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| **Bearpark Art & Design Curriculum for Year 5 & 6 What are the aims and intentions of this art curriculum?**  Key Aims:- In Art & Design we want to give children a wide range of opportunities – anyone can do anything. To ensure all pupils produce creative work. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Know about great artists and understand the historical and cultural development of their art forms. Evaluate and analyse creative works using the language or art, craft and design. | | | | | |
| **Term** | **Topic** | **Knowledge & Suggested Artists/Designers/Architects** | **Skills** | **Vocabulary** | **Assessment** |
| Autumn | World II  **PRINTING** | Look at Andy Warhol for his colourful designs and who is an influential designer. Look at  Gunta Stolzl who had a passion for textiles. | * To continue to develop a sketch book giving more detail , design and annotation. * Create an accurate design independently following criteria. * Explore Mono & Geli printing with different colours. * Investigate techniques from paper printing to designing own pattern. | Annotations, techniques. Imagination, atmosphere. |  |
| Spring | Brazil to Bearpark  **DRAW** | Look at Davis Carson an artist and sculptor. | * Select and develop confidently, using suitable materials. * Use first hand observations using different viewpoints, developing more abstract representations. * Draw using a variety of tools and surfaces (paint, chalk, pen and ink). * Select own images and starting points for work. * Use different grades of pencil and techniques for shading. | Combining different styles, single focal point, horizon, composition, scale, abstract. |  |
| Summer | Mayans  **SCULPTURE** | Look at Sculptors Andres Currichich and Gustav Klimt who was a gold engraver of murals. | * I can explain the style of my work and how it has been influenced by a famous artist. * I can make a mask influence by a different culture. * Use acrylic paint to add detail. * I can use a variety of tools and brushes. | Textures, malleable, mould, detail, culture. |  |

