

FPA Overview - SUBJECT: Art

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children create images to represent things seen, heard or remembered.</p>	<p>Comics Can...</p> <p>Produce a comic book of heroes and villains from different times and places</p> <p>Children create still life images of different objects associated to super-heroes, recording from first hand observations.</p> <p>They complete this work through paint, mixing secondary colours and shades.</p>	<p>Rumble in the Jungle</p> <p>How can we produce a soundtrack for a Jungle tale?</p> <p>Children use clay to depict items found in stories. They make rubbings of natural and manmade materials found in stories.</p>		<p>Buckets and Spades</p> <p>Plan and design a gallery that brings the seaside to the city</p> <p>Children use pastels to create postcards of the beach. They explore light and dark colours with pastels.</p> <p>They link with ICT to form their final postcard designs.</p>	
	1.2a, 1.6	1.1, 1.3, 1.6	1.4, 1.5, 1.6		1.2, 1.6	
2	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children create images of inspired by their Big Adventure using paint. They work with different sizes of brush and work with different scales (large paper, small paper, large brush, thin brush) to create different effects.</p> <p>Children use pencil to undertake close observation drawings from different times of the past.</p> <p>They print using a variety of materials, objects and techniques to make repeated patterns.</p>		<p>Dinosaur Stomp</p> <p>How can we bring dinosaurs back to life creatively?</p> <p>Children use charcoal to create images dinosaur and fossil images with shade, focusing on black and white drawings.</p> <p>They critique their work to identify what they might change to improve it.</p>		<p>The Really Rural Show</p> <p>How can we recreate the countryside in our city environment?</p> <p>Children study artist Andy Goldsworthy who use material from the rural landscape to produce sculpture and design. They are influenced by his art form in their own work.</p> <p>They plan and make sculpture in the style of Andy Goldsworthy using natural and manmade materials to show at their final outcome, or capture through photography to put in frames.</p>	
	2.3, 2.6, 2.2		2.5, 2.2a, 2.6		2.4, 2.1, 2.6	

FPA Overview - SUBJECT: Art

3	A Big Adventure	Sparks will Fly	Around the World in 80 Beats
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children use pencil sketching to create accurate close observation drawings of still life objects.</p> <p>They use blending skills and tools to add shade to art work.</p> <p>Children use the medium of clay to create replicas of key historical artefacts.</p> <p>They construct a simple clay base for building, extending and modelling other shapes from this.</p>	<p>Challenge: How can we tell the story of fire creatively?</p> <p>Children are stimulated by different starting points related to fire and fireworks, questioning and making thoughtful observations about ideas for these. They create work using paint, mixing a variety of colours, and identify which are primary and secondary colours.</p> <p>They create new drafts based on suggestions for improvement from themselves and others</p>	<p>Challenge: Compose an album of songs of the world</p> <p>Children create designs for their album covers using repeated patterns such as Rangoli patterns.</p> <p>They explore complex patterns and shapes, and create designs for printing.</p> <p>They create new drafts of ideas before printing, making improvements from their own feedback and others.</p>
	3.2, 3.2a, 3.4, 3.6	3.1, 3.3, 3.6	3.5, 3.6
4	A Big Adventure	Toy Makers	Castle Attack!
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children prepare for painting an outcome by sketching first.</p> <p>They plan and create different effects with paint</p> <p>They then use a range of media in the same work to experiment with line and shade.</p>	<p>Challenge: Can we design and make a toy that moves?</p> <p>Children create models and prototypes for toy designs by exploring toys, circuits and computer programming. They use recycled, natural and man-made materials to create high quality toys.</p> <p>They develop and adapt their work according to views, describing how they will develop it further.</p>	<p>Challenge: How can we re-enact a castle attack</p> <p>Children create images from observational drawings of body parts from different angles.</p> <p>Children look at art and designs from different times. They compare ideas, methods and approaches in their own and artists work from those times.</p> <p>They create their own versions of this work, adapting their work according to views, describing how they will develop it further.</p>
	4.2b, 4.3	4.2, 4.2a	4.1, 4.4, 4.6

FPA Overview - SUBJECT: Art

5	A Big Adventure	Food vs Man	Space Infinity
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children create sketches of Space with proportion and draw on a range of surfaces, interpreting their texture</p> <p>Children draw bodies of people that are well proportioned. They use a range of materials to produce line and shade in their drawings of bodies.</p>	<p>How can we run a healthy, Fairtrade tuck shop?</p> <p>Children create their own branding by using inspiration from key artists or cultures to draw into their own skilled developments for instance Pop Art advertising.</p> <p>In creating their designs, they effectively use primary and secondary, warm and cold, complementary and contrasting colours when working with paint.</p>	<p>Challenge: How can we produce a Space game?</p> <p>Children create quality outcomes of space and planets by modelling or building sculpture or construction. They describe the processes and qualities needed in their selected process.</p> <p>They produce their own Space banners / hangings by using and explaining a range of printing techniques and how to create an effective image. They describe their techniques used and how they could be used more effectively.</p>
	5.2, 5.2a	5.3, 5.1, 5.4	5.5, 5.2b, 5.6
6	A Big Adventure	Child's War	The Final Countdown
	<p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>Children draw bodies of people that are well proportioned and accurate.</p> <p>They select appropriate media and techniques to achieve their drawing outcome.</p> <p>Children create images experimenting with a range of media on a range of surfaces and textures.</p> <p>They create shades and tints using black and white paint.</p> <p>They can explain how ongoing critique has improved their work through a developmental process.</p>	<p>Challenge: Recognise heroes of World Wars</p> <p>Using clay as their medium, pupils work to design and create a war memorial piece.</p> <p>Children combine ideas from different artists and practices to influence own work in their pottery design.</p> <p>They use advanced techniques in clay to create high quality finished product.</p> <p>Draw accurate and well-proportioned bodies</p> <p>Explain how ongoing critique has improved their work through a developmental process</p>	<p>Challenge: How can we set up an FPA events company?</p> <p>Children create products for their events company such as T-shirts by confidently print onto paper and fabric, layering up images.</p> <p>They can explain how ongoing critique has improved their work through a developmental process.</p>
	6.2, 6.2a, 6.2b, 6.3, 6.6 6.4, 6.1	6.2a 6.6	6.5, 6.6