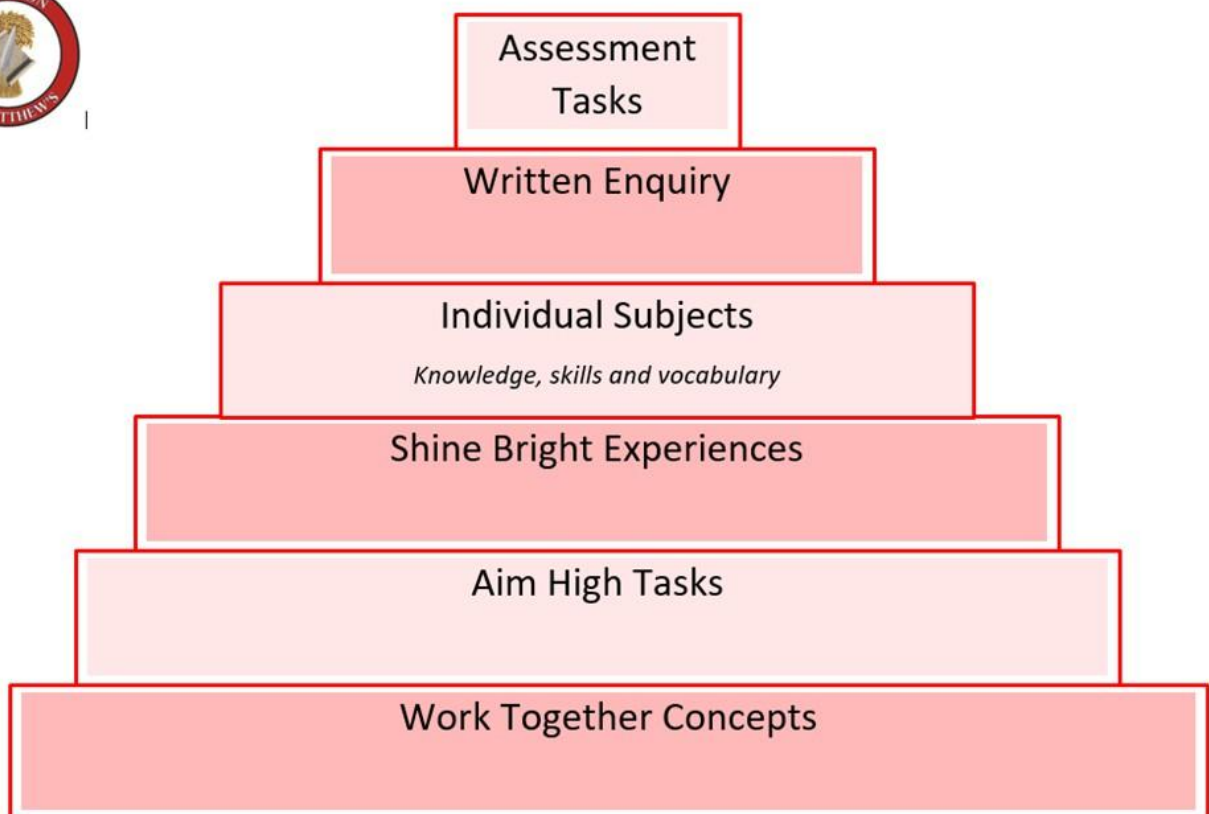


Art & Design Curriculum



**Stretton St Matthew's
C.E. Primary School**

Curriculum Intent

It is our intent to prepare children for life and embrace in all aspects of art and culture. In order to develop artistic thinking, we build on children's natural curiosity, observations and interpretation of the world around them.

We aim to provide a high-quality art and design education, which not only engages, inspires and challenges pupils, but will also equip them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

We want our children to see themselves as artists and think critically about art. It is our intention to teach our children so they will find enjoyment in creative art, find a sense of purpose, achievement and fulfilment in artistic expression and develop skills and use a range of materials and techniques competently. Our children will learn to study and record the world around them analytically and will develop the appropriate vocabulary to help them understand and discuss their own work and that of others and they will be encouraged to appreciate and evaluate the work of a range of artists from their own and other cultures.

We provide opportunities for children to explore art, not just in designated art lessons, but also across the curriculum wherever appropriate in order to bring topics to life. We celebrate the art created by our children, showcasing it proudly around our school, as well as exhibiting it for the wider school community to enjoy.

Work Together Concepts	Outcome
Drawing	Children will explore mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. They will use sketchbooks to record observations and plans as drawings and learn about how artists develop their ideas using drawings.
Painting & Mixed Media	Children will develop their painting skills including colour mixing, painting on a range of surfaces and with different tools. They will explore the interplay between different media within an artwork.
Craft & Design	Children will design and make art for different purposes, considering how this works in creative industries. They will learn new making techniques, comparing these and making decisions about which to use to achieve a particular outcome. They will also develop personal, imaginative responses to a design brief.
3D / Sculpture	Children will Investigate ways to express ideas in three-dimensions. They will construct and model with a variety of materials, shaping and joining materials to achieve an outcome. They will also develop drawn ideas into sculpture.

Whole School Summary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	Drawing: Marvellous Marks		Painting & Mixed Media: Paint my World		Sculpture & 3D: Creation Station	
Year 1						
	Drawing: Exploring Line and shape		Sculpture & 3D: Paper Play		Painting & Mixed Media: Colour Splash	
Year 2						
	Craft & Design: Map it Out		Painting & Mixed Media: Life in Colour		Sculpture & 3D: Clay Houses	
Year 3						
	Drawing: Developing drawing skills		Craft & Design: Ancient Egyptian scrolls		Sculpture & 3D: Abstract Shape & Space	
Year 4						
	Drawing: Exploring tone, texture and proportion		Painting & Mixed Media: Light and Dark		Craft & Design: Fabric of Nature	
Year 5						
	Sculpture & 3D: Interactive Installation		Drawing: Depth emotion and movement		Painting & Mixed Media: Portraits	
Year 6						
	Craft & Design: Photo opportunity		Drawing: Expressing ideas		Sculpture & 3D: Making memories	

Art Progression of Knowledge & Skills (Making Skills)

Methods, techniques, media and materials	Drawing	
	EYFS: Reception	Year 1
	Pupils know	
	How to: • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Combine materials when drawing.	• That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to: • Hold and use drawing tools in different ways to create different lines and marks. • Create marks by responding to different stimulus such as music. • Overlap shapes to create new ones. • Use mark making to replicate texture. • Look carefully to make an observational drawing. • Complete a continuous line drawing.

Art Progression of Knowledge & Skills (Making Skills)

Drawing

Year 3

Year 4

Year 5

Year 6

Pupils know

How to:

- Use shapes identified within in objects as a method to draw.
- Create tone by shading.
- Achieve even tones when shading.
- Make texture rubbings.
- Create art from textured paper.
- Hold and use a pencil to shade.
- Tear and shape paper.
- Use paper shapes to create a drawing.
- Use drawing tools to take a rubbing.
- Make careful observations to accurately draw an object.
- Create abstract compositions to draw more expressively.

How to:

- Use pencils of different grades to shade and add tone.
- Hold a pencil with varying pressure to create different marks.
- Use observation and sketch objects quickly.
- Draw objects in proportion to each other.
- Use charcoal and a rubber to draw tone.
- Use scissors and paper as a method to 'draw'.
- Make choices about arranging cut elements to create a composition.
- Create a wax resist background.
- Use different tools to scratch into a painted surface to add contrast and pattern.
- Choose a section of a drawing to recreate as a print.
- Create a monoprint.

- What print effects different materials make.

How to:

- Analyse an image that considers impact, audience and purpose.
- Draw the same image in different ways with different materials and techniques.
- Make a collagraph plate.
- Make a collagraph print.
- Develop drawn ideas for a print.
- Combine techniques to create a final composition.
- Decide what materials and tools to use based on experience and knowledge.

- Gestural and expressive ways to make marks.
- Effects different materials make.
- The effects created when drawing into different surfaces

How to:

- Use symbolism as a way to create imagery.
- Combine imagery into unique compositions.
- Achieve the tonal technique called chiaroscuro.
- Make handmade tools to draw with.
- Use charcoal to create chiaroscuro effects.

Art Progression of Knowledge & Skills (Making Skills)

Painting and mixed media

EYFS: Reception

Year 1

Year 2

Pupils know how to:

- Explore paint, using hands as a tool.
- Describe colours and textures as they paint.
- Explore what happens when paint colours mix.
- Make natural painting tools.
- Investigate natural materials eg paint, water for painting.
- Explore paint textures, for example mixing in other materials or adding water.
- Respond to a range of stimuli when painting.
- Use paint to express ideas and feelings.
- Explore colours, patterns and compositions when combining materials in collage.

- Combine primary coloured materials to make secondary colours.
- Mix secondary colours in paint.
- Choose suitable sized paint brushes.
- Clean a paintbrush to change colours.
- Print with objects, applying a suitable layer of paint to the printing surface.
- Overlap paint to mix new colours.
- Use blowing to create a paint effect.
- Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.

- Mix a variety of shades of a secondary colour.
- Make choices about amounts of paint to use when mixing a particular colour.
- Match colours seen around them.
- Create texture using different painting tools.
- Make textured paper to use in a collage.
- Choose and shape collage materials eg cutting, tearing.
- Compose a collage, arranging and overlapping pieces for contrast and effect.
- Add painted detail to a collage to enhance/improve it.

Art Progression of Knowledge & Skills (Making Skills)

Painting and mixed media

Year 4

Year 5

Pupils know how to:

- Mix a tint and a shade by adding black or white.
- Use tints and shades of a colour to create a 3D effect when painting.
- Apply paint using different techniques eg. stippling, dabbing, washing.
- Choose suitable painting tools.
- Arrange objects to create a still life composition.
- Plan a painting by drawing first.
- Organise painting equipment independently, making choices about tools and materials.

- Develop a drawing into a painting.
- Create a drawing using text as lines and tone.
- Experiment with materials and create different backgrounds to draw onto.
- Use a photograph as a starting point for a mixed-media artwork.
- Take an interesting portrait photograph, exploring different angles.
- Adapt an image to create a new one.
- Combine materials to create an effect.
- Choose colours to represent an idea or atmosphere.
- Develop a final composition from sketchbook ideas.

Art Progression of Knowledge & Skills (Making Skills)

Sculpture and 3D

EYFS: Reception

Year 1

Year 2

Pupils know how to:

- Explore the properties of clay.
- Use modelling tools to cut and shape soft materials eg. playdough, clay.
- Select and arrange natural materials to make 3D artworks.
- Talk about colour, shape and texture and explain their choices.
- Plan ideas for what they would like to make.
- Problem-solve and try out solutions when using modelling materials.
- Develop 3D models by adding colour.

- Roll and fold paper.
- Cut shapes from paper and card.
- Cut and glue paper to make 3D structures.
- Decide the best way to glue something.
- Create a variety of shapes in paper, eg spiral, zig-zag.
- Make larger structures using newspaper rolls.

- Smooth and flatten clay.
- Roll clay into a cylinder or ball.
- Make different surface marks in clay.
- Make a clay pinch pot.
- Mix clay slip using clay and water.
- Join two clay pieces using slip.
- Make a relief clay sculpture.
- Use hands in different ways as a tool to manipulate clay.
- Use clay tools to score clay.

Art Progression of Knowledge & Skills (Making Skills)

Sculpture and 3D		
Year 3	Year 5	Year 6
Pupils know		
How to: • Join 2D shapes to make a 3D form. • Join larger pieces of materials, exploring what gives 3D shapes stability. • Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • Identify and draw negative spaces. • Plan a sculpture by drawing. • Choose materials to scale up an idea. • Create different joins in card eg. slot, tabs, wrapping. • Add surface detail to a sculpture using colour or texture. • Display sculpture.	How to: • Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Try out ideas on a small scale to assess their effect. • Use everyday objects to form a sculpture. • Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Try out ideas for making a sculpture interactive. • Plan an installation proposal, making choices about light, sound and display.	How to: • Translate a 2D image into a 3D form. • Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Manipulate cardboard to create different textures. • Make a cardboard relief sculpture. • Make visual notes to generate ideas for a final piece. • Translate ideas into sculptural forms.

Art Progression of Knowledge & Skills (Making Skills)

Craft and design	
Year 2	Year 3
Pupils know	
How to: • Draw a map to illustrate a journey. • Separate wool fibres ready to make felt. • Lay wool fibres in opposite directions to make felt. • Roll and squeeze the felt to make the fibres stick together. • Add details to felt by twisting small amounts of wool. • Choose which parts of their drawn map to represent in their 'stained glass'. • Overlap cellophane/tissue to create new colours. • Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • Apply paint or ink using a printing roller. • Smooth a printing tile evenly to transfer an image. • Try out a variety of ideas for adapting prints into 2D or 3D artworks.	• That layering materials in opposite directions make the handmade paper stronger. How to: • Use a sketchbook to research a subject using different techniques and materials to present ideas. • Construct a new paper material using paper, water and glue • Use symbols to reflect both literal and figurative ideas. • Produce and select an effective final design. • Make a scroll. • Make a zine. • Use a zine to present information.

Art Progression of Knowledge & Skills (Making Skills)

Craft and design

Year 4

Year 6

Pupils know

- That a mood board is a visual collection which aims to convey a general feeling or idea.
- That batik is a traditional fabric decoration technique that uses hot wax.

How to:

- Select imagery and use as inspiration for a design project.
- To know how to make a mood board.
- Recognise a theme and develop colour palettes using selected imagery and drawings.
- Draw small sections of one image to focus on colours and texture.
- Develop observational drawings into shapes and pattern for design.
- Transfer a design using a tracing method.
- Make a repeating pattern tile using cut and torn paper shapes.
- Use glue as an alternative batik technique to create patterns on fabric.
- Use materials, like glue, in different ways depending on the desired effect.
- Paint on fabric.
- Wash fabric to remove glue to finish a decorative fabric piece.

- How different materials can be used to produce photorealistic artwork.
- That macro photography is showing a subject as larger than it is in real life.

How to:

- Create a photomontage.
- Create artwork for a design brief.
- Use a camera or tablet for photography.
- Identify the parts of a camera.
- Take a macro photo, choosing an interesting composition.
- Manipulate a photograph using photo editing tools.
- Use drama and props to recreate imagery.
- Take a portrait photograph.
- Use a grid method to copy a photograph into a drawing.

Art Progression of Knowledge & Skills (Formal Elements)

	EYFS: Reception	Year 1	Year 2
Pupils know:			
Colour	The names of a wide range of colours. Colours can be mixed to make new colours.	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours.	Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Tone'</i>). Colours can be mixed to 'match' real life objects or to create things from your imagination.
Form	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture.	That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.
Shape	The names of simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it.	Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be made using shapes.
Line	Lines can be curved or straight and described in simple terms such as: wiggly, 'straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings.	N/A (<i>in the combined progression of skills</i>)

Art Progression of Knowledge & Skills (Formal Elements)

	EYFS: Reception	Year 1	Year 2
Pupils know:			
Pattern	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	That a pattern is a design in which shapes, colours or lines are repeated.	Patterns can be used to add detail to an artwork.
Texture	Simple terms to describe what something feels like (eg. bumpy).	That texture means 'what something feels like'. Different marks can be used to represent the textures of objects. Different drawing tools make different marks.	Collage materials can be chosen to represent real-life textures. Collage materials can be overlapped and overlaid to add texture. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Painting tools can create varied textures in paint.
Tone	There are different shades of the same colour and identify colours as 'light' or 'dark'.	That there are many different shades (or 'hues') of the same colour. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	Different amounts of paint and water can be used to mix hues of secondary colours (<i>statement also included under 'Colour'</i>).

Art Progression of Knowledge & Skills (Formal Elements)

	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Colour	Using light and dark colours next to each other creates contrast.	Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.	A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form	Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Organic forms can be abstract.	Using lighter and darker tints and shades of a colour can create a 3D effect.	An art installation is often a room or environment in which the viewer 'experiences' the art all around them. The size and scale of three-dimensional artwork changes the effect of the piece.	The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape	Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art.	How to use basic shapes to form more complex shapes and patterns.	<i>N/A (in the combined progression of skills)</i>	How an understanding of shape and space can support creating effective composition.
Line	Using different tools or using the same tool in different ways can create different types of lines.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	<i>N/A (in the combined progression of skills)</i>	How line is used beyond drawing and can be applied to other art forms.

Art Progression of Knowledge & Skills (Formal Elements)

	Year 3	Year 4	Year 5	Year 6
Pupils know:				
Pattern	Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Surface rubbings can be used to add or make patterns.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	How to create texture on different materials.	<i>N/A (in the combined progression of skills)</i>
Tone	That 'tone' in art means 'light and dark'. Shading helps make drawn objects look realistic. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.	Tone can help show the foreground and background in an artwork.	That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Art Progression of Knowledge & Skills (Artist Knowledge)

	EYFS: Reception	Year 1	Year 2
	Pupils know:		
Meanings	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	Some artists are influenced by things happening around them.	Some artists create art to make people aware of good and bad things happening in the world around them.
Interpretations	<i>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.</i>	- Sometimes artists concentrate on how they are making something rather than what they make. - Artists living in different places at different times can be inspired by similar ideas or stories.	Art can be figurative or abstract.
Materials and processes	- Artists use modelling materials like clay to recreate things from real life. - Artists choose colours to draw or paint with. - Artists draw many different things and use different tools to draw with. - Sometimes artists are inspired by the seasons. - Some art doesn't last long- it is temporary. - Sometimes artists cut and stick photos to make new images.	Artists choose materials that suit what they want to make.	- Artists try out different combinations of collage materials to create the effect they want. - Artists can use the same material (felt) to make 2D or 3D artworks. - Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.
	So that they can:		
	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Understand how artists choose materials based on their properties in order to achieve certain effects.	See skills progression here Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.

Art Progression of Knowledge & Skills (Artist Knowledge)

	Year 3	Year 4	Year 5	Year 6
	Pupils know:			
Meanings	Art from the past can give us clues about what it was like to live at that time.	N/A (in the combined curriculum)	- Artists are influenced by what is going on around them; for example culture, politics and technology. - Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. - How an artwork is interpreted will depend on the life experiences of the person looking at it.	- Artists can use symbols in their artwork to convey meaning. - Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.
Interpretations	The meanings we take from art made in the past are influenced by our own ideas.	- Designers can make beautiful things to try and improve people's everyday lives. - How and where art is displayed has an effect on how people interpret it.	- Artists use self-portraits to represent important things about themselves. - Artists create works that make us question our beliefs.	- Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. - Art can be a form of protest. - Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. - Art sometimes creates difficult feelings when we look at it.

Art Progression of Knowledge & Skills (Artist Knowledge)

	Year 3	Year 4	Year 5	Year 6
Materials and processes	Pupils know:			
	- Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists experiment with different tools and materials to create texture. - Artists can work in more than one medium. - Artist make decisions about how their work will be displayed.	- Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. - Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. - Artists and designers sometimes choose techniques based on the time and money available to them. - Artists use drawing to plan ideas for work in different media.	- Artists can choose their medium to create a particular effect on the viewer. - Artists can combine materials; for example digital imagery with paint or print. - Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	- Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. - Artists can use materials to respond to a feeling or idea in an abstract way. - Artists take risks to try out ideas; this can lead to new techniques being developed. - Artists can make work by collecting and combining ready-made objects to create 'assemblage'. - Artforms are always evolving as materials and techniques change over time.
	So that they can:			
	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.

See skills progression [here](#)

Art Knowledge & Skills Progression (Themes)

Theme	EYFS: Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nature	Painting and mixed media: Paint my world Seasonal crafts: Autumn wreaths , Suncatchers		Painting and mixed media: Life in colour	Drawing: Growing artists	Craft and design: Fabric of nature		
Celebration	Seasonal crafts: Salt dough decorations , Egg threading						Sculpture and 3D: Making memories
Sustainability							
Identity	Drawing: Marvellous marks	Sculpture and 3D: Paper play	Painting and mixed media: Life in colour			Drawing: I need space Painting and mixed media: Portraits	Drawing: Make my voice heard Sculpture and 3D: Making memories
Stories				Craft and design: Ancient Egyptian scrolls		Sculpture and 3D: Interactive installation	Sculpture and 3D: Making memories
Right and wrong							Drawing: Make my voice heard
Symbols			Craft and design: Map it out	Craft and design: Ancient Egyptian scrolls		Drawing: I need space	Drawing: Make my voice heard

[Type here]

	EYFS: Reception	Year 1	Year 2
	Pupils know:		
What is art?	Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	• Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates.	
Why do people make art?			• People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.
How do people talk about art?	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.

[Type here]

	Year 3	Year 4	Year 5	Year 6
	Pupils know:			
What is art?	• Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative or it can have a purpose.	• Artists make choices about what, how and where they create art. • Artworks can fit more than one genre.	• Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be temporary.	• Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Art can be a digital art form, like photography.
Why do people make art?	• People use art to tell stories and communicate. • People can make art to express their views or beliefs. • People make art for fun, and to make the world a nicer place to be. • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature.	• Art can be created to make money; being an artist is a job for some people. • Art, craft and design affects the lives of people who see or use something that has been created. •	• People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People make art to portray ideas about identity. • People make art to fit in with popular ideas or fashions.	• Sometimes people make art to express their views and opinions, which can be political or topical. • Sometime people make art to create reactions. • People use art as a means to reflect on their unique characteristics.

[Type here]

Continued

	Year 3	Year 4	Year 5	Year 6
How do people talk about art?	Pupils know:			
	• People can have their own opinions about art, and sometimes disagree. • One artwork can have several meanings.	• Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. • Artists evaluate what they make and talking about art is one way to do this.	• People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.	• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.

[Type here]

Autumn A	Geometric Horizontal Irregular Line Mark-making Observation Regular Texture Vertical	Abstract Composition Curator Felt Fibre Inspired Negative print Pattern Stained glass	Shading, tones, 3D form, sketching, texture	Collaborate, collage, engraving, proportion, shading, tone, wax- resist	Analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three dimensional	Arrangement Digital Layout Macro Monochrome: Photography Photorealism Prop Saturation
Autumn B						
Spring A	Cylinder Detail Sculpture Spiral Three dimensional Zig zag	mixing primary colour secondary colour texture collage overlap detail surface	Pre-historic, pigment, man-made, scale, medium	Composition, hue, proportion, shade, still life, tint, tone	cold war, collagraph, collagraphy, composition, culture, decision develop, evaluate, futuristic, imagery	Analyse Evaluate Interpret Medium Mixed- media Narrative Respond Tableau
Spring B						
Summer A	Hue Mix Pattern Primary colours Print Secondary colours	clay Clay slip Impress Pinch pot/Thumb pot Relief Score Sculpture Surface	Scroll, composition, pattern, style, shape	Batik, colour palette, craft, design, industry, pattern, repeat, theme	art medium, atmosphere ,background, carbon paper, collage, composition, continuous line, drawing, evaluate, justify, mixed media, monoprint, multi media, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer,	Abstract: Assemblage Literal Manipulate Memory Relief Sculpture

[Type here]

Summer B						
----------	--	--	--	--	--	--

Progression of Skills Overview

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Generating ideas	Talk about their ideas and explore different ways to record them using a range of media.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Sketch-books	Experiment in an exploratory way.	ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	
Making skills (including Formal elements)	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	ELG: Expressive Arts and design: Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Physical development: Fine motor skills: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	- To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Progression of Skills Overview

	EYFS (Reception)	EYFS Framework Children at the expected level of development will:	Year 1	Year 2	National curriculum Pupils should be taught:
Knowledge of artists	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	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.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	

Progression of Skills Overview

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	To create sketch books to record their observations and use them to review and revisit ideas
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	- 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] - 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.

Progression of Skills Overview

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	About great artists, architects and designers in history.
Evaluating and analysing	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	- 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. - About great artists, architects and designers in history.

Knowledge Organisers

Drawing

Painting & Mixed Media

Craft & Design

3D & Sculpture



Year 1 Autumn Term: Art & Design

In this unit, we will study the works of: Bridget Riley, Zaria Forman, Kandinsky, Renata Bernal and Ilya Bolotowsky.

Work Together Concept: Drawing

Crucial Knowledge:

There are many different types of lines. These include:

- Horizontal
- Vertical
- Diagonal
- Wavy
- Cross-hatched
- Broken

Drawing tools can be used in a variety of ways to create different lines. Some drawing tools include:

- Biro
- Pencil
- Felt tip
- Soft pastel
- Oil pastel
- Crayon
- Charcoal
- Chalk



Vocabulary:

Geometric: Mathematical shapes with straight lines, angles and point.

Horizontal: Flat or level with the ground and not at an angle to it.

Irregular: When shapes or lines are not formed of the same sizes.

Line: A mark on a surface can be different lengths, widths and create shapes.

Mark-making: The creation of different lines, patterns and shapes.

Observation: To look at something carefully.

Regular: A consistent size or pattern.

Texture: A surface quality that is not flat.

Vertical: Pointing straight up at a 90-degree angle from a horizontal base.

This term we will:

Know how to create different types of lines.

Explore line and mark-making to draw water.

Draw with different media.

Develop an understanding of mark-making.

Apply an understanding of drawing materials and mark-making to draw from observation.

Date achieved



Year 1 Spring 1 Term: Art & Design

In this unit, we will study the works of: Jasper Johns and Clarice Cliff.

Work Together Concept: **Painting and Mixed Media**

Crucial Knowledge:

Primary colours are red, yellow and blue.

When you mix two primary colours together, you get secondary colours.

Yellow and red mixed together makes orange.

Blue and yellow mixed together makes green.

Red and blue mixed together makes purple.

You can create patterns by repeating shapes, colours and lines.

Patterns can also be created by printing. This could be done by using your finger, or different everyday objects like plastic cups or Lego.

Different brushes make different marks.



Vocabulary:

Hue: Describing an exact colour: sky blue, dark green, rose pink.

Mix: Combining two or more colours together.

Pattern: A design in which shapes, colours or lines are repeated.

Primary colours: Red, yellow and blue

Print: Transferring an image onto another surface.

Secondary colours: Orange, green and purple and made by mixing two primary colours together.

This term we will:

Investigate how to mix secondary colours.

Apply knowledge of colour mixing when painting.

Explore colour when painting.

Experiment with paint mixing to make a range of secondary colours.

Apply painting skills when working in the style of an artist.

Date achieved



Year 1 Spring 2 Term: Art & Design

In this unit, we will study the works of: Samantha Stephenson and Louise Bourgeois.

Work Together Concept:

Crucial Knowledge:

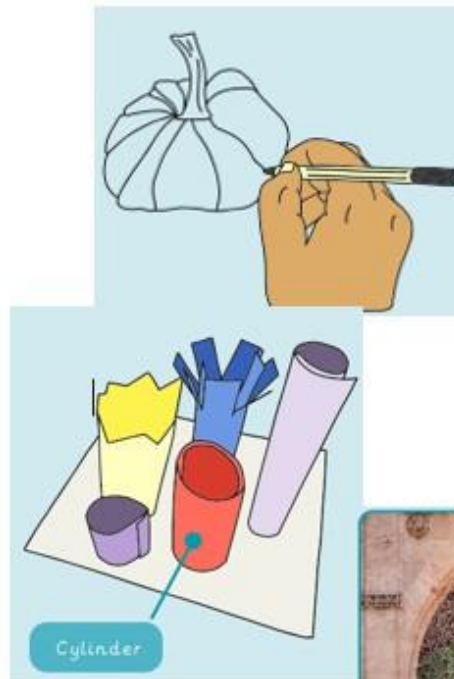
Something 2D is flat like a drawing.

Something that is 3D can be held, like a cylinder.

There are many different ways that we can sculpt paper. These include:

- Scrunch
- Zig-zag
- Fold
- Spiral
- Roll
- Overlap

Many cultures have stories about a tree of life. The tree often represents all of nature.



Vocabulary:

Cylinder: A tube shape.

Detail: Extra decoration or items that add interest.

Sculpture: Art in three dimensions; walk all around it to look at it.

Spiral: Something curved from the centre onwards.

Three dimensional (3D): A solid shape; art that isn't flat on paper.

Zig-zag: Something that goes in one direction, then another.



This term we will:

Roll paper to make 3D structures.

Shape paper to make a 3D drawing.

Apply paper-shaping skills to make an imaginative sculpture.

Work collaboratively to plan and create a sculpture.

Apply painting skills when working in 3D.

Date achieved



KS1 Clay Houses: 3D Sculpture

Work Together Concept: Drawing

Crucial Knowledge:

Clay can be used to make many useful items such as pots and vases, as well as pieces of art.

Clay can be shaped using various tools, including hands and a 'potter's wheel.'

A clay surface can be decorated by pressing into it or joining pieces on.



Clay pieces can be joined using, 'scratch and slip.'

Some clay objects need to be baked or fired in a Kiln, an oven which heats to over 1000°C

Famous artists working with clay are called ceramists, they include, Rachel Whiteread, Toshiko Takaezu, Maria Martinez, Bernard Leach and Ranti Bam.

Vocabulary:

Clay – a medium used to make artwork. Clay is dug up from the ground and is formed from minerals, plant and animal matter.

Clay slip – a mix of clay and water which is used as a glue when joining clay.

Impress – to press an object into another to form a shape or pattern.

Pinch pot/Thumb pot – pushing a thumb into a ball of clay to form a pot.

Relief – 3D part of an artwork that are joined to a flat base.

Score – Marking hatched lines into a clay surface.

Sculpture – art in three dimensions, a piece of art that you can walk around and see from every side.

Surface – the top layer of something.



This term we will:

Use hands as a tool to shape clay.

To shape a pinch pot and join clay shape as decoration.

To use impression and joining technique to decorate a tile.

To use drawing to plan the features of a 3D model.

To make a clay tile from a drawn design.

Date achieved



KS1 Painting and Mixed Media- Life in Colour

Work Together Concept: Painting and Mixed Media

Crucial Knowledge:

There are three primary colours, red, blue and yellow. Secondary colours are made when two primary colours are mixed together:

Red and Blue make Purple

Yellow and Blue make Green

Red and Yellow make Orange



Adding white and black can change the shade of a colour.

Texture can be created in many ways including using tools, fabrics and paints.

A collage is created by overlapping materials.

Romare Bearden (1911-1988) is an artist famous for his collage work. His work explored memories, everyday life and the idea that everybody should be treated equally. He overlapped patterned paper in his work.



Arranging materials and sticking them to a surface.



'Untitled' (1985) by Romare Bearden

Vocabulary:

Mixing

Combining paint colours.

Primary colour

Red, yellow and blue; the colours from which all other colours are mixed.

Secondary colour

Green, purple and orange; colours made by mixing primary colours.

Texture

A surface quality that is not flat.

Collage

Arranging different materials together and sticking them to a surface.

Overlap

To partly cover something.

Detail

a small part of the whole artwork

Surface

the top layer of the artwork

This term we will:

To develop knowledge of colour mixing.

To know how texture can be created with paint.

To use paint to explore texture and pattern.

To compose a collage, choosing and arranging materials for effect.

To evaluate and improve artwork.

Date achieved

To develop knowledge of colour mixing.	
To know how texture can be created with paint.	
To use paint to explore texture and pattern.	
To compose a collage, choosing and arranging materials for effect.	
To evaluate and improve artwork.	



KS1 Tell a Story: Art & Design

Work Together Concept: Drawing

Crucial Knowledge:

Cross-hatching is layers of lines drawn in several directions. The more layers are used, the darker the area becomes.

Blending is different pressures used when shading to achieve light, medium and dark tones.

Stippling is layers of dots built up to give the appearance of light, medium and dark tones within an object or drawing.

Drawing materials include: • pencils • coloured pencils • graphite sticks • charcoal • biro • crayons • fine line and felt-tip pens • drawing ink • chalk pastels and oil pastels

Quentin Blake is a famous illustrator. He produced lots of illustrations for Roald Dahl books such as Charlie and The Chocolate Factory. He was born in London in 1932.



Vocabulary:

Charcoal – A drawing material made from burnt wood.

Cross-hatching - Drawing lines crossed over and are close together.

Scribbling - Drawing lines in a fast and irregular way.

Concertina – folding something forward and backwards until it becomes smaller but can be stretched out again.

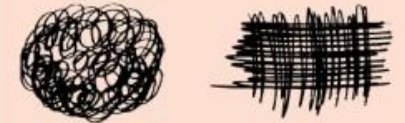
Expression – the look on a face depending on how someone is feeling.

Stippling – making quick up and down hand movements to make dash and dot marks on paper.

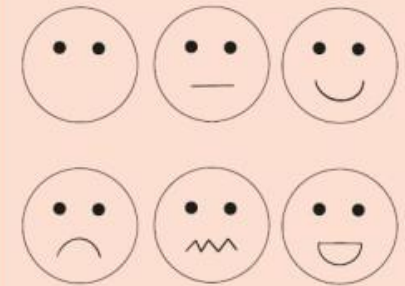
Illustrations – telling a story using drawings.

Illustrator – someone who draws book illustrations.

How can you use charcoal to make these marks?



Simple lines and shapes can how different expressions



This term we will:

Use charcoal to make a range of marks using various techniques.

Experiment with mark making to create textures.

Draw a favourite soft toy using mark making techniques.

Looking at the work of artists such as Quentin Blake, use lines to create characters and give them expressions.

Make a concertina book which is illustrated.

Describe what you feel about your work and the art of others.

Date achieved



Y3 Autumn 2 – Art & Design – Growing Artists

Work Together Concept: Drawing

Crucial Knowledge:

- To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
- To know that organic forms can be abstract.
- To know that different drawing tools can create different types of lines.
- To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.
- To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.
- To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

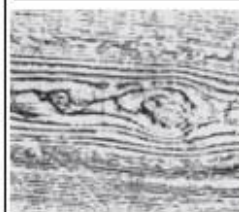
Vocabulary:

Shading – Using darker pencil marks to show the darker tones.

Tones – The light and dark areas of an object or an art work.

Sketching – A fast and light style of drawing which may not be completely accurate.

3D Form – Solid shapes which have three dimensions: height, length and width.



This term we will:

- To recognise how artists use shape in drawing.
- To understand how to create tone in drawing by shade.
- To understand how texture can be created and used to make art.
- To apply observational drawing skills to create detailed studies.
- To apply an understanding of composition to create abstract drawings.

Date achieved



Y3 Summer 1 – Art & Design – Abstract Shape & Space

In this unit, we will explore the work of Sir Anthony Caro.

Work Together Concept: Painting & Mixed Media

Crucial Knowledge:

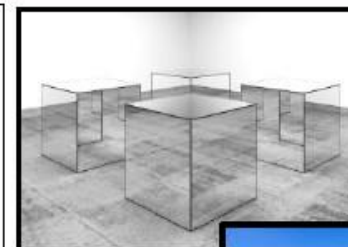
- To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
- To know that organic forms can be abstract.
- To know that negative shapes show the space around and between objects.
- To know that different drawing tools can create different types of lines.

Key Skills:

- Able to plan and think through the making process to create 3D forms using a range of materials.
- Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).
- Experiment with combining found objects and recyclable material to create sculpture

Vocabulary:

- **Sculpture** – the art of making three-dimensional representative or abstract forms
- **Abstract** – relating to or denoting art that does not attempt to represent external reality, but rather seeks to achieve its effect using shapes, colours, and textures.
- **2D shape** – having or appearing to have length and breadth but no depth.
- **3D shape** – having or appearing to have length, breadth, and depth.



This term we will:

- To join 2D shapes to make 3D objects.
- To join materials in different ways when working in 3D.
- To develop ideas for 3D artwork.
- To apply knowledge of sculpture when working in 3D.
- To evaluate and improve an artwork.

Date achieved



Y3 Summer 2 – Art & Design – Ancient Egyptian Scrolls

In this unit, we will explore the work of the Ancient Egyptians

Work Together Concept: Craft & Design

Crucial Knowledge:

- To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).
- To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.
- To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching,
- scribbling and stippling.

Key Skills:

- Learn a new making technique (paper making) and apply it as part of their own project.
- Investigate the history of a craft technique and share that knowledge in a personal way.
- Design and make creative work for different purposes, evaluating the success of the techniques used.

Vocabulary:

- Scroll** - a roll of parchment or paper for writing on.
- Composition** - the nature of something's ingredients; the way in which a whole or mixture is made up.
- Pattern** - a repeated decorative design.
- Style** - design or make in a particular form.
- Shape** - the external form, contours, or outline of someone or something.



This term we will:

- | This term we will: | Date achieved |
|---|---------------|
| To investigate the style, pattern and characteristics of Ancient Egyptian art | |
| To apply design skills inspired by the style of an ancient civilisation | |
| To apply understanding of ancient techniques to construct a new material | |
| To apply drawing and painting skills in the style of an ancient civilisation | |
| To apply an understanding of Egyptian art to develop a contemporary response | |

Date achieved



Year 4 Autumn Term: Art & Design

In this unit, we will explore the works of:

Clara Peeters & Audrey Flack

Work Together Concept: Painting & Mixed Media

Crucial Knowledge:

Adding black to a colour creates a shade.

Adding white to a colour creates a tint.

Using lighter and darker tints and shades of a colour can create a 3D effect.

Tone can be used to create contrast in an artwork.

Paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.



Using tints and shades can help a painted object appear three-dimensional



Vocabulary:

Composition: Putting different elements together in a pleasing way

Hue: Describing an exact colour: sky blue, dark green, rose pink

Proportion: How big a part of something looks compared to the rest of it

Shade: Adding black to a colour makes a shade

Still Life: An artwork showing a collection of things that don't move, e.g. objects rather than people

Tint: Adding white to a colour makes a tint

Tone: How light or dark a colour is

This term we will:

Mix tints and shades of a colour

Use tints and shades to give a three-dimensional effect when painting

Explore how paint can create different effects

Consider proportion and composition when planning a still-life painting

Apply knowledge of colour mixing and painting techniques to create a finished piece

Date achieved



Year 4 Spring Term: Art & Design

In this unit, we will explore the works of:

Ruth Daniels, Senaka Senanayake, William Morris & Megan Carter

Work Together Concept: Craft & Design

Crucial Knowledge:

Art is made for different purposes, including creative industries.

Symmetry can be used to create repeating patterns.

Patterns can be irregular, and change in ways you wouldn't expect.



Senaka Senanayake

Vocabulary:

Batik: a technique to create patterns on fabric

Colour palette: a range of colours grouped together to look nice

Craft: something creative and useful

Design: a decorative pattern of what something might look like
Industry: companies and activities that design and make products, sometimes in a factory

Pattern: a design in which colours, shapes or lines are repeated

Repeat: when the same thing occurs more than once

Theme: similar ideas that work together as a group



This term we will:

- Understand starting points in a design process.
- Explore techniques to develop imagery.
- Explore using a textile technique to develop patterns.
- Learn how to create a repeating pattern.
- Understand how art is made for different purposes.

Date achieved



Year 4 Summer Term: Art & Design

In this unit, we will explore the works of:

Georges Seurat, Ed Ruscha, Fernando Botero, Alberto Giacometti, Henry Moore & Henri Matisse

Work Together Concept: Drawing

Crucial Knowledge:

Artists use different drawing materials, and combine media for effect.

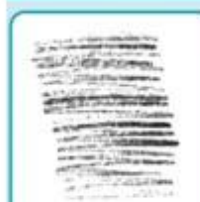
We can use basic shapes to form more complex shapes and patterns.

Lines can be lighter or darker, or thicker or thinner and this can add expression or movement to a drawing.

Texture can be used purposely to achieve a specific effect or to replicate a natural surface.

Tone can be used to create contrast in an artwork.

Mark making with a pencil



Hatching



Cross-hatching

Mark making with charcoal

- Use the tip of the charcoal for sharp lines
- Blend light and dark areas to create tone.
- Use a rubber to draw light tones.



Proportion

- Use the relative size and shape of objects to help draw them in proportion.
- Artists use proportion to help make drawings look realistic.
- Artists can exaggerate proportion to draw attention to one aspect of an artwork.



Henri Matisse

- Painted with bold shapes and colours in the 'Fauvist' style.
- Made paper cut-outs when he could no longer stand up to paint.
- He called his collage style 'Painting with scissors'.

Vocabulary:

Collaborate: Work in a group to create a shared artwork

Collage: Cutting and arranging different materials together to create artwork

Engraving: Lines cut into a hard surface

Proportion: The size of something in comparison to something else

Shading: Drawn marks to show degrees of light and dark

Tone: How light or dark something is

Wax-resist: Using wax to stop another material, like paint, sticking to a surface

This term we will:

Draw using tone to create a 3D effect

Explore proportion and tone when drawing

Plan a composition for a mixed-media drawing

Use shading techniques to create pattern and contrast

Work collaboratively to develop drawings into prints

Date achieved

Draw using tone to create a 3D effect	
Explore proportion and tone when drawing	
Plan a composition for a mixed-media drawing	
Use shading techniques to create pattern and contrast	
Work collaboratively to develop drawings into prints	



Painting & Mixed Media

Craft & Design

3D & Sculpture

Year 5 Spring Term: Art & Design

Work together concept: Painting & Mixed Media

Crucial Knowledge:

- To apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks
- To develop a painting from a drawing or other initial stimulus.
- To add collage to a painted, printed or drawn background for effect.
- To explore how collage can extend original ideas.
- To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.
- To know that artists create pattern to add expressive detail to art works.

Vocabulary:

Collage - Cutting, arranging and sticking materials like paper, fabric etc to a background

Identity - Your qualities or beliefs that make you unique

Mixed media - Art made from a combination of different materials
Monoprint - A print that can only be made exactly the same way once

Multi-media - Artwork that includes audio or video elements
Photomontage Collage made from photographs

Self-portrait - A portrait of the artist, by the



This term we will:

Date achieved

explore how a drawing can be developed

combine materials for effect

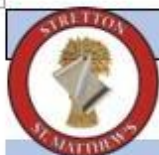
explain what effect angle and composition has on an image

identify the features of self-portraits

justify my opinion when discussing the message behind a self-portrait

experimenting with materials, techniques and mixed-media

apply knowledge and skills to create a mixed-media self-portrait



Drawing

Painting & Mixed Media

Craft & Design

3D & Sculpture

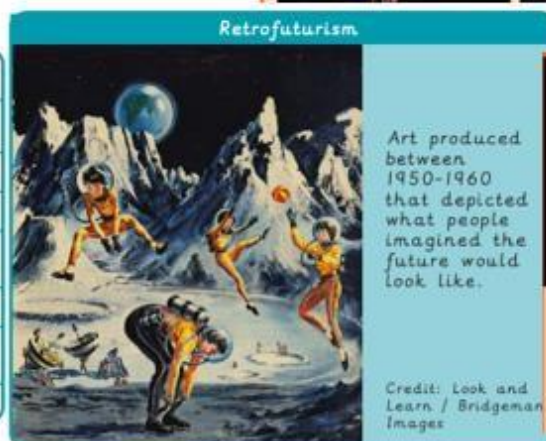
Year 5 Spring Term: Art & Design Work together concept: Drawing

Crucial Knowledge:

- To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.
- To know that lines can be used by artists to control what the viewer looks at within a composition, eg. by using diagonal lines to draw your eye into the centre of a drawing.
- To know that tone can help show the foreground and background in an artwork.
- To know how to create texture on different materials.



collagraphy	A printmaking process that uses textures to create interesting surfaces within a print.
decision	After taking different things into account you come to a conclusion.
futuristic	An object or image that looks like it is from the future.
imagery	A collection of visual images.
propaganda	Information, that may be misleading, to promote an often political cause.
purpose	The reason for something being created.
retrofuturism	A vision of what the future might look like created in the pre-1960s.
technique	Applying a particular method of making something.



This term we will:	Date achieved
explore the purpose and effect of imagery	
understand and explore decision making in creative processes	
develop drawn ideas through printmaking	
test and develop ideas using sketchbooks	
apply understanding of drawing processes to revisit and improve ideas	



Year 5 Summer Term: Art & Design

Work together concept: 3D & Sculpture

Crucial Knowledge:

- To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.
- To know that the size and scale of three dimensional art work changes the effect of the piece.
- To know how to create texture on different materials.

Cal Guo-Qiang

- Guo-Qiang was born in 1957 in the Fujian Province, China.
- He grew up during China's Cultural Revolution, when explosions were part of everyday life.
- Guo-Qiang took part in demonstrations against political changes.
- He creates sculpture, drawings, installations and performance work.
- His art explores culture, politics and science and sometimes features explosions.

Installation art

Three dimensional art that aims to transform a particular place.



"Support - Save Venice from drowning" by Lorenzo Quinn. © Franco Salice Photography. All rights reserved 2012/7. Bridgeman Images.



- Often large in scale.
- Location is important.
- Often made using everyday objects in new ways.
- Can be interactive.

atmosphere	The mood of an artwork, for example, mysterious or joyful.
concept	The idea behind an artwork.
location	The place where an artwork is displayed.
performance art	Artwork that is an event rather than an object.
scale	The size of an artwork.
viewer	The people who look at, or visit, your installation.

This term we will:

identify and compare features of art installations
 investigate the effect of space and scale when creating 3D art
 problem-solve when constructing 3D artworks
 plan an installation that communicates an idea
 experiment with combining a wide range of media
 discuss the processes used by myself and by other artists

Date achieved



Year 6 Autumn Term: Art & Design

In this unit, we will study the works of: Hannah Hoch, Derrick O Boateng, Edward Weston & Chuck Close

Work Together Concept: Craft & Design

Crucial Knowledge:

The features of a digital camera include:

- Flash
- Mode switch
- Shutter button
- Main control dial
- Lens

The difference between using a normal lens and a macro lens setting is the excellent attention to detail when capturing a small object using a macro lens.

Shape and space can support creating effective composition.

Chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

|

Editing



Colour saturation



Colour replacement



Special effects

Vocabulary:

Arrangement: The composition of visual elements

Digital: Art made using electronic devices and computers

Layout: The arrangement of different elements within a given space

Macro: Very close-up photography, usually of very small subjects that are hard to see without using a magnifying tool

Monochrome: The use of one colour

Photography: The process of producing an image using a device that captures light

Photorealism: A drawing or painting so detailed it looks like a photo

Prop: Objects that are in photographs to enhance a scene

Saturation: The intensity or strength of a colour

This term we will:

Apply an understanding of composition to create an effective photomontage advertising poster.

Apply understanding of abstract art through photography.

Demonstrate an understanding of design choices made for effect using digital photography techniques.

Apply an understanding of photography to design and recreate a famous painting.

Demonstrate observation and proportion to create art in a photorealistic style.

Date achieved



Year 6 Summer Term: Art & Design

Work Together concept: Making Memories 3D and Sculpture

In this unit, we will study the works of: Louise Nevelson, Joseph Cornell, Judith Scott, Yinka Shonibare, Nicola Anthony, Louise Bourgeois and Romare Bearden.

Crucial Knowledge:

- To know that the surface textures created by different materials can help suggest form in two-dimensional art work.
- To know how an understanding of shape and space can support creating effective composition.
- To know how line is used beyond drawing and can be applied to other art forms.
- To know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.
- To independently use your knowledge of tools, materials and processes to try alternative solutions and make improvements to your work.



Vocabulary:

Abstract: art that doesn't necessarily look like it does in real life.

Assemblage: A 3-Dimensional collage of collected made items.

Composition: Putting different elements together in a pleasing way.

Literal: When something is represented exactly as it is.

Manipulate: To change how a material looks by handling or using tools.

Memory: Something remembered from the past.

Relief: In art, refers to artwork that projects from a solid base.

Sculpture: Three-dimensional art made by carving, modelling, casting or constructing.

This term we will:

To analyse how art can explore the concept of self.

To explore sculptural techniques.

To use creative experience to develop ideas and plan sculpture.

To apply an understanding of materials and techniques to work in 3D.

To problem solve, evaluate and refine artwork to achieve a chosen outcome.

Date achieved

To analyse how art can explore the concept of self.	
To explore sculptural techniques.	
To use creative experience to develop ideas and plan sculpture.	
To apply an understanding of materials and techniques to work in 3D.	
To problem solve, evaluate and refine artwork to achieve a chosen outcome.	

Art and Design contributes to SMSC development through...

We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
Children are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. Children also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Children study artwork with spiritual or religious themes and are encouraged to produce work that reflects their own spirituality.	Children are encouraged to show compassion when assessing the work of others. Children understand how their comments can impact on others. Displays around the school show a variety of art work from different age groups and abilities. This promotes children to be positive about their work and increases self esteem. Children study artists who produce work which may comment on concerns regarding ethical issues e.g. Sokari Douglas Camp and slavery.	Children often work collaboratively on class projects e.g. our Global Images of Christ pieces and Global Citizenship Artwork Week. Some year groups visit Art Galleries or take part in local competitions or initiatives as part of their enrichment e.g. Year 5 Dot Art and the PAN exhibition with many other local schools. Children discuss and appreciate the artwork of each other, helping to photograph their sculptures and sharing their positive feedback.	The artists we study all vary in their spiritual or religious beliefs. The artists are diverse and come from a range of backgrounds, gender, ethnicity, age, and lifestyle. Children have an appreciation for cultures and civilizations from around the world. Children have the opportunity to identify things we have in common across cultural, religious, ethnic and socio-economic communities. It helps pupils to understand the wide range of cultural influences that have shaped their own and others heritage.