

A Twist in the Tale!

Drawing: Make your mark.

- This unit helps pupils to understand and use different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media, while responding to music.

Autumn

Half term 1

- Exploring line. LO: To know how to create different types of lines.
- Making waves. LO: To explore line and mark making to draw water.
- Experimenting with media. LO: To draw with different media.

Half term 2

- Mark making. LO: To develop an understanding of mark making.
- Drawing from observation LO: To apply an understanding of drawing materials and mark making to draw from observation.

Vocabulary

Art, 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical, wavy

Let's Explore!

Painting and mixed media: Life in colour

This unit focuses on teaching primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.

Spring

Half term 1 - Confident Communicators Week

1. Texture hunt. LO: To know how texture can be created with paint.
2. Making textures. LO: To use paint to explore texture and pattern.
3. Collage creation. LO: To compose a collage, choosing and arranging materials for effect.

Half term 2

Vocabulary

Collage
detail
mixing
overlap
primary colour
secondary colour
surface
texture

A Sense of Adventure

Sculpture and 3D- Clay Houses

This unit focuses on teaching pupils to shape and decorate clay, create a pinch pot, design and make a clay tile with house features. It emphasises practical skills in working with clay and applying artistic techniques in a structured project.

Suggestions:

- the 5 lessons could be split into lessons 1-3 in Summer 1 and lessons 4-5 in Summer 2

Half Term 1

Half Term 1

1. Exploring clay. LO: To use my hands as a tool to shape clay.
2. Pinch pots. LO: To shape a pinch pot and join clay shapes as decoration.
3. Applying skills in clay. LO: To use impressing and joining techniques to decorate a clay tile.

Vocabulary

casting
 ceramic
 cut
 detail
 flatten
 glaze
 impressing
 in relief
 join
 negative space

pinch pot
 plaster
 roll
 score
 sculptor
 sculpture
 shape
 slip
 smooth
 surface
 three dimensional
 thumb pot

Summer

What can make this personal to Dovers Green?

- Creative afternoon- each class will have one standalone extra art lesson a week
- Termly self-portraits in sketch books
- Termly drawing of class tree
- Children to study Vivienne Westwood fashion designer during the Spring term
- Confident communicators week links to Creative arts
- Use of Forest School and the school grounds to observe the natural world
- Environmental explorers week, using recycled materials to make a sculpture
- Creating products for the Christmas fair
- Visit Reigate school to look at GCSE art work

The development of SMSC and the promotion of British Values within DT

SMSC	<ol style="list-style-type: none"> 1. Children will have the opportunity to share their art work and be taught to begin to critique the work of others 2. Children will be introduced to a range of artists and art work 3. Children will be given the opportunity to use different media and mediums to create art work 4. Children will have the opportunity to explore art from different eras and cultures 5. Children will have the opportunity to visit other places in the community displaying art work.
British Values	<ol style="list-style-type: none"> 1. Democracy; encourage respect for democracy by making decisions together or voting for art work that we like the best from a selection created by specific artists. 2. Rule of Law; enable students to share resources. 3. Respect and Tolerance; encourage students to be positive about the work of others and begin to understand that we all have our own opinions. 4. Individual Liberty; Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to talk about their experiences and learning.