



FOUR MARKS CE PRIMARY SCHOOL

# ART CURRICULUM MAP

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FOUR MARKS CE PRIMARY SCHOOL

| Expressive Art and Design: Foundation Stage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Early skills will be planned through a tailored 'in the moment' approach to engage all needs and interests. Evident through a range of both child-led and adult focussed tasks.</p> <p><u>30-50 months</u></p> <p>Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose. • Uses available resources to create props to support role-play</p> <p><u>40-60 months</u></p> <p>Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. •Chooses particular colours to use for a purpose.</p> <p><u>ELG 16/17</u></p> <p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><u>ELG 16/17 +</u></p> <p>Areas of learning will be planned through a tailored 'in the moment' approach to engage all needs and interests. Evident through a range of both child-led and focussed tasks. Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Art and design programmes of study: key stages 1 and 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><u>Purpose of study</u></p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p><u>Aims</u></p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>- produce creative work, exploring their ideas and recording their experiences</li> <li>- become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> </ul> <p>evaluate and analyse creative works using the language of art, craft and design</p> <ul style="list-style-type: none"> <li>- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><u>Attainment targets</u></p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p><u>Pupils should be taught:</u></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>-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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Pupils should be taught</p> <ul style="list-style-type: none"> <li>• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul> |

| Key Stage 1: Years 1&2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Up, Up and Away</b><br><br>The children will:<br>-research the life and works of Gunta Stölzl<br>-design/create a magic carpet in a similar style, including 'fraying' to make an edge and 'weaving' materials for the main body.<br>-review and add embellishments to their flying carpet, such as beads, sequins, feathers etc.<br><br>-create greetings cards/presents/Nativity props at Christmas                                                                                                                   | <b>Doctor, doctor!</b><br><br>The children will:<br>-research and compare self-portraits- different styles and artists, including Pablo Picasso's cubism and Arcimboldo's 'Fruit Faces'.<br>- practise sketching parts of their own faces using mirrors, paying close attention to small features and detailing<br>-create their own self-portrait in the style of either Picasso OR Arcimbaldo<br><br>-design and make a nurses uniform for a modern day nurse using print. They will use fabric paint/ fabric crayons and hard/soft materials such as cork, pen barrels and sponges to design and decorate a piece of cloth | <b>There's no place like home</b><br><br>The children will:<br>-explore the life and work of the artist Hundertwasser, reviewing his philosophy and ideas, his town planning, architecture and his art work.<br>-research the individual style of Hundertwasser, including spirals, tree duty, window rights and curved lines.<br>-use oil pastels to recreate some of his more vibrant work with a focus on colour, shape and concentric lines.<br>-use primary colours to experiment with colour mixing and make the colours needed.<br>-take photographs of similar/comparative features of the school building using ipads | <b>Fire, Fire!</b><br><br>The children will:<br>-research the artist Frank Bowling and take inspiration from the effects he creates in his work to make a 'fire' piece.<br>-use colour washing to create coloured paper.<br>-look at and discuss illustrations in Eric Carle books- emotions and effects used/how pattern and colour can convey emotion.<br>-learn how to colour mix overlaying tissue paper<br>- rip the 2 coloured papers and collage onto a black background to create a fire picture.             | <b>Journeys into the Unknown</b><br><br>The children will:<br>-explore Van Gogh's painting 'Starry Night', linked to their learning about the first moon landing, as a stimulus for their own paintings.<br>- research Van Gogh and some of his most popular artwork and how he influenced other artists.<br>-explore swirls and spirals in the same style using: thick layers of wax crayon on cardboard and scratching patterns into it using a sharp implement (like a skewer).<br>-recreate a sea inspired picture and practise the technique of double-loading using a thick flour/water/pigment mixture (to avoid stained uniform with acrylic/oil paint!) then using a trowels/curved side of a tea spoon to create short marks in the style of Van Gogh (not paint brushes). | <b>All around us</b><br><br>The children will:<br>-make crayons rubbings of different patterns and textures found in the environment including recognisable and repeated patterns (eg, bricks, gravel floor, carpet, leaves, bark, bottom of shoes, fence posts).<br>-select an item of choice (e.g. leaf, piece of bark, pinecone) which has an interesting texture and sketch; experimenting with lines and marks to recreate the observed textures, including man-made and natural materials.<br>-link the patterns and textures found in prints to camouflage. Review a range of animal prints and discuss what camouflage means. Challenge children to apply this to disguising a liquorice allsort into a picture using mixed media to experiment with line, shape and colour.<br>-create a clay tile and decorate using natural materials that can be found all around us (twigs, shells, leaves, petals, berries etc) (Year 2)<br>-create annual horticultural challenge (Year 1)<br>-create clay minibeasts/leaves practising a range of manipulation methods (rolling, kneading, etc). |
| National Curriculum objective coverage by unit:                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Disciplinary Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>National Curriculum for this topic/skill coverage:</b>                                                                    |                                                                                                                              |                                                                                                                              |                                                      |                                                                                                                              |                                                                                                                              |
| Artist study<br>Textiles<br>Collage                                                                                          | Artist study<br>Textiles<br>Drawing<br>Printing                                                                              | Artist study<br>Digital Media<br>Painting<br>3D                                                                              | Artist study<br>Collage<br>Digital<br>Painting<br>3D | Artist study<br>Digital Media<br>Painting<br>Textiles<br>3D<br>Collage                                                       | Collage<br>Drawing<br>Printing                                                                                               |

| Key Stage 2: Years 3&4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Full Steam Ahead</b><br><br>The children will:<br>-research Turner's artwork of steam powered trains. Review how he depicts mood and movement in the form, colours and lines used in his painting.<br>-experiment 'wash' effects using watercolours, varying the amount of water used and colour mixing/different tones.<br>-practise the effects that can be made using different sized paint brushes.<br>-apply these skills to recreate a piece that particularly inspired them, starting with a 'wash' background and layering colours for details. | <b>The Romans in Britain</b><br><br>The children will<br>-look at and compare Roman mosaics, talking about their purpose and the patterns/styles used. Justifying artistic choices.<br>--design an image linked to topic-base on interests throughout the topic (e.g gods/goddesses, vase, birds, etc). provide strips for the children to cut squares and create their mosaic image.<br>-use various sizes and colours of coloured tiles. experiment with composition and pattern, using photos as inspiration. | <b>It's Chocolate!</b><br><br>The children will<br>-look at and discuss examples of Mayan Art with a focus on key features.<br>-design and make own Mayan mask using clay and clay tools to create lines and patterns in a similar style.<br><br>-Challenge art: How can we change the colour of that fabric? Experiment with a range of tie dye methods and review the effects created. | <b>Where do we come from?</b><br><br>The children will:<br>-look at cave painting through the ages, with particular focus on style, purpose and materials used to make marks.<br>-recreate their own by emulating the surface of a real cave by applying sand and PVA glue to paper and allowing to dry before using soft pastels/paint to draw their design (see link).<br><br>-sketch bones and/or muscle structures in people/animals, experimenting with a range of drawing skills and techniques such as lines, forms, tones and textures<br><br>-make pots and jewellery as part of a workshop on a trip to Butser Ancient Farm. They will also make their own Roundhouse using natural materials. | <b>The Source of Life- Egypt</b><br><br>The children will:<br>-talk about the importance of Art to the Ancient Egyptians and their belief that placing art in their tomb will assist them in their journey to the afterlife. They believed that images and sculptures would transform and come to life. Children to conduct their own research into different types of Egyptian art.<br><br>- create their own pinch pot based on ancient Egyptian ceramics using different tools to adapt the shape and change the texture using water. Using their knowledge of Egyptians to justify artistic choices including choice of design when painting.<br><br>-learn about papyrus and how it was made and used by the Ancient Egyptians. They will then have a go at layering strips of brown paper bag soaked in watered down PVA to create their own (onto baking parchment so it can be easily peeled off once dry- instructional video below). | <b>River Deep &amp; Mountain High</b><br><br>The children will:<br>- research and study the artwork of Megan Coyle. Discuss texture, movement and depth. Experiment with finding colour and collaging a swatch, trying to recreate the style of collage that she uses.<br>-create a River Nile collage based on where the 2 rivers meet.<br><br>-research and discuss the artwork of William Morris- layered print artist. This includes taking photos of nature to inspire their wallpaper designs. They will use polystyrene to create their own piece, inspired by their research into nature. Carve a drawing using different thicknesses of pencil. -use roller and printing ink to then cover and press down. Practise with different composition patterns: repeated, half drop, full drop, random. |
| National Curriculum for this topic/skill coverage:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Artist study<br>Drawing<br>Painting<br>Printing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Collage<br>3D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3D<br>Textiles                                                                                                                                                                                                                                                                                                                                                                           | Drawing<br>Textiles<br>Painting<br>3D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Textiles<br>3D<br>Collage<br>Painting<br>3D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Artist study<br>Digital media<br>Textiles<br>Collage<br>Painting<br>Drawing<br>Printing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Key Stage 2: Years 5&6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Survival</b><br><br>The children will:<br>- begin by researching and discussing the works of Claude Monet.<br>-recreate their own landscape painting using watercolours and with a focus on perspective and a focal point in a horizon. For perspective, review how to create the illusion of 3d in a 2d image by looking at/taking landscape photographs and lightly sketching an outline before applying paint (foreground, middle ground, background).<br><br>- learn about the Easter Island Head statues and their features and use this knowledge to sketch their own 3D design.<br>-model their own through clay manipulation including slab, coil and slip techniques.<br><br>-Use sewing to create a Christmas card/decoration/gift. | <b>Cluedo</b><br><br>The children will:<br>-research the history of graffiti art and how it has developed over time and across different cultures.<br>-explore symbolism in Banksy's graffiti street art and try to identify the hidden 'secret messages' that he might be trying to convey, including the powerful feelings and emotions it might cause the viewer to feel.<br><br>-recreate their own street art using print with three overlays and 'work into' their prints using pens to add more detail.<br><br>- learn about the purpose of a graffiti style tag, who they are created by and why.<br>-review a tag style to recreate their own graffiti style 'signature' using a bold paint colour and different sized paint brushes.<br>-use paint software to recreate this on a computer whilst experimenting with different tools and effects. | <b>Who goes there?</b><br><br>The children will:<br>-research Anglo-Saxon jewellery and take notes on the common design features.<br>-sketch a design for their own piece.<br><br>- create their jewellery piece using a range of collected recycled and man-made materials to overlap and layer (eg pieces of plastic bottle, magazines, pins, foil).<br><br>- use collage to recreate a street scene (based on their study of Winchester Town). Begin with a painted/drawn background and begin to layer using a range of materials (crepe paper, magazine cuttings, newspaper, fabrics).  | <b>The Final Frontier</b><br><br>The children will:<br>-research and discuss 'Suprematism' art in the style of Lyubov Popova (complimentary colours, straight lines and arcs), talking about the feelings and emotions her work evokes.<br>- recreate using oil pastels to draw around straights/curved objects in an abstract composition.<br><br>-design and create a piece of woven art work, using colours and materials inspired by the Viking period.<br><br>-apply different painting methods to create a Christmas card/decoration/gift. | <b>It's all Greek to me!</b><br><br>The children will:<br>- design and create an Ancient Greek clay tile pot.<br><br>-explore the limitations and advantages of the medium of clay, plan their work using a sketch book and appreciate where they need to improve when producing their final piece.<br><br>- look at tessellation and the artists who adopt this style in their work.<br>- practise the three types of tessellation in their art books; translation, rotation and reflection using a range of mark making implements.<br>- choose their preferred method of tessellation and recreate their own design on a larger scale using PVA batik on material (see link).<br>- embellish and add patterns to their final piece by adding different sewing stitches. | <b>The Battle of Britain:</b><br><br>The children will be studying the art of Clarice Cliff and develop an appreciation of art deco designs.<br><br>They will create a print block by sticking on string in an art deco pattern and print with it using different colours. Print this design onto a paper plate to mimic her pottery creations.<br><br>They will study the Hampshire World War 1 artist Paul Nash with a workshop from Southampton Art Gallery Art on Wheels and produce some interpretations of his work. The children will understand the importance of Nash's place in Art History as a recorder of history and the events of war. |
| National Curriculum for this topic/skill coverage:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Digital Media<br>Painting<br>Drawing<br>3D<br>Sewing (chosen christmas project)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Digital Media<br>Printing<br>Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Printing<br>Drawing<br>Textiles<br>Collage<br>Painting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Textiles<br>Drawing<br>Paint (chosen christmas project)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Drawing<br>3D<br>Painting<br>Digital Media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Printing<br>Painting<br>3D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Useful Links and Info :

Year 1/2

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| <b>Up, Up and away!</b><br><u>'Flight' music:</u><br>-George Antheil - Piano Sonata No. 2 'The Airplane'<br>-Leonard Bernstein- Airborne Symphony: IV. The Airborne<br>Up Soundtrack: Married Life<br><u>Documents (staffshare):</u><br>Flying Carpet inspiration | <b>Doctor, doctor</b><br><u>Documents (staffshare)</u><br>Picasso cubism self portrait<br>Arcimbaldo fruit face self portrait<br>Printing with objects inspo | <b>There's no place like home</b> | <b>Fire, fire!</b> | <b>Journeys into the Unknown</b> | <b>All around us</b> |
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Year 3/4

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| <b>Full Steam Ahead</b> | <b>The Romans in Britain</b><br><a href="https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/roman-mosaics/">https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/roman-mosaics/</a> | <b>It's Chocolate!</b> | <b>Where do we come from?</b><br>Creating a sandy texture:<br><a href="https://www.youtube.com/watch?v=BM2C3iLCiNM">https://www.youtube.com/watch?v=BM2C3iLCiNM</a> | <b>The Source of Life- Egypt</b><br>Egyptian art:<br><a href="https://www.crystalinks.com/egyptart.html">https://www.crystalinks.com/egyptart.html</a><br><br>Make your own Papyrus paper:<br><a href="https://www.youtube.com/watch?v=ApQfEBLdI08">https://www.youtube.com/watch?v=ApQfEBLdI08</a> | <b>River Deep &amp; Mountain High</b><br>Collaborative river:<br><a href="https://www.accessart.org.uk/our-river-year-five-pupils-build-a-communal-drawing-in-four-steps/">https://www.accessart.org.uk/our-river-year-five-pupils-build-a-communal-drawing-in-four-steps/</a> |
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Year 5/6

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| <b>Survival</b> | <b>Cluedo</b> | <b>Who goes there?</b> | <b>The Final Frontier</b> | <b>It's all Greek to me!</b><br>Tessellation example:<br><a href="https://www.youtube.com/watch?v=w7DTMJoc8uw&amp;pp=QABIAA%3D%3D">https://www.youtube.com/watch?v=w7DTMJoc8uw&amp;pp=QABIAA%3D%3D</a> | <b>The Battle of Britain</b> |
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