

PROJECT: *Food Glorious Food*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Creative and critical language Painting and colour Drawing Printing and pattern Collecting and Collaging</p>	<p>Food in Art</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Vegetable printing Vegetable collage - place them then photograph Edible art - decorating cakes, biscuits (repeated patterns) Observational drawings fruit/veg etc. - use pastels/pencil/pen</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Wales*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Creative & critical language Painting and colour Drawing Ceramics Creative crafts</p>	<p>Welsh landscapes? Welsh castles Celtic art Celtic crosses</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Design and make love spoons Knitting and weaving with Welsh wool Spinning workshop Clay dragons Drawing and painting dragons and daffodils Design your own Celtic cross - make in clay</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Voyage into the unknown*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Painting & creating colour Drawing Creative and critical language Assembling, modelling and sculpture</p>	<p>Looking at portraits, seascapes, space/astrophotography</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Space sculpture, aliens, spaceships Native American art 2 and 3D stars - using paper, foil, wire etc. A portrait of self and things you would take to a new world Great artists self-portraits - Van Gogh, Rembrandt, Frida Kahlo</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Drawing and painting Printing and pattern making Collecting and collage</p>	<p>Patterns in nature- shells, spider webs how they influence design. Landscape painting- Constable, Monet investigate modern landscape painters Visit from a local artist.</p>
POSSIBLE OUTCOMES	EVALUATION
<p>T shirt design and printing- design for the campaign Landscapes before and after painting from life Prints designed around natural objects- press print</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *Invaders and Settlers*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Creative & critical language Painting & colour Drawing Ceramics, sculpture and modelling</p>	<p>Visits to museum/art gallery Visit to Chedworth Visit from a jeweller</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Nordic patterns - line and shade (drawing) Nordic jewellery Wood carving (soap carving) Pottery - Roman Roman Friezes Mosaics Clay bust - Roman type figures</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Lights, camera, action!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Creative crafts Visual communication</p>	<p>Royal opera house handbook Trip to Playhouse and/other theatres Trip to a TV studio - link to a trip to @Bristol Workshop @ Weston College</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Moods boards Costume design Model set box design Logo design and advertising Programme design Set deign Make a trailer / advert for BPS</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *The wide, wide world*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Visual communication Creative crafts</p>	<p>Fair-trade craft - research Study of local crafts on chosen countries Visit from Harriet (see Gary) fabric illustrator.</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Craft market (mini-enterprise) e.g. knitting, weaving, sewing, macramé, tapestry, spinning, embroidery, patchwork, appliqué</p> <p>Link visual communication with space week, create PowerPoint/leaflet/information pack</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Ready, steady, cook!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none">□ to create sketch books to record their observations and use them to review and revisit ideas□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]□ about great artists, architects and designers in history. <p>Ceramics, sculpture and modelling</p>	
POSSIBLE OUTCOMES	EVALUATION

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *On the right track*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Collecting and collage Printing and pattern making</p>	
POSSIBLE OUTCOMES	EVALUATION
<p>Press print Screen printing Stencil cuts</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Visit to W-s-M beach, Chessell, Lyme Regis Look at/research treasure - jewellery, goblets, necklaces, crowns etc. Watch Peter Pan Visit Tropiquiaria Artists - John Dyer - modern seaside, Impressionist seascapes</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Seascapes Clay - boats, tiles, fossils, seashells Flags Treasure island maps Pirate picture with photos</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Modelling & sculpture</p>	<p>Look at famous iconic building e.g.) Taj Mahal, Empire State, Houses of Parliament etc.</p> <p>Pattern and symmetry in architecture</p> <p>Brickwork patterns</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Design and make model of new sculpture for front of school - exhibition</p> <p>Observational drawings of famous buildings</p> <p>Drawings of local buildings</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *If you go down to the woods today*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Printing and pattern making Collecting and collaging</p>	<p>Andrew Goldsworthy work Visits to Leigh woods, Ashton woods, Weston woods collecting natural materials Forest school outings</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Leaf collages Environmental art / environment boxes Transient art installation Natural weaving Leaf printing Sizing up leaves Water colour leaves</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Ancient Achievements*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Ceramics, sculpture & modelling</p>	<p>Egyptian artefacts Mayan art and architecture - murals (compare with Egyptian) Stone relief carving Cave paintings</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Mayan: Clay tiles and carve into them with a variety of tools Scratch relief patterns Clay models</p> <p>Cave style painting - mix a variety of earth colours. Try adding texture with sand, sawdust etc. Art gallery / display</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Creative crafts Visual communication</p>	<p>Look at information posters / leaflets for health issues YouTube old health info films -create own versions Life drawing - the human form Look at work of Rembrandt / Picasso / Van Gogh and self portraits See Year 6 QCA unit 'People in Action'</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Portrait gallery PowerPoints / information leaflets re health education Hats - for warmth or shade</p>	

***SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *You Choose!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Printing and pattern making Collecting and collaging</p>	<p>Dependent on current interests / events that lead the project</p>
POSSIBLE OUTCOMES	EVALUATION

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Anglo Saxon England*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Printing and pattern making Visual communication</p>	<p>Saxon art and architecture Book of Kells and other illuminated manuscripts Anglo Saxon coins, metal work, jewellery design Anglo Saxon crosses Bayeux tapestry</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Large scale art in the grass - white horse/crop circles Printing - string blocks - continuous line Printing on fabric to make own version of tapestry telling a story Calligraphy - own illuminated letters</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *Human Impact on Earth*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Ceramics, sculpture and modelling Visual communication</p>	<p>Aboriginal art - earth colours, natural subject matter Sculpture trail in Portishead Local sculpture on the estate - e.g. donkeys Aerial photography / O.S. maps - link to current environmental issues Banksy - art or graffiti?</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Using found natural objects to create own sculptures - sculpture trail around school Design and create an information pack / leaflet to raise awareness of chosen issue Graffiti art</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE

PROJECT: *A Journey Through Time*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> □ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history. <p>Creative crafts Collecting and collaging</p>	<p>Trip to Bath fashion museum Trip to Hampton Court - architecture - compare Tudor and Georgian styles / costumes</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Royal jewellery making Costume design - garment 'fit for a king' Fabric based collage of royal costumes</p>	

*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE