

Art

Significant people

Aspire London will:

- Develop pupils' knowledge and understanding of the world and people, past and present, who shape it
- Provide identifiable role models to raise ambition and aspiration

Community

Aspire London will:

- Immerse the children in the historically rich and diverse nature of London
- Give pupils an understanding of the positive impact of migration and a cultural appreciation of our community

Equality & Justice

Aspire London will:

- Empower pupils to be advocates who address issues of prejudice and discrimination
- Ensure pupils value fairness and resolve differences through positive discussion

Environmental Responsibility

Aspire London will:

- Educate children of the need to protect God's planet from environmental damage
- Create eco- friendly citizens who are aware of the impact of their individual actions and those of the wider world.



| Autumn Term | Knowledge/Skills | | Vocabulary |
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| <p>Year 1</p> <p>Painting and drawing</p> | <p>Knowledge</p> <ul style="list-style-type: none"> To know how to draw lines of varying thickness starting with pencil. To know how to use a pencil to mark make, dots and lines to demonstrate pattern and texture. To name the primary and secondary colours. To understand the impact of using different brushes and painting tools. To understand that we can mix primary colours to make secondary colours. To know what an artist is. To describe the work of various artists including; Joan Miro, Picasso, Van Gogh, Paul Klee. To produce a piece of work in the style of one the above artists. | <p>Skills</p> <ul style="list-style-type: none"> Respond positively to ideas and starting points; Explore ideas and collect information; To use a pencil to create a variety of effects. To use brushes of varying thicknesses. To mix primary colours to make secondary colours <p><u>Examples:</u></p> <ul style="list-style-type: none"> Sketching toys old and new in sketchbooks. Construct own toys and sketch Colour mix using a colour chart / shade chart (dulux) Children begin to annotate work using colour notes / naming colours e.g.: post box red / sky blue. Use colour mixing skills to paint their sketch. Children to look to work by a named artist and describe colours, shapes, likes, dislikes etc. To create their own piece of abstract in the style of their chosen artist using sketching and colour mixing skills. Regular class galleries (where children look at one another's work and give a constructive opinion). | <p>Line Drawing Thin Thick Primary colours Secondary colours Brushstrokes Artist Palette</p> |

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| <p>Year 2</p> <p>Painting and Drawing</p> | <p>Knowledge</p> <ul style="list-style-type: none"> To know how to mix a range of secondary and tertiary colours. To know that adding white and black to alter tints and shades. To know that colours are warm or cool. To begin to understand the double primary system. To experiment with different brushes (including brushstrokes) and other painting tools. To explore different media such as chalk / oil pastels. To explore cityscapes past and present. To explore the life and work of artists such as JMW Turner, Mark Rothko, Stephen Wiltshire, Alma Thomas. | <p>Skills</p> <ul style="list-style-type: none"> To observe and draw buildings in real life. To use different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes. To mix a wide range of colours using the double primary system. To make colours lighter and darker by using black and white. To express an opinion on the work of famous artists. <p>Examples:</p> <ul style="list-style-type: none"> Children look at examples of Rothko and jot down the colours that they can see. Children talk about the mood the picture creates. Children recreate their chosen Rothko using chalk pastels / paint on A4 / A5. Progress onto A2 paper using layered tissue paper to recreate colours and stick down with PVA glue. Could be used as a backdrop for a fire of London display. Regular class galleries (where children look at one another's work and give a constructive | <p>Abstract Neutral colours Tints Shades Warm colours Cool colours Line drawing Detail Landscape Cityscape Building Pastels Shading Line Bold Size Space Perspective Background Middle ground Foreground</p> |

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| | | opinion). | |
| Year 3 Painting Drawing | Knowledge <ul style="list-style-type: none"> To know the meaning of line, tone and texture when using different of pencils; To know you can use shading to show light and shadow effects; To know you can use different materials to draw, e.g. pastels, chalk, felt tips; To understand what perspective is in drawing / painting. To know and use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. To know how to use a range of brush techniques to create shapes, textures, patterns and lines. To know how to mix colours effectively using the correct language, e.g. tint, shade, primary, secondary and tertiary colours. To know how to create different textures and effects with paint. To know and use key vocabulary to demonstrate knowledge and understanding. To know the work of artists such as, Cezanne, Matisse, Georgia O'Keefe, Sonia Delaunay. | Skills <ul style="list-style-type: none"> To observe detail in natural objects. To use different mediums to create sketches. To show light, shadow, line, texture, pattern through a range of skills. To talk about drawings using key vocabulary in their explanations. To use a range of secondary and tertiary colours by mixing cool and warm primary colours. To experiment with black and white to create different shades of colour. To explore how to use brushes in different ways e.g.: splatter, splodge, blot, sweep, flick. To create different textures to paint by adding different materials e.g.: sand, soil, PVA, flour. To use acrylic paint. Examples: <ul style="list-style-type: none"> To sketch natural objects eg: twigs, branches, leaves, shells, fossils, rocks using a range of lead pencils, charcoal, chalk pastels. To look at cave paintings and create pictures using chalks on the ground or walls to get a feel for drawing on texture. | portrait light dark tone shadow line pattern texture form shape tone outline colour foreground middle ground background abstract emotion warm blend mix line tone fresco mural perspective |

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| | | <ul style="list-style-type: none"> • Create their own cave picture in their sketchbooks such as, a hunting scene. • To mix different paint textures to create the background for cave painting. • Children collect natural objects, twigs, leaves, branches to paint with when creating their scene onto painted back ground. | |
| Year 4 Drawing / Textile | Knowledge <ul style="list-style-type: none"> • To know how to use line, tone, pattern and texture effectively in their work. • To know how to use a range of techniques to shading and light and shadow effects. • To know how to use different materials to create the best effect. • To know what was found at Sutton Hoo. • To know and use key vocabulary to demonstrate knowledge and understanding of the subject. • To know to use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • To know how to select appropriate materials and give reasons for their choices. • To know how to stitch, cut and join different materials. • To know and use key vocabulary to | Skills <ul style="list-style-type: none"> • To research Anglo-Saxon artefacts such as, jewellery, helmets treasures from Sutton Hoo. • To design Anglo-Saxon piece eg: mask, piece of Jewellery with an emphasis on pattern, shape and texture in their sketch. • To reproduce initial design using a different medium to highlight the pattern detail. For example, this black felt tips. • To look at examples of woven landscapes and patterns. • To make an individual weaving loom out of card and wool / string. • To choose appropriate materials and colours for their design. • To weave materials to create a pattern or abstract landscape seascape. | Anglo-Saxon Sutton Hoo Discovery Artefacts Jewellery Masks Bronze Gold Pewter Iron Smelting Blacksmiths Texture Material Hessian Linen Cotton Natural Weave Stitch Sew |

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| | <p>demonstrate knowledge and understanding in this strand.</p> | <p>Example:</p> <ul style="list-style-type: none"> To create a large class loom which children can fill with a range of materials children find at home or school and can add to it over a period of time. | <p>Loom Dye Fibre Wool Cotton</p> |
| <p>Year 5 Painting / Drawing</p> | <p>Knowledge</p> <ul style="list-style-type: none"> To explore portrait paintings across the ages. To explore Tudor paintings and artists e.g.: portraits, Hans Holbein the younger. To explore the colour and pattern of Tudor art e.g.: To study the work of the Hans Holbein's (The Ambassadors, Hans Holbein the younger). To understand what a still life picture is. To look at famous still life pictures from the Tudor times. To explore Tudor buildings in London. | <p>Skills</p> <ul style="list-style-type: none"> To look at the use of colour and pattern in Tudor art. In sketchbooks reproduce a section of pattern from a painting using a view finder and pencil. To use colour mixing to reproduce colours from painting as accurately as possible (in sketchbooks). To enlarge and reproduce the same pattern on cartridge paper using charcoal / pastels and paint. To study 'The Ambassadors by Hans Holbein the younger. To identify artefacts within the painting and their uses. Eg: Globe, atlas, lute, telescope. To identify the optical illusion within the | <p>grades of pencil pastel scale refine alter thick thin sketch texture shade smudge blend proportion observe Texture Pattern</p> |

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| | | <p>painting and possibly recreate an image of their own eg: branch, pencil pot, skull, book cover. Focus on shadow, reflection, blending, smudging with a range of drawing pencils.</p> <ul style="list-style-type: none"> To produce a Tudor still life. Using a range of media. To recreate a modern still life based on a 'modern' version of The Ambassadors still life eg: laptop, mobile phone, tie, guitar, sunglasses. <p>Example:</p> <ul style="list-style-type: none"> Slide show of The Ambassadors painting. https://www.slideshare.net/guimera/holbein-hans-the-youngerfeatured-paintings-in-detail-1 Tudor portraiture and still life examples. | <p>Form Shape Tone Background Foreground Perspective Optical illusion Smudge Blend Mark Hard Soft Light Heavy Portrait Tapestry Acrylics Ready mix Double primary system Colour mixing View finders</p> |
| <p>Year 6</p> <p>Drawing/ Sculpture</p> | <p>Knowledge</p> <ul style="list-style-type: none"> To know and understand the vocabulary of drawing and find examples. To explore WW2 artists e.g.: Henry Moore, L.S Lowry, Paul Nash, Stanley Spencer, Graham Sutherland, Winston Churchill. | <p>Skills</p> <ul style="list-style-type: none"> To explore Henry Moore's WW2 underground sketches. To study his mark making and recreate techniques he used e.g.: pattern, line, curves, shadows, hatching in their sketchbooks. Children to produce their own 'real life' sketches using chalk on large pieces of sugar paper based on Henri Moore's underground scenes. Children create a clay sculpture from their | <p>Silhouette Blending Symmetry Proportion Structure Labelling Annotating Sketching Media/medium Shadow Reinforcing</p> |

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| | | <p>drawings and then paint with acrylics mixed with PVA.</p> <ul style="list-style-type: none"> • Children to evaluate own and others work | <p>Materials Component Complementary colours Designing Evaluating Labelling Line texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, portrait, cross hatching</p> |
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| Spring Term | Knowledge/Skills | | Vocabulary |
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| Year 1 | <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To explore a range of materials. • To know a variety of materials can be used to create a picture. • To know that different materials can be used to create different textures (including | <p><u>Skills:</u></p> <ul style="list-style-type: none"> • To use a combination of materials that have been cut, torn and glued. • To sort and arrange materials to create a desired effect. • To be able to evaluate their work and the | <p>Collage Landscape Cut Place Arrange Texture Materials Natural</p> |
| Collage | | | |

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| | <p>recycling)</p> <ul style="list-style-type: none"> To know what a landscape / cityscape is. To know of the work of Andy Goldsworthy and Richard Long and other land artists. | <p>work of others (known artists and peers work)</p> <p>Examples:</p> <ul style="list-style-type: none"> Look at example of land artists and design own piece (flower, branch, building, scene) Children to collect manmade / natural / recyclable materials from local environment to create a texture board for their piece of work. Children to explore ways they want to display their materials before they make the final decision to stick materials down. | <p>Manmade Land art Cityscape</p> |
| <p>Year 2</p> <p>Sculpture</p> | <p>Knowledge</p> <ul style="list-style-type: none"> To explore sculptures of living things such as Catford cat, lions in Trafalgar square. To know that sculptures can be made from clay. To understand what clay is and where it comes from and its properties. To know there is a process involved in making a sculpture from design to the finished product. To experience a range of techniques involved in creating sculpture. To know and describe the work of artists such as; Barbara Hepworth and Anish Kapoor, Anthony Gormley, Michelangelo, Picasso, degas, Rodin, Richard Serra. | <p>Skills</p> <ul style="list-style-type: none"> To use sketchbooks to record their ideas, experiences and imagination. To know how to use clay tools to create a 3D sculpture. To use techniques such as slab, slip and scratch. To evaluate and talk about how they would improve their work. <p>Examples:</p> <ul style="list-style-type: none"> Children explore malleable materials e.g. playdough, plasticine, using different tool and techniques to become more familiar with the material. Research clay sculptures of living things for | <p>Carving Installation Technique Slip Scratch Slab Tools Work of art Idea Starting point Observe Focus Design Improve Detail Landscape Cityscape Building</p> |

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| | | <p>example: Nick Mackman, Beth Cavener.</p> <ul style="list-style-type: none"> • In sketchbooks create own design of living thing which is to be made in clay. • Photograph end result. • Children given the opportunity to evaluate work. | <p>Pastels Drawings Line Bold Size Space</p> |
| <p>Year 3</p> <p>Sculpture</p> | <p>Knowledge</p> <ul style="list-style-type: none"> • To cut, make and combine shapes to create recognisable forms; • To use clay and other malleable materials and practise joining techniques; • To add materials to the sculpture to create detail; • To use key vocabulary to demonstrate knowledge and understanding in this strand: 2D shape, 3D shape, mould, manipulate, press pot, edging, trimmings, shape, form, slab, coil, slip and scratch. • To research the work of some famous sculptures such as; Alberto Giacometti, Picasso, Barbara Hepworth, Henry Moore, Michelangelo. | <p>Skills</p> <p>For Clay Work:</p> <ul style="list-style-type: none"> • To make a waterproof press pot. • To join pieces of clay together using the slip and scratch technique and to understand why this is important. • To add texture and pattern using a range of traditional clay tools and everyday items such as; lolly stick, fork, back of spoon. • To make 'imprints' into the clay by pressing natural materials like twigs and leaves into its surface. • To make a decision about painting their sculpture or not. <p>For other malleable materials:</p> <ul style="list-style-type: none"> • To look at the work of Giacometti sculptures. • To know how to make an armature from wire, newspaper, wood. • To cover armature with chosen material e.g: mod rock, masking tape, paper mâché. | <p>concrete, 2D shape, 3D shape, Mould, Manipulate Press pot edging, trimmings, shape, form, slab coil slip and scratch press, pinch, roll scrape mod rock armature statue</p> |

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| | | <ul style="list-style-type: none"> To be able to evaluate their work and the work of others (known artists and peers work) To be able to reflect on changes they would make in the future. | |
| Year 4 Painting Collage | <u>Knowledge</u> <ul style="list-style-type: none"> To know how to use a range of brush techniques to create shapes, textures, patterns and lines. To know how to mix watercolours effectively using the correct language, e.g. tint, shade, primary, secondary and tertiary colours. To know how to create different textures and effects with paint. To know and use key vocabulary to demonstrate knowledge and understanding. To know how to select colours and materials to create effect, giving reasons for their choices; To know how to refine work as they go to ensure desired effect. To learn and practise a variety of techniques, e.g. overlapping and montage; To know and use key vocabulary to demonstrate knowledge and understanding. | <u>Skills</u> <ul style="list-style-type: none"> To research Winterscapes by named artists. To express an opinion on the work of different artists and how it makes them feel. To mix watercolours confidently to produce a strong colour. To replicate colours from a painting and make a colour chart. To select an area of a famous painting using a view finder to reproduce. To enlarge chosen view. Sketch and then paint with watercolour. To reproduce painting as a piece of collage using chosen materials. | Watercolour Dilute Tint Wash Strong colour View finder Colour chart Perspective Tone Shade Shadow Cool colours Warm colours Landscape |

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| | <ul style="list-style-type: none"> To know the work of landscape artists such as, Marc Chagall (Snow covered church), Peter Bruegel (Hunter's in the snow), Pissarro, Monet, JMW Turner. | | |
| <p>Year 5</p> <p>Printing / Collage</p> | <p>Knowledge</p> <ul style="list-style-type: none"> To know the work of some famous Latin American artists such as Frida Khalo, Diego Rivero, Goya, Velasquez, To know the work of Henri Rousseau Rainforest paintings eg: Tiger in a tropical storm. To know what we mean by the term 'collage' in art. To explore the use of different materials to create texture, shape, form. To learn and practise a variety of techniques, e.g. overlapping and montage; To know how to refine work as they go to ensure desired effect. To know there are different methods of printing. For example, Batik, block prints, mono prints, lino print, collograph, hapa-zome. To know you can use different materials to print on. To research examples of different printing techniques. | <p>Skills</p> <ul style="list-style-type: none"> To plan and design a mix media rainforest landscape inspired by the work of Henri Rousseau (sketchbooks). Annotation necessary. To create and arrange mix media to give the illusion of a 3D piece of Art. To add collage to a painted or printed background. To give reasons for their choices of materials. To think critically and evaluate their final piece of work. To be able to give clear constructive comments to the work of their peers. To design and make a block print of a leaf, flower. animal, tree, branch, or a combination of all of the listed. To experiment the effect it produces on different materials. To use natural colours appropriate to subject i.e.: rainforest. Children may choose to use print as | <p>Mono Block Relief print Hapa-Zome, Hammering, Pattern, Shape, Tile, Colour, Arrange, Collograph Shape, Form, Arrange, Fix.</p> |

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| | | background for their collage. | |
| Year 6 Painting / collage | Knowledge <ul style="list-style-type: none"> • To study photographs and artwork of the Grand Canyon eg: David Hockney. • To create a colour palette, demonstrating mixing techniques. • To understand and use the terms primary, secondary and tertiary. • To make informed choices on techniques, materials, decisions made. • To understand and explain perspective. • To know how to create light and shadow in pictures. | Skills <ul style="list-style-type: none"> • To show from their research key elements of the Grand Canyon as a montage including structure, colour, line, shape, pattern, colour using a range of media such as; felt tips, wax crayons, pastels, torn tissue paper. • To use all of the above elements to produce a large landscape of the Grand Canyon (A1/ A2 children possibly work in pairs) | Primary/secondary colours Designing Evaluating Labelling perspective |

| Summer Term | Knowledge/Skills | | Vocabulary |
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| <p>Year 1</p> <p>Sculpture</p> | <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To know what sculpture is. To know that sculpture is 3D. To know that sculpture can be made from a variety natural, recycled and manufactured materials. To experience a range of techniques involved in creating sculpture. To know and describe the work of artists such as; Barbara Hepworth and Anish Kapoor, Giacometti. | <p><u>Skills</u></p> <ul style="list-style-type: none"> To use a range of materials including manmade / natural / recyclable To use a range of techniques including rolling, pinching, cutting, shaping, twisting. To create a simple sculpture To make a simple oral evaluation of their own and others work. <p><u>Example</u></p> <ul style="list-style-type: none"> Teacher to show examples of famous sculptures work to give children ideas. Allow children time to experiment with a range of materials (different types of paper, foil, cardboard, paper straws, lolly sticks, glue, sellotape, masking tape etc). Children to look at Children create own sculpture. Children explain what they have made and how they did it. Photograph to be taken and put in sketch up and sculptures displayed. | <p>Sculpture 3 Dimensional Statue Model Shapes Natural Recycled Manmade Rolling pinching Cutting Shaping Twisting Evaluation</p> |
| Year 2 | <u>Knowledge</u> | <u>Skills</u> | Printing |

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| <p>Printing / Textiles</p> | <ul style="list-style-type: none"> • To know what a print is. • To look at a variety of different prints. • To know and recognise a repeating pattern. • To know that prints are made from a range of materials e.g. sponges, fruit, blocks. • To know different techniques are used to make a print. For example, rolling, pressing, stamping and rubbing. • To know the works of different printmakers including William Morris. • To know what textiles are and where they can be sustainably sourced. • To know how to alter a textiles colour and pattern for example; stitching, wax resist, ink, dye, batik dye. | <ul style="list-style-type: none"> • To reproduce part of an original print. • To make a print using a chosen technique and material. • To try different materials and methods to improve their design. • To recognise similarities and differences between different practices. • To adapt a textile using a range of different techniques. <p>Examples:</p> <ul style="list-style-type: none"> • Children to use a view finder to reproduce a section of an original print e.g. from wallpaper, fabric, wrapping paper. • From the view finder children sketch what they see. • To create a range of prints using different techniques e.g: using polyboard, relief print, rubbing, carbon paper. • Children's final creation is a textile picture of their original print. | <p>Textile Repeat Pattern Fabric Weaving Stitching Rolling Pressing Stamping Rubbing</p> |
| <p>Year 3</p> | <p>Knowledge</p> | <p>Skills</p> | <p>Mosaic</p> |

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| <p>Printing</p> | <ul style="list-style-type: none"> To know what a tile is and where they would be used and their present-day use. To know where Roman tiles can be found today and how they are preserved. To compare and contrast ancient Roman and modern-day tiles. To know what materials tiles can be made from. To know that patterns can be repeated. To know I can use more than one colour in a print. To know the techniques needed to produce a multicoloured print. To use key vocabulary to demonstrate knowledge and understanding. | <ul style="list-style-type: none"> To design and annotate a tile based on research of ancient Roman tiles. To produce a mono print tile using poly board. To make a printing block. To produce a relief tile using more than one colour. To produce a multicoloured tile. <p>Example:</p> <ul style="list-style-type: none"> To research Roman / modern day tile patterns To design their own tile based on ideas from research in sketchbook with annotations. To produce a rubbing from poly board print To produce a simple monoprint using printing inks or paints. To produce a 3D relief tile using more than one colour. | <p>line, pattern, texture, colour, shape, block printing ink, Mono print Poly board Rollers Rolling Relief Stamping Designing Ancient Roman Repeat pattern Tesserae</p> |
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| <p>Year 4</p> | <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know what a sculpture is. • To describe what a sculpture is. • To look a variety of sculptures from different periods of History. • To compare and contrast sculptures from different periods. • To be able to name different materials used in sculptures. • To know what a Hieroglyph was. • To know what materials the Ancient Egyptians used to draw and write on. • To know what papyrus is made from. • Explore use and purpose of papyrus paper during Ancient Egyptian times. • To make comparisons with modern day writing and drawing materials. | <p><u>Skills</u></p> <ul style="list-style-type: none"> • To look at images of hieroglyphs and note the characteristics eg: lines, shape, images used. Compare and contrast with letters used today. • In sketchbooks to reproduce original or design own hieroglyph for a sculpture. To annotate design e.g: background colour and additional patterns. • To make an armature of the design and build up with paper, masking tape and finally mod rock to create a secure sculpture. • To paint sculpture using one strong colour eg: metallic or primary colours. • To add additional decoration eg: pattern, images to sculpture. For example, using a thin black felt tip (sharpie). • To make own recycled paper. • To experiment with writing and drawing with various tools eg: felt tips, pencils to find out what is most effective. <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Simple demonstrations of how to make paper on YouTube. • To look at examples of famous sculptors eg: Giacometti, Barbara Hepworth, Henry Moore, Michelangelo. Including Egyptian sculpture. | <p>3D Design Properties Evaluate Armature Aesthetic Research Explore Sphinx Hieroglyphs Papyrus Select Texture Purpose Criteria Annotate Design Create</p> |
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| <p>Year 5</p> <p>Sculpture / drawing / pattern</p> | <p>Knowledge</p> <ul style="list-style-type: none"> To research Greek vases and their uses. To know and name the four major pottery styles of ancient Greece: geometric, Corinthian, red-figure and black-figure pottery. To research the meanings of patterns and images on Greek vases. To know there were different shaped vases and what they were used for. To know what materials were used to make vases. | <p>Skills</p> <ul style="list-style-type: none"> In Sketchbooks design a design a Greek vase and their own decoration. To give detailed annotation of choices, material and colour to be used. To recreate vase design on black sugar paper using chalk, oil pastels. To make a 3D vase from mod rock or papier mâché using a strong base structure eg: balloon, plastic bottle, milk carton. Once completed paint base colour and add their design. To evaluate own and others work. | <p>Geometric, Corinthian, Red-figure Black-figure Pottery Columns Dorrick Ionic Sculpture 3D Moulding Etching Design Detail Pattern Line Symmetry Precision Architectural</p> |
| <p>Year 6</p> <p>Textiles / Collage</p> | <p>Knowledge</p> <ul style="list-style-type: none"> To have a knowledge of African masks; their history and the material they were made of. To know the key features of an African mask. To know the symbolism of the different masks and the cultural ceremonies they were used in. To know about the various techniques of tie-dying. To know that special paint / dye is needed for fabric / to know that some paint are harmful to | <p>Skills</p> <ul style="list-style-type: none"> In sketchbooks design own masks based on research. To include key features e.g.: patterns, shapes, size. To create a 3D card mask by building up key features using card, rolled paper, tissue paper and then paint in one background colour. Choose features to highlight with contrasting colours and different media e.g: felt tips, soft pencils, metallic pens. | <p>Symbol / symbolism Ceremony Repeated patterns 3D sculpture Designing Evaluating Labelling Annotating Effect Affect Layering Materials</p> |

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| | <p>the environment.</p> <ul style="list-style-type: none">• To know about Nike Davies Okundaye (tie dye artist).• To research African tie dye patterns.• To know what a dye is and how to use it to produce colour. | <ul style="list-style-type: none">• Evaluate own and others work.• To create a head scarf using tie dye.• To use a range of materials eg: rubber bands, shells, stones to create the tie dye pattern. | <p>Dye Twist Secure Pattern Detail Soak Absorb Relief</p> |
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