

Art and Design Curriculum Intent



Introduction

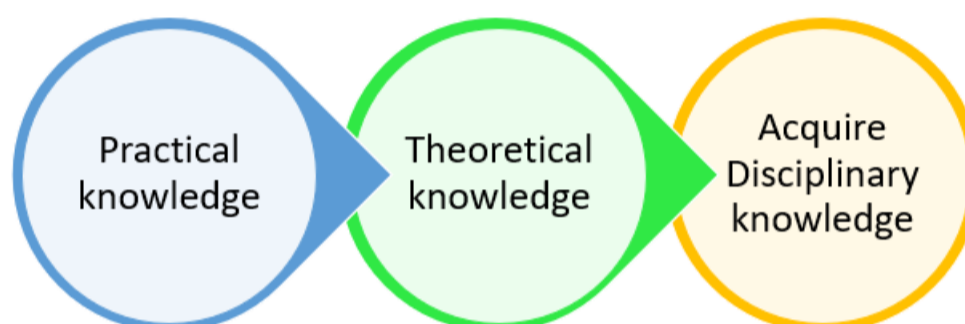
This information outlines the knowledge, language and concepts that should be taught in Art and Design. It includes:

- A summary of the Art and Design knowledge and principles that underpin our approach
- Long Term Sequence (curriculum map) for Art and Design
- Progression of Art and Design including alignment with the National Curriculum, substantive concepts, big ideas and questions as well as Tier 2 and Tier 3 vocabulary

Intent

We have deliberately built our Art and Design curriculum around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like an artist. Unapologetically ambitious, our art curriculum focuses on excellence in this subject through a myriad of media and incredible artists. Our intention is unmissable; strong teacher instruction inspires pupils to acquire knowledge, as an artist, and enable them to skilfully attempt and apply their understanding. It is our intention that through studying Art and Design, pupils become more expert as they progress through the curriculum, accumulating, connecting and making sense of the rich substantive and disciplinary knowledge.

Our schemes of learning define how pupils learn the following:



1. **Substantive/Practical knowledge** - this is the core subject knowledge and vocabulary used about the creative artistic process in 2D and 3D and the contribution of artists from a range of genres, times and cultural traditions. We explore these through the lenses of substantive concepts which are taught through explicit vocabulary instruction as well as through the direct content and context of the study. The substantive concepts that we develop through our Art and Design curriculum are:

Drawing Painting Printmaking Textiles Sculpture Collage

Our progression mapping identifies the theoretical knowledge acquired by pupils as they progress through our academy, the cultural and contextual content where they learn about artists, significant periods of art history and the styles of art linked to both.

2. **Disciplinary knowledge** – In addition to the core knowledge required to be successful within each of these elements, our curriculum outlines key aspects of how we intend to develop working artistically. We organise our curriculum so that it focuses on developing different aspects of these competencies at different points. The features of working artistically in our Art and Design Curriculum are:

Shape Line Colour Value Form Texture Space

We define and regularly explore these through questioning during pupils' study:

- **Shape** is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D?
- **Lines** are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece?
- **Colour** is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer?
- **Value** is the intensity of colour and depends on the amount of white added.
- Artists use **form** when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading?
- **Texture** is the look and feel of a surface. How is the feel of a piece related to the materials it is made from?
- **Space** in artwork makes a flat image look like it has form. How has the empty area around shapes been used?

Through the development of disciplinary knowledge we aim for our pupils to learn about how art is studied, discussed and judged.

Art and Design Overview Cycle A and Cycle B

Substantive and Disciplinary Knowledge in Art:


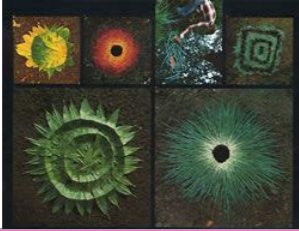




Substantive Knowledge in art is based on the knowledge of the 7 elements of art. Although not directly taught at primary level, the children will also develop an awareness of the 7 principles of art. These are:












7 Elements of Art	7 Principles of Art
· line · shape · colour · form · value · texture · space	· balance · contrast · emphasis · pattern · rhythm · variety · unity

The children will work through a range of disciplines: drawing, painting, printing, texture, collage, 3D work and digital art in order to explore the 7 elements. The substantive knowledge within these elements is progressive from Nursery to Year 6 and builds essential knowledge vocabulary. Substantive knowledge is also the knowledge of known artists/designers, their style and period of art. Purposeful and natural links to other elements of art and design/artists and designers as well as other subject areas are identified in order to connect essential knowledge. Our curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils’ development as artists more broadly, as well as how successfully they are acquiring the taught substantive knowledge and skills.


Disciplinary Knowledge in art and design is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work.







	Identity and Social Justice Term 1	Power, Leadership and Invasion Term 2	Sustainability and the Impact on our World Term 3
Nursery Cycle A			
Unit Title/Enquiry	Enquiry: Who am I and how have I changed since I was a baby?	Enquiry: Why and how do we share?	Enquiry: Can we grow healthy food? Growing your own at home.
Unit Overview	Me, my culture, my immediate family, Autumn harvest Core texts: Rainbow, Marvellous Me, We all belong, Pumpkin Soup FOCUS: Drawing and Painting	Making right choices, sharing and caring for each other The senses, the wonders of water, floating and sinking Core texts: Jack and the beanstalk, Goldilocks and the three bears, Shark in the Park, Brilliant boats.	Ready steady grow, growing, planting, caring for plants. Weather, healthy eating. Animals/living things and their habitats, minibests. Core texts: Oliver’s Garden, Jasper’s Beanstalk, Ready, steady, grow vegetables, The Very Hungry Caterpillar, Aargh! Spider! Superworm
Future Links to this Unit	FS2 Cycle B: My Family taking line into full form.	FS2 Cycle B: Why we need rules? Home/school rules. People who help us.	FS2 Cycle B: Our natural world, caring for our community, Living things and their habitats - sealife, litter and waste.
New Knowledge	Ref: ELG -Expressive Arts and Design Exploring and Using Media and Materials To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative To 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 Sequences: -Drawing and mark making using tripod pencils, chalk. -Making linear marks and circular shapes, wavy lines. -Observing their own face in a mirror and with adult modelling drawing their own representations in pencil -Transient Art using natural objects to re-create faces with different expressions	Ref: ELG -Expressive Arts and Design Exploring and Using Media and Materials To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative To 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 Sequences: -Drawing and mark making using chalk pastels – blues and whites. -Making short marks and wavy lines with fingers in ready mixed paint, in foam, sand. -Observing ripples in water and waves and using powder paint mixing blues and noticing changes when white is added. Painting with shades of blue using a brush, salt on paper and water wash, oil on water then colouring for marbling.	Ref: ELG -Expressive Arts and Design Exploring and Using Media and Materials To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative To 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 Sequences: -Printing using different tools and colours – sponges, bubble wrap, vegetables, cutlery, leaves, fircones, fingers, feet. -Making shapes cutting, drawing around using printed paper/card. -Observing minibests, drawing them in pencil and creating collages using shapes cut out from printing in the style of artist/illustrator Eric Carle.

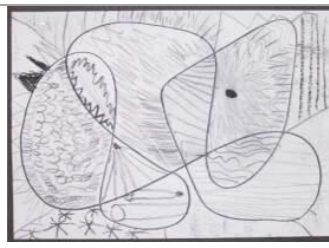
	<p>Painting – exploring each primary colour, mixing powder paint to a consistency to make lines, shapes on paper: red, yellow, blue and secondary colours through mixing e.g. green, purple and orange.</p> <p>Harvest- painting and pastel drawing of orange colour mixing to represent a pumpkin shape.</p> <p>Remembrance – red focus mixing colour and creating patterns.</p>		
Significant People	<p>Henri Matisse –The Snail</p>  <p>Andy Goldsworthy</p>  	<p>Claude Monet</p> 	<p>Eric Carle- illustrator</p>  
Reception Cycle B			
Unit Title/Enquiry	Enquiry: What is family?	Enquiry: Why do we need rules?	Enquiry: How can we care for our community?
Unit Overview	<p>Family, past and present, starting school, my community, sense of self, different families.</p> <p>Core texts: Super Duper You, The Family book, Seasons</p> <p>FOCUS: Drawing and Painting</p>	<p>School and homes rules. People who help us. Materials, plants.</p> <p>Core texts: Ness the Nurse ,Superhero Daisy, Supertato Firefighter (Non Fiction), Emergency, Snail Trail, The very busy spider , The bad seed</p> <p>FOCUS: Textiles, Painting</p>	<p>Litter, waste, our natural world. Living things, under the sea.</p> <p>Core texts: Map my neighbourhood, Let’s build a house, Me and my map, A place called Home. Commotion in the ocean, Tiddler.</p> <p>FOCUS: 3D, printing</p>
Prior Knowledge	<p>Children will have focused on mark making in FS1, in pencil and chalk, linear marks, zig zag, circular marks to recreate simple shapes.</p> <p>Children will have explored primary and secondary colour mixing.</p> <p>Children will have explored work by the artists Henri Matisse and Andy Goldsworthy.</p>	<p>Children will have practiced weaving and threading in FS1.</p> <p>Children will have explored mixing primary and secondary colours using powder paint.</p> <p>Children will have explored work by the artist Claude Monet.</p>	<p>Children will have explored printing with fingers, hands, tools and natural items e.g. vegetables, leaves, flowers.</p> <p>Children will have explored some paper sculpture to create 3D forms.</p> <p>Children will have explored the work by artist Eric Carle.</p>
Future Links to this Unit	KS1: Link to portraits of England’s monarchs over time.	KS1: Link to textile work developing on from threading and running stitch at Y1.	KS1: Link to future learning using recyclable materials for 3D sculpture.
New Knowledge	<p>Ref: ELG -Expressive Arts and Design</p> <p>Exploring and Using Media and Materials</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative</p> <p>To 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>Learning sequence:</p> <p>Drawing – Recap on mark making using pencil, linear, wavy, and circular.</p>	<p>Ref: ELG -Expressive Arts and Design</p> <p>Exploring and Using Media and Materials</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative</p> <p>To 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>Learning sequence:</p> <p>Drawing – Recap on mark making using pencil, linear, wavy, and circular to draw patterns of sunflower seeds.</p>	<p>Ref: ELG -Expressive Arts and Design</p> <p>Exploring and Using Media and Materials</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative</p> <p>To 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>Learning sequence:</p> <p>Drawing – Recap on mark making using pencil, linear, wavy, and circular to record observations of sea life at The Deep.</p>

	<p>-Teacher modelling of drawing linear shapes to draw a person. Children represent their family drawing using pencil, wax pastels.</p> <p>Explore artist Daria Solak portraits of faces and different families.</p> <p>Harvest – observational drawing of leaves – half and half mirroring using pencil crayon.</p> <p>Painting – Colour mixing powder paint –exploring autumnal objects observational painting and printing e.g. horse chestnuts and sweet chestnuts and leaf printing.</p> <p>Clay – printing leaves into clay, using air drying and then painting using oranges and reds.</p>	<p>Explore Japanese artist linked to cherry blossom flowers, children use paint to create flowers from their observations linked to spring growth e.g. blossom from fruit trees in sensory garden, daffodils or crocus.</p> <p>Weaving – Link to Hindu festival of Holi – springtime festival of colour, using binca in simple leaf shapes children practice disciplinary knowledge or exploring weaving on a large scale in simple frames and then into running stitches on hessian.</p> <p>Mothering Sunday – observational paintings of flowers see above.</p> <p>Painting – Colour mixing</p> <p>Holi – festival of spring – explore colour using chalk pastels</p>	<p>Explore using bright shades of primary colours on black sugar paper – exploring the style of artist Paul Klee.</p> <p>Printing – Introduce printing tools and a range of everyday items: bottle tops, bubble wrap, cotton reels, brushes, string, yogurt pots, lolly sticks, buttons, leaves, fircones, shells, pasta shapes, sponges, feathers, scourers, wire wool. Children have opportunities to explore printing, explore painting and then printing over the top with a different colour once the background is dry</p> <p>Collage - Children to paint and print to create a watery background onto a collective canvas.</p> <p>Children to cut out shapes from previous sessions of printed paper and card to begin to layer and create fish. Teacher to model how to layer this and use PVA to attach the layers onto the canvas.</p> <p>3D Large paper sculpture – children explore how to join and create shapes using paper sculpture linked to sea creatures e.g. crab, octopus, starfish, fish.</p> <p>Father's Day – children print to create an image of their family.</p>
Significant People	<div><div></div><div><p>Daria Solak</p></div><div><p>David Hockney – Autumn leaves</p></div></div>	<div><p>Tokuriki Tomikichiro</p></div> <div></div>	<div><p>Paul Klee</p></div> <div></div>
KS1 – Year 1 and Year 2 Cycle A			
Unit Title/Enquiry	<p>Enquiry: Where do I live? History of houses, homes and communication.</p> <p>Core texts: The Little Red Hen</p>	<p>Enquiry: Why do we have a King or Queen? Monarchs, Democracy, Parliament</p>	<p>Enquiry: Would you like to live at the seaside? Coastline, comparative locality, continents and oceans, recycling, impact of plastics on the seas & oceans.</p>
National Curriculum Link	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space• 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.		
Prior Knowledge	<ul style="list-style-type: none">• In EYFS, children will have had opportunities of experimenting with a range of media• They will be familiar with creating models and joining different objects to make a sculpture (model)	<ul style="list-style-type: none">• In EYFS children will be familiar with mark making and attempting early drawings.• They will also have experienced using felt tipped pens, wax and pencil crayons, chalks and pastels.	<ul style="list-style-type: none">• In EYFS children will have come across pieces of art work in their own homes and setting (both 2D and 3D)• They have talked about these pieces with parents and adults and may be able to explain what they like or dislike about them

	<ul style="list-style-type: none">• They will have experienced playing with a range of materials at home as well as in EYFS• They will have explored using IT packages at home on iPads as well as in EYFS settings	<ul style="list-style-type: none">• They have been given freedom to explore different pencils without formality.• Children will have explored the use of paint with different brushes or sponges	<ul style="list-style-type: none">• In EYFS children will have talked about famous artists’ work and started the process of formal appraisal• They have displayed their own work and felt proud of their efforts• They have said what they like about their art work by their friends• Children will have explored the use of paint with different brushes or sponges• Children have experienced the use of fingers, hands and feet to print• Children have investigated the use of sticks in watery mud, etc.• Children have experienced a range of patterns in their play such as repeating patterns and growing patterns
Future Links to this Unit	<ul style="list-style-type: none">• In Year 2 children will build upon their work with clay and malleable objects in order to make a coil clay pot, they will know how to join parts of the pot together.• They will use pressing, rolling, cutting and stamping techniques to create art.	<ul style="list-style-type: none">• In Year 2 pupils will build on their knowledge of line and thickness in their drawings to create more accurate, detailed pictures using a range of art pencils.• Children will observe subject/object before drawing using the techniques practised with increasing accuracy	<ul style="list-style-type: none">• In Year 2 children will build on their artist study by comparing artists’ similarities and differences in style and technique. Children will create art in response to the style/s of art they have studied.• Children will build on their colour mixing by using washes, strokes, layers, blending, splash and drip techniques as well as tints and tones
Year 1 Substantive Knowledge- the seven elements: <ul style="list-style-type: none">• Line• Shape• Colour• Form• Value• Texture• Space	<p>Collage</p> <ul style="list-style-type: none">• Know how to create images from a variety of media e.g. card, cardboard• Know how to arrange and glue materials to different backgrounds to create a collage• Sort and group materials by properties e.g. colour and textures Collect, sort, name and match colours appropriate for an image Create and arrange shapes appropriately• Select and use textured paper for an image• Fold, crumble, tear and overlap papers and other materials• Work on different scales <div></div> <p>Sculpture</p> <ul style="list-style-type: none">• Paper and cardboard 3D sculpture linked to cityscapes and houses and homes.	<ul style="list-style-type: none">• Know how to use pencils to create lines of different thicknesses in drawings• Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks• Name, match and draw lines and marks from observation• Draw on different surfaces with a range of media Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively• Observe and draw shapes from observation• Make large and small scale observational drawings• Look at objects from different angles <p>Painting:</p> <ul style="list-style-type: none">• Experiment with painting with different brush sizes and types• Name the primary colours and identify them on a colour wheel and in other forms e.g. environment, magazines• Mix primary colours to make secondary colours, predicting resulting colours• Find collections of colours• Explore lightening and darkening paint without the use of black or white <div></div>	<p>Drawing</p> <ul style="list-style-type: none">• Know how to use pencils to create lines of different thicknesses in drawings• Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks• Name, match and draw lines and marks from observation• Draw on different surfaces with a range of media Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively• Observe and draw shapes from observation• Make large and small scale observational drawings• Look at objects from different angles <p>Sculpture</p> <ul style="list-style-type: none">• Explore sculpture with a range of recyclable materials.• Experiment with constructing and joining recycled, natural and manmade materials. <p>Textiles</p> <ul style="list-style-type: none">• Match and sort fabrics and threads for colour and texture• Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads• Cut and shape fabrics Join two pieces of fabric using stitching• Add shapes with glue or stitching• Apply decoration using beads, buttons, feathers etc• Apply colour using printing, dying, fabric crayons• Weave materials (e.g. carrier bags or ribbon on a bike wheel, natural materials on a weaving board) looking at colour and texture <div></div>

			<p>Pastel, Textiles linked to sea creatures and using recyclable materials</p> 
<p>Year 1 Disciplinary Knowledge- Skills</p> <ul style="list-style-type: none"> • Interpretation • Application • Evaluation 	<p>Children will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.</p> <p>They will develop language around drawing, line and shape linked to the significant artist/s they are studying.</p> <ul style="list-style-type: none"> • Know how to create moods in art work • Describe what can be seen and give an opinion about the work of an artist • Ask questions about a piece of art • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes 	<ul style="list-style-type: none"> • Know how to show how people feel in paintings and drawings 	<ul style="list-style-type: none"> • Know how to create moods in art work • Describe what can be seen and give an opinion about the work of an artist • Ask questions about a piece of art • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • Explore 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 owns work.
Vocabulary			

Significant Individual	<div>Rob Dunlavey Crystal Cities</div> <div></div>	<div>Pablo Picasso</div> <div></div>	<div>Kimmy Catrell</div> <div></div>	<div><div><div>Beth Krommes – The wave</div><div></div></div><div>Danny Eastwood Aboriginal art</div><div><div></div><div>Creation of Life (1991) by Danny Eastwood and Big Fish (1999) by John Kindness</div></div></div>
KS1 Year 1 and Year 2 Cycle B				
Unit Title/Enquiry	<div>Enquiry: How has transport changed?</div> <div>Core texts: Oi Get off our train, You can’t get an elephant on a bus, Amelia Earhart, Emma-Jayne’s Aeroplane, Angus Rides the Goods Train</div> <div>FOCUS: Drawing, Painting, Weaving/Textiles</div>	<div>Enquiry: Who were the Normans? Castles local study</div> <div>FOCUS: Drawing/Painting and collage – Art appreciation</div>	<div>Enquiry: Food to fork, how far does my food travel?</div> <div>Fairtrade, Non-European Country, Healthy eating, Plants</div> <div>FOCUS: Printing and 3D sculpture, textiles</div>	
National Curriculum Link	<div>Pupils should be taught:</div> <div><ul style="list-style-type: none">to use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout 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.</div>			
Prior Knowledge	<div><ul style="list-style-type: none">In Year 1 children will have drawn pictures with pencils using different thickness in lines.Their pictures will begin to show detail of the subject they are drawing.They will have attempted to show how people feel in their images.In Year 2 pupils are expected to embed this knowledge with greater accuracy.</div>	<div><ul style="list-style-type: none">In Year 1 children have formally and informally practised mixing paint.They know the names of primary and secondary colours and can explain which colours mix together to give colours such as orange and purple.Pupils should be able to use thick and thin brushes, rollers and sponges and know the effect they create.They will have had experience of observing something before attempting to draw or paint it.</div>	<div><ul style="list-style-type: none">In Year 1 pupils will have worked with clay and other malleable materials to roll, cut and coil.They will have used cutting and tearing techniques to assemble collages with a range of materials including natural resources.</div>	
Future Links to this Unit				
Year 2 Substantive Knowledge- the seven elements: <div><ul style="list-style-type: none">LineShapeColourFormValueTextureSpace</div>	<div>Drawing</div> <div><ul style="list-style-type: none">Know how to use pencils to create lines of different thickness in drawingsContinue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as pastels, charcoal, pen and chalk.Understand tone through the use of different pressure placed using an HB/2B pencil.</div>	<div>Drawing</div> <div><ul style="list-style-type: none">Know how to use pencils to create lines of different thickness in drawingsContinue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as pastels, charcoal, pen and chalk.Understand tone through the use of different pressure placed using an HB/2B pencil.</div>	<div>Printing</div> <div><ul style="list-style-type: none">Print with a range of hard and soft materials e.g. corks, pens, cotton reels, spongesTake rubbings to understand and inform their own textured prints and patterns Mono-print by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressureCreate repeating patternsCreate simple relief printing blocks e.g. with string and cardMake simple monochrome printsExperiment with overprinting motifs and colour</div>	



example drawing shapes and patterns linked to Kandinsky
Chalk pastel on black sugar paper



Painting

- Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture, wash, strokes, blending, splash and drip techniques
- Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques
- Know how to mix paint to make secondary colours, adding them to the colour wheel
- Know how to mix primary colours to make brown
- Mix and match colours to artefacts, objects, given colours.
- Work on different scales.
- Use a brush to produce marks appropriate to work e.g. small brush for small marks
- Know how to create different textured paint for an intended effect
- Know how to create brown with paint
- Know how to create tints with paint by adding white
- Know how to create tones with paint by adding black
- Know how to match and make new colours



Creative response

Collage

- Use tracing and cutting skills Select a range of collage materials and arrange these on a cut out shape
- Consider textural qualities and shapes when selecting collage materials and objects
- Place materials and objects carefully to achieve contrasts in textures and forms
- Add white to colour to achieve tints
- Apply an even coat of paint to a raised surface
- Evaluate outcomes

Collage using printed surfaces e.g. paper, card, fabric



Textiles

- Match and sort fabrics and threads for colour and texture
- Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads
- Cut and shape fabrics Join two pieces of fabric using stitching: running, couching, cross/star stitches.
- Add shapes with glue or stitching
- Apply decoration using beads, buttons, feathers etc
- Apply colour using printing, dying, fabric crayons
- Weave materials (e.g. carrier bags or ribbon on a bike wheel, natural materials on a weaving board) looking at colour and texture

Use dyeing fabric and simple embroidery stitches to create observations of cross sections of fruits.

Year 2
Disciplinary
Knowledge- Skills

- Interpretation
- Application
- Evaluation

- Know how to show how people feel in paintings and drawings.
- Suggest how artists and creative practitioners have used colour, pattern and shape
- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.



Kandinsky



Thomas

Weaving paper plates - using primary and secondary colours artist Alma Thomas as inspiration.



Artist Study

- Know how to create a piece of art in response to the work of another artist
- Pupils develop views and ideas, using this to inform their own creative actions
- Suggest how artists and creative practitioners have used colour, pattern and shape
- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.
- Express thoughts and feelings about a piece of art. Explain how a piece of art makes them feel – link to emotions.



- Suggest how artists and creative practitioners have used colour, pattern and shape
- Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.



Vocabulary

Significant Individual

Wassily Kandinsky Year 1
Alma Thomas Year 2

Piet Mondrian- block colours
Paul Klee- primary, secondary colour, shape castles



Article from Flickr
Paul Klee, Castle and Sun


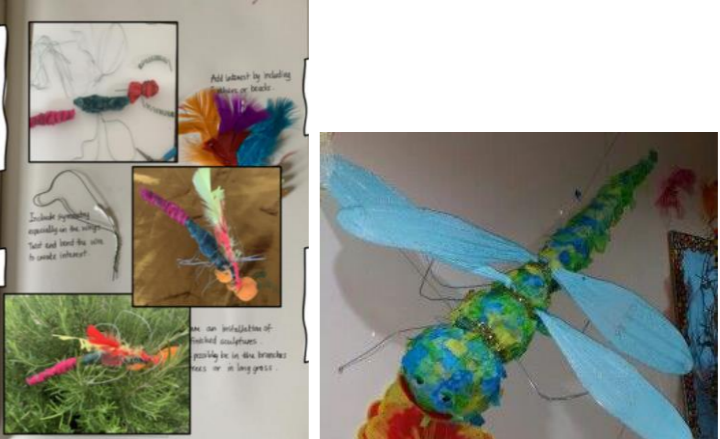


Daniel Gordon – Photographer and artist
Claus Oldenburg Sculpture
Printing – contemporary artist Karen Lederer



Untitled 30
by Karen Lederer (2014)

LKS2 Year 3 and Year 4 Cycle A			
Unit Title/Enquiry	Enquiry: How has my local community changed? Mining heritage, rocks and fossils, stone age to iron age. Core texts: Polonius the pit pony, Pebble in My Pocket by Meredith Hooper – observe the layers and use of line Greta and The Giants by Zoë Tucker – look at the use of line, colour and texture FOCUS: Drawing and printing – Art appreciation	Enquiry: What did the Ancient Egyptians leave behind? Discovery, Pharaoh, Plants and animals, Anglo Saxons, scots, Britain’s settlements. Core texts: Egyptian Cinderella, Howard Carter Biography, FOCUS: Painting, Textiles and collage	Enquiry: Rivers – friend or foe? Water cycle, rivers, coasts, hills & mountains, weather, coastal erosion, solids, liquids and gases Vikings Core texts: Wind in the willows, The River Singers, FOCUS: Painting watercolour, 3D sculpture
National Curriculum Link	Pupils should be taught 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. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history. 		
Prior Knowledge	<ul style="list-style-type: none"> By the end of Year 2, pupils should be familiar with a range of pencils, for example 2B, HB and know what they would use each for Pupils are familiar with the concept of a sketchbook having used a ‘floor book’ system in EYFS and key stage1 to experiment with different ideas They have experienced printing by using pressing, rolling, rubbing and stamping 	<ul style="list-style-type: none"> Pupils should be able to use thin and thick brushes to create different textures and different shades They have experimented with tones and tints by adding white and black to their original colour They have experienced creating a wash by using water and a small amount of paint and know how to apply this Pupils should be able to change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads They have explored cutting shapes in fabrics and joining two pieces of fabric using stitching They can apply decoration using beads, buttons, feathers for detail Pupils are familiar with interrogating a piece of art work and to talking about technique as well as use of colour, form, pattern and shade They will also have considered art from different parts of the world, i.e., African art They will have already responded to the techniques used by an artist by creating their own piece using some of the artists’ techniques 	<ul style="list-style-type: none"> Pupils should know that white can be added to a colour to create tints They should be able to recall secondary colours can be made by mixing primary colours They have explored using wet on wet as a technique of painting on top of previously applied wet paint They should know that a gradient is a gradual blending from one colour to another -A tint is where an artist adds a colour to white to create a lighter version of the colour -A shade is where an artist adds black to a colour to darken it -A tone is where an artist adds grey to a colour
Future Links to this Unit			
Year 3 Substantive Knowledge- the seven elements: <ul style="list-style-type: none"> Line Shape Colour Form Value Texture Space 	Drawing <ul style="list-style-type: none"> Know how to use different grades of pencil to shade and to show different tones and textures Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil Experiment with ways in which surface detail can be added to drawings Experiment with different grades of pencil to create lines and marks Experiment with different grades of pencils to draw different forms and shapes Explore shading with different media to achieve a range of light and dark tones, black to white Apply simple use of pattern and texture in a drawing 	Painting <ul style="list-style-type: none"> Know how to use a range of brushes to create different effects in painting Experiment with different effects and textures e.g. blocking in colour, thickened paint creating textural effects Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects Build on understanding of the colour wheel, storing information through investigation on a colour spectrum Explore complementary colours – colours opposite each other on the colour wheel Work on different scales, selecting suitable brush size and type Introduce watercolour paints to create wash backgrounds	Painting <ul style="list-style-type: none"> Know how to demonstrate the ombre effect and show how tones of colour can be blended into each other gradually Explore how pastels can be used with oil to create different effects Experiment with ways of blending shades of colour gradually Explore the work and techniques of Helen Frankenthaler Create interesting visual effects by dropping watered-down paint, watercolour or ink to a wet surface Know that paint can be applied to a surface in a variety of ways Explore how scrunched tissue can be used to blend colours to achieve a gradient of shades from light to dark The illusion of distance can be created by using lighter colours in the background and darker colours in the foreground Experiment with the size and positioning of silhouettes on a shaded background to create the illusion of distance and space

	<ul style="list-style-type: none"> Draw objects (Fossils) from different viewpoints: above, below, front, back Plan, refine and alter their drawings as necessary Know how to use chalk pastels to create simple smudged backgrounds and shapes/images linked to cave art. <p>Printing:</p> <ul style="list-style-type: none"> Know how to use a printing slab and roller Know how to create different printing blocks <p>Sketchbooks</p> <ul style="list-style-type: none"> Know how to use sketches to produce a final piece of art Know how to use digital images and combine with other media Know how to use IT to create art which includes their own work and that of others 	<ul style="list-style-type: none"> Experiment with different types of paint and making <p>Textiles and collage</p> <p>Sketchbooks</p> <ul style="list-style-type: none"> Know how to use sketches to produce a final piece of art Know how to use digital images and combine with other media Know how to use IT to create art which includes their own work and that of others <p>Painting:</p> <ul style="list-style-type: none"> Understand how paint is mixed and applied to create effect. Know how to use thicker paint techniques to create texture: impasto. 	<p>Sculpture</p> <ul style="list-style-type: none"> Use gesso and natural and man-made objects to create relief artwork Create texture and pattern by positioning objects systematically or randomly Discuss the effects created by scoring into a plaster surface  <ul style="list-style-type: none"> Respond to the work of an artist Use techniques of manipulating wire and fabric to construct 3D sculptures Make accurate observations of anatomical structures and details Evaluate application of techniques  <p>Sketchbooks</p> <ul style="list-style-type: none"> Know how to use sketches to produce a final piece of art Know how to use digital images and combine with other media Know how to use IT to create art which includes their own work and that of others
<p>Year 3</p> <p>Disciplinary Knowledge- Skills</p> <ul style="list-style-type: none"> Interpretation Application Evaluation 	<p>Artist Study</p> <ul style="list-style-type: none"> Continue to explore 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. Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and periods of time. Know how to identify the techniques used by different artists and creative practitioners 	<p>Artist Study</p> <ul style="list-style-type: none"> Continue to explore 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. Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and periods of time. Know how to identify the techniques used by different artists and creative practitioners 	<p>Artist Study</p> <ul style="list-style-type: none"> Continue to explore 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. Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Respond to art from other cultures and periods of time. Know how to identify the techniques used by different artists and creative practitioners
Vocabulary			

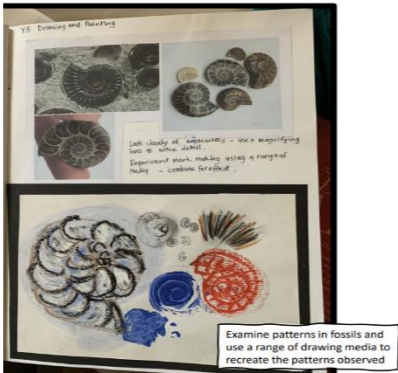
Significant Individual/Experiences

Connections

Neil Bousfield
British printmaker
and engraver



Cave art of Palaeolithic and Neolithic periods

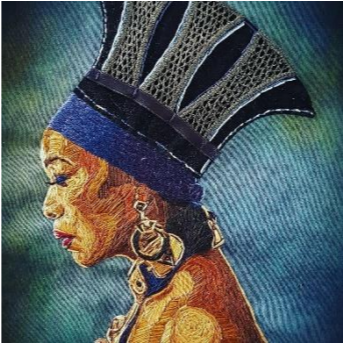


rocks
and
fossils

Vincent Van Gogh



Jane C Thom Textile portrait artist



Mountains and Sea (1952)
by Helen Frankenthaler (1928 – 2011)



Maman
by Louise Bourgeois (1999)

LKS2 Year 3 and Year 4 Cycle B

Unit Title/Enquiry

Enquiry: What is democracy? My country Ancient Greece
Core Texts: Icarus was ridiculous, Thesis and the Minotaur, The Accidental Prime Minister, Nelson Mandela.
FOCUS: Drawing, Painting, 3D sculpture

Using Sketchbooks

Enquiry: From Britannia what did the Romans change in Britain?
Core texts: Escape from Pompeii, Land of the gods, Empires End a Roman Story
FOCUS: Printing, 3D sculpture

Artist Study

Using Sketchbooks

Enquiry: What is the impact of natural disasters?
Earthquakes, impact of global warming,
Core texts: Fiction

Michael Morpurgo - Kensuke's Kingdom (Y3)
Jess Butterworth - Swimming against the Storm (Y4)

Sarah Courtauld - Journey to the Centre of the Earth

Non Fiction
Sophie Williams -Earth Shattering Events Ben HubbardNatural Disasters DIY Survival Manual
Neal Layton - A planet full of plastic
Dawn Casey and Anne Wilson – The Barefoot Book of Earth Tales

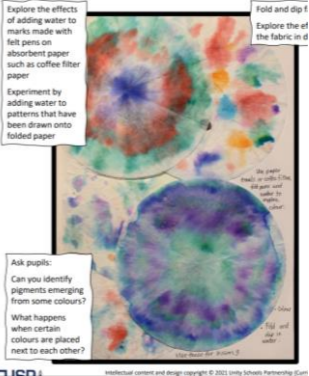
FOCUS: Textiles, collage and Painting
Using Sketchbooks






National Curriculum Link

Pupils should be taught 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.

<p>Prior Knowledge</p>	<ul style="list-style-type: none"> Pupils are very familiar with a range of pencils to include at least one H pencil (perhaps 2H) They are experienced at creating different shades and patterns with these pencils <ul style="list-style-type: none"> Pupils should be familiar with the concept of a sketchbook and are beginning to see it as a place where they can have a record of their ideas based on a range of stimuli They have captured a range of pencil patterns using different pencils from 8B to HB They have started to experiment with ideas based on the work of famous artists They have recorded some of their ideas that have resulted from using IT paint packages 	<ul style="list-style-type: none"> At this stage, pupils should be familiar with comparing the work of at least two artists and be able to talk about what they like in each and about the techniques employed by each They will have considered ideas they have learned from artists and used their sketchbooks to try new ideas out before applying this to a final piece They should have expanded their knowledge of art from different cultures and started to consider art produced during different historical periods <ul style="list-style-type: none"> They should now be confident to apply a wash and know about letting the wash dry before applying thicker paint onto the background They should also know that in most cases washes are applied with a thick brush 	
<p>Future Links to this Unit</p>			
<p>Year 4 Substantive Knowledge- the seven elements:</p> <ul style="list-style-type: none"> Line Shape Colour Form Value Texture Space 	<p>Drawing</p> <ul style="list-style-type: none"> Begin to show in their drawings that objects have a third dimension Use different grades of pencils and other drawing implements to achieve variation in tone Apply tone to a drawing in a simple way Experiment with different shading techniques of hatching and cross hatching <p>Painting</p> <ul style="list-style-type: none"> Know how to show reflections in art Experiment with the styles used by other artists and creative practitioners Explain some of the features of art from historical periods Know how different artists developed their specific techniques Create different effects and textures with paint according to what they need for a task. Use light (tint) and dark (tone) within painting and show understanding of complimentary colours. Mix tints and shades with increasing confidence. Experiment with creating tones – adding grey to a colour Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades Look at how artists paint foregrounds and backgrounds for perspective 	<ul style="list-style-type: none"> <p>Printing- Mt Vesuvius</p> <ul style="list-style-type: none"> Work in greater detail when relief printing - making printing blocks Use two colour overlays when relief printing Explore lines, marks, shapes and tones through monoprinting (using polystyrene tiles) Print with two colour overlays Create repeating patterns Design a complex pattern made up from two or more motifs and print a tiled version <p>Sketchbooks</p> <ul style="list-style-type: none"> Know how to integrate digital images into artwork Use sketchbooks to help create facial expressions Use sketchbooks to experiment with different texture Use photographs to help create reflections <p>3D Sculpture</p> <ul style="list-style-type: none"> Show an understanding of the basic proportions of the human figure Arrange simple body part shapes to depict movement Use the technique of decoupage Use form and colour to create the illusion of movement Apply sculpting skills to construct a 3D wire form 	<p>Textiles</p> <ul style="list-style-type: none"> Use a variety of techniques e.g. printing, dyeing, weaving, stitching to create different textural effects Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch, couching, chain and French knot stitches to join and add texture/detail) Experiment with adding detail to fabric by gluing or stitching Add colour and pattern to fabric using dyes, printing and resist paste and batik  <p>Painting</p> <ul style="list-style-type: none"> Know how to show reflections in art Experiment with the styles used by other artists and creative practitioners Explain some of the features of art from historical periods Know how different artists developed their specific techniques Create different effects and textures with paint according to what they need for a task.

	<div></div> <div>3D Sculpture<ul style="list-style-type: none">Know an armature can be used to create a piece of 3D artClay can be joined by a score and slip methodExplore a clay slab pot and a coil shaped method.</div> <div></div> <div>Sketchbooks<ul style="list-style-type: none">Know how to integrate digital images into artworkUse sketchbooks to help create facial expressionsUse sketchbooks to experiment with different textureUse photographs to help create reflections</div>	<div></div>	<ul style="list-style-type: none">Use light (tint) and dark (tone) within painting and show understanding of complimentary colours.Mix tints and shades with increasing confidence.Experiment with creating tones – adding grey to a colourInvestigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shadesLook at how artists paint foregrounds and backgrounds for perspective <div></div> <div>Collage<ul style="list-style-type: none">Develop skills of overlapping and overlaying to place objects in front or behind in a collageExperiment with techniques to make mosaicsExperiment with creating mood, feeling, movement and areas of interest using different mediaUse collage as a means of collecting ideas and information and building a visual vocabulary</div> <div></div> <div>exploring textures</div> <div>Sketchbooks<ul style="list-style-type: none">Know how to integrate digital images into artworkUse sketchbooks to help create facial expressionsUse sketchbooks to experiment with different textureUse photographs to help create reflections</div>
<div>Year 4 Disciplinary Knowledge- Skills<ul style="list-style-type: none">InterpretationApplicationEvaluation</div>	<div>Artist Study<ul style="list-style-type: none">Discuss and review own and others work, expressing thoughts and feelings and explaining their views.Begin to explore a range of great artists, architects and designers in history.Explore similarities and differences between the work of two artistsKnow that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depictionReflect and explain the successes and challenges in a piece of art they have created.Identify changes they might make or how their work could be developed further.</div>	<div>Artist Study<ul style="list-style-type: none">Discuss and review own and others work, expressing thoughts and feelings and explaining their views.Begin to explore a range of great artists, architects and designers in history.Reflect and explain the successes and challenges in a piece of art they have created.Identify changes they might make or how their work could be developed further.</div>	<div>Artist Study<ul style="list-style-type: none">Discuss and review own and others work, expressing thoughts and feelings and explaining their views.Begin to explore a range of great artists, architects and designers in history.Reflect and explain the successes and challenges in a piece of art they have created.Identify changes they might make or how their work could be developed further.</div>
Vocabulary			

Significant Individual/Experiences



John Brunsdon

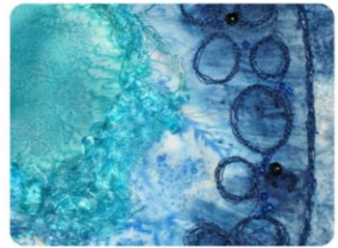
Andy Warhol



Michael G Wilson



Carolyn Saxby – Cornish textile artist



UKS2 – Y5 & Y6 Cycle A

Unit Title/Enquiry

Enquiry: How have railways changed our lives?
Forces and light, industrial revolution
Core texts: Street Child, Secrets of Passage
Drawing and Painting

Using Sketchbooks

Enquiry: Who were the Tudors and what impact did this period have on modern Britain?
Power, monarchs, trade. Animals including humans.
Painting

Artist Study

Using Sketchbooks

Enquiry: How is deforestation effecting our World?
South America, Amazon, Mayans.
Collage, Textiles, Printing

Using Sketchbooks

National Curriculum Link

Pupils should be taught 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.

Pupils should be taught:



- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history.





Prior Knowledge

- By Y4 pupils are familiar with a range of pencils and know what each is able to do in terms of shade and sharpness
 - Their drawings of people show detail so that the mood is clear
 - Drawings of people are proportioned well and in line with the expectations outlined in 'Goodenough'
 - They use pencil, charcoal and pastels to create continuing patterns to create effect in a piece of work
- Sketchbooks

- In Year 4-
- They are able to mix paint to a desired colour and know how to use white and black to create tints and shade
- Artist Study
- Pupils have begun to develop an expertise of knowledge about certain artists and can explain what their intentions were, for example, Van Gogh, Warhol
 - Although they are beginning to take account of the technique of various artists, they are more confident to make partial use of this technique in their own art, giving them greater variation

- In Year 4-
- They should be able to join clay using slip and create models in clay where joining is required
 - They should be familiar with a range of IT painting programs

	<ul style="list-style-type: none"> At this stage, it is hoped that pupils are constantly making references to their sketchbooks and are also using it to experiment with new ideas They are able to record ideas about pattern, texture and shade They can also use photographs and start to look at ways of capturing thoughts and ideas that may have started from the photograph 		
Future Links to this Unit			
Year 5 Substantive Knowledge- the seven elements: <ul style="list-style-type: none"> Line Shape Colour Form Value Texture Space 	<p>Drawing</p> <ul style="list-style-type: none"> Know how to organise line, tint, tone, shape, colour, pattern, texture and form to represent figures and forms in movement Know how to express emotion in art Work in a sustained and independent way to create a detailed drawing. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Develop simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. <p>Painting</p> <ul style="list-style-type: none"> Know how to organise line, tint, tone, shape, colour, pattern, texture and form to represent figures and forms in movement Know how to express emotion in art Explore wash and transparency, marks and strokes when painting Confidently control types of marks made and experiment with different effects and textures Mix and match colours to create atmosphere and light effects. Mix colours, shades, tones and tints with confidence Start to develop a painting from a drawing Use watercolour paints and small brushes to develop detail Compose using fore, middle and background Create images with lots of tone but using only one colour - monochrome <p>Sketchbooks</p> <ul style="list-style-type: none"> Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling Experiment with media to create emotion in art 	<p>Painting</p> <ul style="list-style-type: none"> Know how to organise line, tint, tone, shape, colour, pattern, texture and form to represent figures and forms in movement Know how to express emotion in art Explore wash and transparency, marks and strokes when painting Confidently control types of marks made and experiment with different effects and textures Mix and match colours to create atmosphere and light effects. Mix colours, shades, tones and tints with confidence Start to develop a painting from a drawing Use watercolour paints and small brushes to develop detail Compose using fore, middle and background Create images with lots of tone but using only one colour - monochrome  <p>Sketchbooks</p> <ul style="list-style-type: none"> Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling Experiment with media to create emotion in art Know how to use images created, scanned and found; altering them where necessary to create art 	<p>Collage</p> <ul style="list-style-type: none"> Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects Embellish a surface using a variety of techniques, including drawing, painting and printing Select and use found materials with art media and adhesives to assemble and represent an image or stimulus <p>Printing</p> <ul style="list-style-type: none"> Combine printing and textiles to create a mixed media piece of artwork Respond to their own and others' work Explore batik fabric pattern making (Use PVA as a safer alternative to wax)  <p>Sculpture</p> <ul style="list-style-type: none"> Manipulate materials to make a new 3D form e.g. human figure. Use covering materials such as Modroc or modelling clay to create 3D models. Add final finishes to models using paint/glazing techniques. <p>Sketchbooks</p> <ul style="list-style-type: none"> Experiment by using marks and lines to produce texture Experiment with shading to create mood and feeling Experiment with media to create emotion in art Know how to use images created, scanned and found; altering them where necessary to create art

	<ul style="list-style-type: none"> Know how to use images created, scanned and found; altering them where necessary to create art 		
Year 5 Disciplinary Knowledge- Skills <ul style="list-style-type: none"> Interpretation Application Evaluation 	Artist Study <ul style="list-style-type: none"> Research the work of an artist or creative practitioner and use their work to replicate a style Know reasons why artists and designers work in the way they do and make decisions Use the study of an artist to inform creative actions Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches. 	Artist Study <ul style="list-style-type: none"> Research the work of an artist or creative practitioner and use their work to replicate a style Know reasons why artists and designers work in the way they do and make decisions Use the study of an artist to inform creative actions Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches. 	Artist Study <ul style="list-style-type: none"> Research the work of an artist or creative practitioner and use their work to replicate a style Know reasons why artists and designers work in the way they do and make decisions Use the study of an artist to inform creative actions Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches.
Vocabulary			
Significant Individual/Experiences	LS Lowry 	Frida Kahlo- colour, emotions, culture, feminism Portraits  Tudor portraiture  Hans Holbien	Huni Kuin Tribe bead pattern panel 
UKS2 Y5 & Y6 Cycle B			
Unit Title/Enquiry	Enquiry: How has America tackled injustice? Core texts: Freedom Song, Holes, Martin Luther King. FOCUS: Drawing and Painting Using Sketchbooks	Enquiry: What are we fighting for? WWII, Leaders, Battle of Britain. Electricity. Drawing, Painting Artist Study Using Sketchbooks	Enquiry: Can we make a difference? Climate change, pollution, renewable energy, Sustainable goals UN. Properties and changes in materials. Sculpture Textile Using Sketchbooks
National Curriculum Link	Pupils should be taught 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. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history. 		

Prior Knowledge

- Pupils should make an effort to ensure that drawings created during art lessons and drawings they create during humanities lessons are of equal quality
- Pupils should be able to create facial expressions in their drawing of people
- When drawing a person, they should know about proportion and keep to it

Sketchbooks

- At this stage, pupils should be referring to their sketchbooks without being prompted to do so
- They have many ideas linked to texture, pattern, shade, etc. –some will be used in subsequent pieces of art work but others will have been dismissed
- The important point is that they are confident enough to explore and experiment
- They should also be confident to explore emotion in different media
- They also have a record of a range of artists that they have come across and will note the techniques that they have used

- Their paintings are more sophisticated with water colour and acrylic paint being used effectively
- They know about using view finders to give them greater accuracy
- Pupils should have experienced painting and drawing to a given set of criteria in creating informal examples of art work

Year 6
Substantive
Knowledge- the seven
elements:

- Line
- Shape
- Colour
- Form
- Value
- Texture
- Space

Drawing

- Use a full range of pencils, charcoal or pastels when creating a piece of observational art
- Work from a range of sources including observation and photographs
- Work in a sustained and independent way to create detailed drawings
- Develop close observational skills using a variety of view finders
- Use different techniques for different purposes e.g. shading, hatching etc
- Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background
- Explore colour mixing and blending techniques with coloured pencils
- Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes
- Start to develop their own style using tonal contrast and mixed media

Painting

- Know how to overprint to create different patterns
- Know which media to use to create maximum impact
- Use a full range of pencils, charcoal or pastels when creating a piece of observational art
- Work with sustained independence and confidence to develop their own style of painting.
- Use a range of effects to convey mood/feeling in their work.
- Mix colour, shades, tints and tones with confidence and to achieve an intended effect
- Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint
- Create a painting from a drawing
- Use painting techniques as part of a mixed media at project.

Painting

- Know how to overprint to create different patterns
- Know which media to use to create maximum impact
- Use a full range of pencils, charcoal or pastels when creating a piece of observational art
- Work with sustained independence and confidence to develop their own style of painting.
- Use a range of effects to convey mood/feeling in their work.
- Mix colour, shades, tints and tones with confidence and to achieve an intended effect
- Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint
- Create a painting from a drawing
- Use painting techniques as part of a mixed media at project.
- Explore how artists have used colour, texture and movement to express emotions e.g. in self portraits



Sketchbooks

- Explain why different tools have been used to create art
- Explain why chosen specific techniques have been used
- Know how to use feedback to make amendments and improvement to art





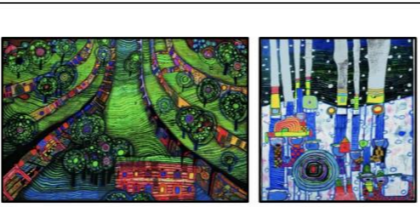


Textiles

- Use fabric to create a 3D art form
- Use a number of different stitches creatively to join fabrics and create patterns/textures
- Use a range of techniques to add decoration e.g. plaiting, pinning, stapling, stitching, running, couching, cross/star, chain, French knots, satin and split stitches.
- Add colour and pattern to a fabric using batik with more than one colour
- Combine techniques to produce an end piece e.g. embroidery over tie dye



Printing

- Create designs for prints by simplifying initial drawings/sketches
- Extend printing methods such as using Collagraph (on card/lino)
- Through printing, show increasing use of tools to control line, shape, texture and tone
- Colour mix through printing, create prints with at least three colour overlays
- Use printing techniques as part of a multi-media project e.g. prints onto dyed fabrics

	<div></div> <div>Sketchbooks<ul style="list-style-type: none">• Explain why different tools have been used to create art• Explain why chosen specific techniques have been used• Know how to use feedback to make amendments and improvement to art</div>		
<div>Year 6 Disciplinary Knowledge- Skills<ul style="list-style-type: none">• Interpretation• Application• Evaluation</div>		<div>Artist Study<ul style="list-style-type: none">• Explain the style of art used and how it has been influenced by a famous artist• Know what a specific artist is trying to achieve in any given situation• Know why art can be very abstract and interpret what message the artist is trying to convey• Discuss and review own and others’ work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.• Identify artists who have worked in a similar way to their own work.• Explore a range of great artists, architects and designers in history.• Recognise the art of key artists and begin to place them in key movements or historical events.</div>	
Vocabulary			
<div>Significant Individual/Experiences</div>	<div><div>Alexandra Andreica</div><div>Street Art Murals</div></div>	<div><div>Henry Moore</div><div><div><div>Green Town (1978)</div><div>Blue Blues (1994)</div><div>by Friedensreich Hundertwasser</div></div></div></div>	<div><div>Lesley Richmond<div>Leaf Cloth Series – Leaf Cloth Dance 1 and Woodland by Lesley Richmond</div></div><div><div>Satish Ryali</div></div></div>