Recall:</b> What were some of the recurring images in the work of Marc Chagall?  <b>Reasoning:</b> How do Marc Chagall's paintings compare with the portraits of other artists  <b>Research:</b> Explore how to create dream-like effects with a range of brushstrokes  <b>End Points:</b> <ul style="list-style-type: none"> <li>● Compare their work with others</li> <li>● Exhibit their work</li> <li>● Combine pattern, tone and shape through portrait art</li> </ul> <b>Key Vocabulary:</b> Composition, shading, Marc Chagall</p>	
<b>Assessment</b>	<u>WTS</u>	<u>GDS</u>