

Check Point	Humanities Topic	Proposed Artists	Area	Materials/Concepts	Skills covered
<b>Year 1</b>					
1.1	Locations – Our school in the UK				
1.2	Locations – Our school in the UK	Van Gogh	Painting – Pointillism.	Photos of school and local area. Children to draw in pencil then recreate in style of Van Gogh. Create dots and different strokes using various implements (printing).	<ul style="list-style-type: none"> <li>• Mix primary colours to make secondary.</li> <li>• To create shades of colour using white paint.</li> <li>• Describe the work of notable artists and designers.</li> <li>• Use some of the ideas of artists studied to create pieces</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> </ul>
1.3	Time travellers – How life has changed	Salvador Dali	Drawing	Observational drawings of artefacts and modern objects. Drawings of landscaped from past and present. Photomontage artefact onto landscape, experimenting with composition for a surrealist effect.	<ul style="list-style-type: none"> <li>• Colour (own work) neatly following the lines.</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Describe the work of notable artists and designers.</li> <li>• Use some of the ideas of artists studied to create pieces</li> </ul>
1.4	Time travellers – How life has changed	Toys from the past	Textiles	Make a simple rag doll. Print fabric, stitch applique to fabric, stuff fabric.	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Press, roll, rub and stamp to make prints.</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Sort and arrange materials based on properties.</li> </ul>
1.5	Our World	Matthew Cusick	Collage	Collages out of maps of the world.	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Describe the work of notable artists and designers.</li> <li>• Use some of the ideas of artists studied to create pieces</li> </ul>

1.6	History of travel – Christopher Columbus to Neil Armstrong	Andy Warhol	D&T	Pop art travel posters. Design posters of places that famous explorers travelled to historically.	<ul style="list-style-type: none"> <li>Describe the work of notable artists and designers.</li> <li>Use some of the ideas of artists studied to create pieces</li> </ul>
Year 2					
2.1	Geography – Mapping and climate	Robin Brooks	Collage	<a href="http://robinbrooksart.com/collage-landscape/">http://robinbrooksart.com/collage-landscape/</a> Collage of landscapes of different climates.	<ul style="list-style-type: none"> <li>Describe the work of notable artists and designers.</li> <li>Use some of the ideas of artists studied to create pieces</li> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Join materials using glue and/or a stitch.</li> </ul>
2.2	People from the past (Black History Month links).	Julian Opie	Painting - Portraiture	Portraits of famous people from the past: Mary Seacole, Rosa Parks,	<ul style="list-style-type: none"> <li>Describe the work of notable artists and designers.</li> <li>Use some of the ideas of artists studied to create pieces</li> <li>Mix primary colours to make secondary.</li> <li>To create shades of colour using white paint.</li> </ul>
2.3	The Great Fire of London	David Best	Sculpture	Junk modelling and Lolly stick sculptures of buildings.	<ul style="list-style-type: none"> <li>Describe the work of notable artists and designers.</li> <li>Use some of the ideas of artists studied to create pieces</li> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials based on properties.</li> </ul>
2.4					
2.5					

2.6	A non-European Country (Australia?)	Clifford Possum Tjapaltjarri	Painting - pointillism	Aboriginal Art – Dot work with paint and different implements	<ul style="list-style-type: none"> <li>• Mix primary colours to make secondary.</li> <li>• To create shades of colour using white paint.</li> <li>• Describe the work of notable artists and designers.</li> <li>• Use some of the ideas of artists studied to create pieces</li> </ul>
Year 3					
3.1	Geography A life study of Japan	D&T	Textiles	Making a Flag	
3.2	How inventions changed the world.	Kumi Yamashita (Electric light changed the world).	Photography /Drawing	Shadow art. Use ordinary objects to construct a shape, shine a light on it to cast a shadow. Shadow puppets. (Take photographs, then draw using charcoal and chalk for light and dark).	<ul style="list-style-type: none"> <li>• Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> <li>• Comment on artwork of others</li> <li>• Give details about the style of some notable artists and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces based on an artist's work.</li> </ul>
3.3	Stone Age to Iron age	Ancient Saxon Pottery	Sculpture	Clay pottery.	<ul style="list-style-type: none"> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
3.4	Earthquakes and Volcanoes	Hokusai (Mt Fuji paintings)	Painting	Water colour.	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use brush techniques and the qualities of paint to</li> </ul>

					create texture <ul style="list-style-type: none"> <li>Develop a personal style of painting, drawing upon ideas from other artists</li> </ul>
3.5	Roman Empire	Roman bread  Town Planning	Food technology (Roman bread)  DT	Try bread – plan bread recipe – make bread – evaluate bread.  Design and create your own Roman town – shoe box dioramas.	
3.6	Travel around the world				
Year 4					
4.1	Geography A life study of Ghana	Serge Attukwei Clottey	3D modelling/sculpture	Ghanaian artist. Junk modelling using recycled materials. Environmental art.	<ul style="list-style-type: none"> <li>Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> <li>Comment on artwork of others</li> <li>Give details about the style of some notable artists and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces based on an artist's work.</li> </ul>
4.2	Local History	Eric Tracy	Photography	Local walk, photograph busses/transport. Draw pictures of photos taken using perspective	<ul style="list-style-type: none"> <li>Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> <li>Comment on artwork of others</li> <li>Give details about the style of some notable artists and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces based on an artist's work.</li> </ul>
4.3	Ancient Egypt	Temple design/	Sculpture (3D modelling)/	Temple design /	<ul style="list-style-type: none"> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> </ul>

		Pottery	Sculpture	Canopic jars	<ul style="list-style-type: none"> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
4.4	Rainforests	Henri Rousseau	Mixed media	Paper cutting and layering, photo montage, oil pastels.	
4.5	Rivers, mountains and the water cycle	Monet	Painting: Water colour	River and mountain landscapes inspired by Monet.	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use brush techniques and the qualities of paint to create texture</li> <li>Develop a personal style of painting, drawing upon ideas from other artists</li> </ul>
4.6	Vikings and Anglo-Saxons	Ed Farburn	Drawing	Indian ink, charcoal, chalk, pastels. Portraits of Norse gods onto Viking maps. Local maps inspired by Viking maps.	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Sketch (lightly) before painting to combine line and colour.</li> </ul>
Year 5					
5.1	Geography The Amazon River	Mola animals	Textiles	Mola animals. Applique.	<ul style="list-style-type: none"> <li>Combine visual and tactile qualities.</li> </ul>
5.2	Geography The Amazon	Amazon tribal patterns.	Printing (paint/ink)	Amazon tribal patterns. Make own stamps for printing out of	<ul style="list-style-type: none"> <li>Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> </ul>

	River			string stuck to card, then print onto fabric.	<ul style="list-style-type: none"> <li>• Comment on artwork of others</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> </ul>
5.3	Ancient Greece		Sculpture	Greek pots (clay)/ Mosaic (tiles)/ Greek theatre masks (papier maché)	<ul style="list-style-type: none"> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
5.4	Ancient Greece				
5.5					
5.6	Trade and distribution of natural resources	Andy Goldsworthy	Collage/sculpture	Make sculptural/collaged arrangements using natural materials.	<ul style="list-style-type: none"> <li>• Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> <li>• Comment on artwork of others</li> <li>• Give details about the style of some notable artists and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces based on an artist's work.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
Year 6					
6.1	WW2	Stephen Wilshire	Drawing	Drawings of London landscapes affected by WW2. Pencil/fine liner/black biro/ Indian ink.	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> <li>• Comment on artwork of others</li> <li>• Give details about the style of some notable artists</li> </ul>
		Paul Cummins + Tom Piper: Clay poppies.	Sculpture	Make models of poppies in November. At Xmas, sculpt local vegetation out of wire and tissue paper in style of clay poppies. (E.g. make holly for	

				Christmas...).	<p>and designers.</p> <ul style="list-style-type: none"> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces based on an artist's work.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
6.2	Mayan or Benin society	Mayan inspired art	Sculpture	Papier maché, mod rock, layered corrugated card) Mayan Circular calendars (Clay, layered corrugated card).	<ul style="list-style-type: none"> <li>• Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> <li>• Comment on artwork of others</li> <li>• Give details about the style of some notable artists and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces based on an artist's work.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
6.3	Mayan or Benin society	Benin inspired art.	Sculpture	Benin masks. (Clay, layered corrugated card/cardboard).	<ul style="list-style-type: none"> <li>• Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> <li>• Comment on artwork of others</li> <li>• Give details about the style of some notable artists and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces based on an artist's work.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to</li> </ul>

					provide stability and form.
6.4	The Shang Dynasty of Ancient China	Chinese inspired art	Painting	Chinese landscapes using watercolours.	<ul style="list-style-type: none"> <li>• Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> <li>• Comment on artwork of others</li> <li>• Give details about the style of some notable artists and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces based on an artist's work.</li> </ul>
6.5	The Shang Dynasty of Ancient China	Chinese inspired art	Painting	Chinese calligraphy using Indian ink.	<ul style="list-style-type: none"> <li>• Collect information, sketches resources and present ideas imaginatively in a sketch book.</li> <li>• Comment on artwork of others</li> <li>• Give details about the style of some notable artists and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces based on an artist's work.</li> </ul>
6.6	British History				