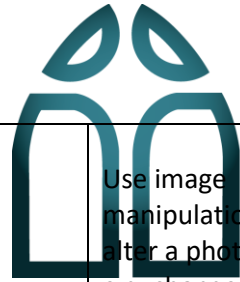




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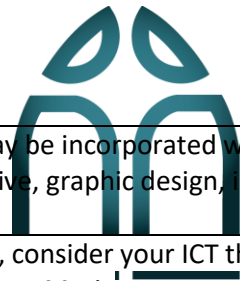
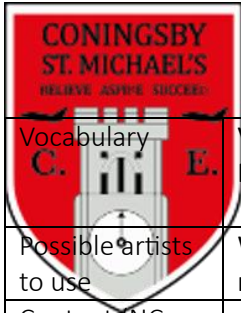
Term 1	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Concept							
Content (NC with local adaptations) Digital Art	<p>- I know how to use IT to create a picture</p> <p>To explore using the interactive whiteboard, I-Pad or computer to create a digital image/picture.</p>	<p>- I know how to use IT to create a picture</p> <p>Use IT as a tool to create a design/image using lines, shapes and colour.</p> <p>Use the tools fill and brushes.</p> <p>Use image manipulation to alter/adapt a facial photograph.</p>	<p>- I know how to use different effects within an IT paint package</p> <p>I know how to use IT to create art including my work and that of others.</p> <p>Use an IT paint package to create effects showing texture.</p> <p>Use IT as a tool for combining/adapting images e.g. decorate a photograph of a cottage with images of sweets.</p>	<p>I know how to use digital images and combine with other media in my art.</p> <p>Develop imagination and ability to generate ideas by using ipads/digital cameras to capture images for art work – e.g. a photo montage-overlap materials.</p>	<p>- I know how to integrate my digital images into my art</p> <p>Create different effects using a range of technological tools and demonstrating control.</p> <p>Combine digital and paint processes – create an artistic poster/sign of</p>	<p>- I know how to use images which I have created, scanned and found altering them where necessary to create art</p> <p>Use IT (mixed media) to create posters.</p>	<p>I know how to use a range of e-resources to create art.</p> <p>Extend knowledge of how to combine digital and paint processes with layers of original painted/drawn elements.</p> <p>Create a character/period in history board e.g. Henry VIII/Tudors.</p> <p>Create a piece of art which can be</p>



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			Use image manipulation to alter a photograph e.g. change dimensions of buildings, vehicles, etc	Experiment with scale, colour and layering. Use mosaic and montage.	one of the four nations of the UK.		used as part of a wider presentation.
Substantive Knowledge							
Disciplinary Knowledge							
Why here?/ Why now?	To learn how to share and take turns. To support children's communication skills and facilitate interactions with others. To support fine motor skills.	To be able to work collaboratively with others. To be able to think creatively in a supportive environment. To be able to generate ideas.	To be able to work collaboratively with others. To be able to share ideas and make decisions in relation to their work. To be able to implement ideas.	To be able to work collaboratively with others.	To be able to work collaboratively with others.	To be able to work collaboratively with others.	To be able to work collaboratively with others. To begin to create stop animations and be able to adapt work when necessary.



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Vocabulary

Vocabulary for this unit may be incorporated within your ICT curriculum.

Photography, digital, creative, graphic design, images, editing, drawing, animation, equipment

Possible artists to use

When looking at digital art, consider your ICT theme and see if artists could be used as a stimulus e.g. David Hockney, Paul the rusted pixel, Ori Toor, So Lazo, Muti.

Content (NC with local adaptations)							
Substantive Knowledge							
Disciplinary Knowledge							
Why here?/ Why now?							
Vocabulary							
Content (NC with local adaptations)							



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Substantive Knowledge							
Disciplinary Knowledge							
Why here?/ Why now?							
Vocabulary							

Content (NC with local adaptations)							
Substantive Knowledge							
Disciplinary Knowledge							



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Why here?/ Why now?							
Vocabulary							

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Content (NC with local adaptations)							
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Why here?/ Why now?							
Vocabulary							



LONG TERM
SUBJECT



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CURRICULUM PLAN –

