



BRW Art & Design INTENT – Termly Planning

Art and Design Curriculum Intent

Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Children become involved in shaping their environments through art activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of a variety of artists who are contemporary, from different periods of history and from different cultures. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

The aim of the Art and Design Curriculum is to be broad and balanced and celebrate children's God given talents. Catholic Social Teaching is incorporated into the Art Curriculum as it encourages children to see art as a form of moral reflection, community engagement and social transformation. We aim that the teaching of Art should be a creative process, in which pupils have the opportunity to experiment and take risks with their work. The focus is not on the final outcome of a piece of work but upon the creative journey. The children will work independently and collaboratively, on a small scale and a large scale, inside and outside. The BRW values of Resourcefulness, Resilience, Reflectiveness, Relationships and Responsibility are threaded throughout the Art and Design Curriculum. Through this process, children are able to develop a deeper understanding of the knowledge and skills they are learning and gain their own identity as young artists. We intend to create confident, independent artists who can articulate and value their own creative journeys.

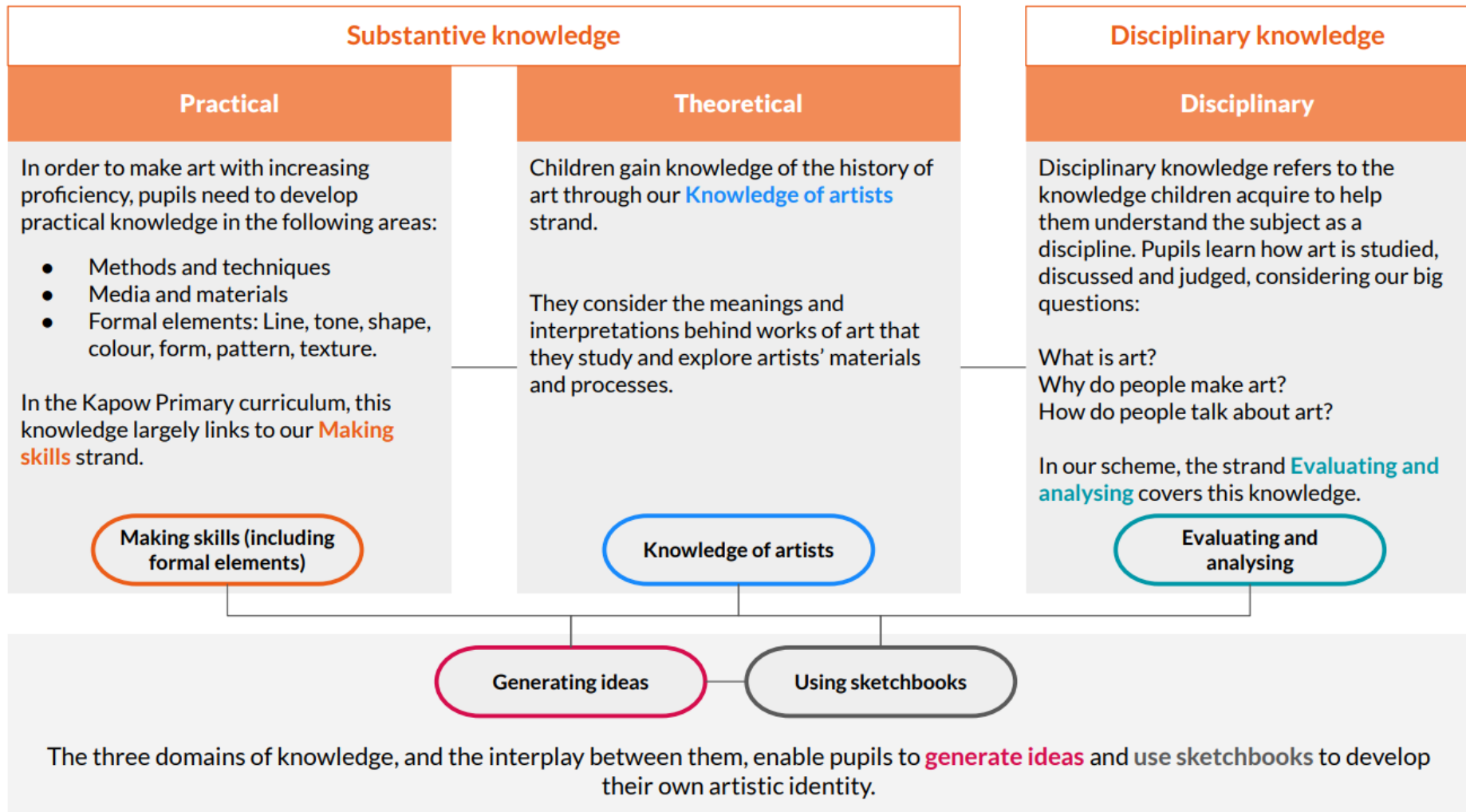
Planning fulfils the guidance in Development Matters and the statutory requirements outlined in the National Curriculum. The five strands identified in the National curriculum run throughout the scheme of work. Units of work are divided into four core areas: Drawing, Painting and Mixed Media, Sculpture/3D and Craft and Design.

This INTENT documentation planning provides clarity over knowledge and skills progression within the four areas. Children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity. Each unit works towards all of the National curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way. Children will learn across the three domains of knowledge: practical and theoretical substantive knowledge and disciplinary knowledge. Children will learn about the formal elements of: colour, form, shape, line, pattern, texture and tone.

Children's learning incorporates a range of teaching strategies from modelled, independent tasks, paired and group work including practical hands on learning. The curriculum places an emphasis on diversity and equality in art and design and there are clear links between different aspects of their learning. As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and cultural wealth of our nation.



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Oracy in Art and design

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

Children will have opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates and interviews.

Through our Art and design curriculum, pupils have opportunities to develop their oracy skills by:

- Explaining and justifying their choices of materials, methods, and techniques.
- Engaging in paired and group discussions.
- Presenting and explaining their artwork and ideas to peers and the class.
- Analysing and critiquing the work of others as well as established artists.
- Collaborating on group artwork.
- Responding to high-level questions such as 'What is art?' by articulating and defending their ideas.





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BRW Art Topic and Aspect of Art Overview				
	Advent	Lent	Pentecost	Notes
EYFS 1 & 2	Drawing – Marvellous Marks	Painting and Mixed Media – Paint My World	Sculpture and 3D – Creation Station	Craft – Seasonal Crafts
Topic	Marvellous Me – My Family, My Home, My World	Celebrations – Out and About	People Who Help Us – Long, Long Ago	
Year 1	Drawing – Make your Mark (Waves Bridget Riley)	Painting and Mixed Media – Colour Splash (Clarice Cliff)	Sculpture and 3D – Paper Play	
Topic	Robin Hood and Sherwood Forest	Up and Away – History of Flight	Great Fire of London	
Year 2	Drawing – Tell a Story	Painting and Mixed Media – Life in Colour (Romare Bearden)	Sculpture and 3D - Clay Houses	
Topic	Street Detectives	Land Ahoy	Heroes	
Year 3	Painting and Mixed Media – Pre-historic painting	Sculpture – Abstract Shape and Space – Ruth Asawa	Drawing – Growing Artists	
Topic	Tribal Tales – Stone Age to Iron Age	Tremors – the Impact of Vesuvius on the People of Pompei	Gods and Mortals – Ancient Greeks Science - plants	
Year 4	Painting and Mixed Media – Light and Dark	Drawing – Power Prints	Craft and Design – Fabric of Nature	
Topic	Indus Valley	Invasion and Impact – Roman Britain	Traders and Raiders – Anglo Saxons and Vikings	
Year 5	Craft and Design – Architecture	Painting and Mixed Media - Portraits	Drawing – I need space	
Topic	Pharaohs – Ancient Egypt	Off with her Head! – Tudors	Firedamp and Davy Lamps Science - space	
Year 6	Sculpture and 3D – Making Memories (memory box)	Painting and Mixed Media – Artist Study	Drawing – Make my Voice Heard (Mayans)	Craft – Photo Memories
Topic	Victorians	A Child’s War – WWII	The Maya Period	



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Aspects of learning for EYFS planning are taken from 2020 Development Matters and are prerequisite skills for art within the national curriculum. The table below outlines the relevant statements taken from the Development Matters age ranges for Three and Four Year Olds, Reception and the Early Learning Goals to match the programme of study for art.

Area of Learning	3 and 4 Year Olds Pupils will know how to:	Reception Pupils will know how to:	ELG Pupils will know how to:
Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination, and agility. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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, paintbrushes, and cutlery. • Begin to show accuracy and care when drawing.
Expressive Arts & Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. 	<ul style="list-style-type: none"> • Explore, use, and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.



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TERM IN WHICH EACH UNIT IS TAUGHT			
EYFS One and Two	ADVENT Drawing – Marvellous Marks	LENT Painting and Mixed Media – Paint My World	PENTECOST Sculpture and 3D - Creation
Core Knowledge <i>Substantive</i> <i>Practical and Theoretical</i>	<ul style="list-style-type: none"> Know that marks can be made with different tools – wax crayons, felt tips, chalk, pencils, oil pastels. (Line) Know marks can be small or large. Know how to observe – look closely, notice detail. Know a variety of colours and materials can be used to create a picture. Know they can express their own self-image through art. CST – Human Dignity 	<ul style="list-style-type: none"> Know abstract art is a piece of art that does not represent an object and is not trying to show any one particular thing. Know figurative art is a piece of art that shows a particular object, for example a boat, a dog or a beach. Know how to paint with individual colours Know colours change when mixed Know music can change how they paint. Know paint can be used to express ideas. CST – Stewardship (beauty in our world) Know collage can be created by using mixed media. 	<ul style="list-style-type: none"> Know clay and playdough are malleable and can be changed. Know that found objects can be used to create pictures. Know that you can make a design to support you to create a sculpture. Know the process of observation>design>model making>decorating.
Wider Knowledge <i>Substantive</i> Subsidiary	<ul style="list-style-type: none"> Know that artists are people who draw or paint pictures and make sculptures. Know what a pattern is. Know that marks and patterns can be made by different textures. Be aware of Hanoch Piven and his work. (Knowledge of Artists) 	<ul style="list-style-type: none"> Know found objects can be used for tools. Know loose parts can be used to create transient art. 	<ul style="list-style-type: none"> Know how to use tools safely. Know that 3D means solid, something you can feel. Know the features of animals. Know the names of animals. CST – Stewardship (beauty in our world)
Disciplinary Knowledge <i>Evaluate and Analyse</i>	<ul style="list-style-type: none"> Say what they like / don't like about an artist's work. Say what they could change about their own work. 	<ul style="list-style-type: none"> Describe texture and colours. Talk about their work and decide if it is abstract or figurative. Talk about how music makes them feel. 	<ul style="list-style-type: none"> Describe how clay or playdough feels. Talk about art, sculpture and artists – say what they like / don't like about an artist's work.







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	<ul style="list-style-type: none"> Compare different ways of making marks and drawing. 		<ul style="list-style-type: none"> Share their creation, talking about their work. What did you like? How did you make it? Was it easy or difficult? Would you change anything?
<p>Skills</p> <p><i>Key Skills</i></p> <p><i>Procedural Making Skills</i></p> <p><i>Generating Ideas</i></p> <p><i>Using Sketchbooks</i></p> <p><i>Knowledge of Artists</i></p> <p><i>Evaluating and /Analysing</i></p>	<p>Key Skills</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools to draw. Know how to make small marks and large marks. Begin to develop observational skills. Create simple observational drawings. Develop observational skills to look closely and reflect surface texture. Create a self-portrait. <p>Practical Knowledge – Making Skills</p> <ul style="list-style-type: none"> Know how to hold a mark-making tool. Know how to increase pressure to make a stronger mark. Know how to make different marks to create a texture. 	<p>Key Skills</p> <ul style="list-style-type: none"> Explore paint through finger painting and other techniques. Create natural paintbrushes using found objects. Look at a landscape and use collage materials to re-create it. <i>CST - Stewardship</i> Work alongside others to create a large piece of art. <i>CST – Promoting Peace</i> <p>Practical Knowledge – Making Skills</p> <ul style="list-style-type: none"> Know how to use one finger per colour when finger painting. Use natural paintbrushes and mud paint to create art. Hold a paintbrush with developing control. Know how to make different marks with a paintbrush. Know how to stick collage materials. 	<p>Key Skills</p> <ul style="list-style-type: none"> Know how to change clay using techniques such as pinching, rolling Look at a landscape and use natural materials to re-create it. Create simple observational drawings to use as a design. Develop observational skills to look closely and reflect surface texture. Look at the design and create it in 3D Change clay for a purpose. <p>Practical Knowledge – Making Skills</p> <ul style="list-style-type: none"> Know how to pinch, squeeze, roll, flatten etc Know the effect of a different amount of pressure. Know which part of their hand to use for different techniques. Know how to stick collage materials. Know how to hold a mark-making tool. Know one paintbrush per colour and return it after using.



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<p>Artist Study</p>	<p>Hanoch Piven – Israeli artist famous for making caricatures that reflect the subject’s personality.</p> 	<p>Megan Coyle – American Artist. Megan loves to create collages and uses magazine strips to create her art work. She calls it “painting with paper.”</p> 	<p>Beth Cavener – American Artist. Builds metal frames to support large amounts of clay.</p>  <p>Julie Wilson, lives in Leicestershire. Her works are made in coarse stoneware and inspired by the countryside.</p> 
<p>Vocabulary</p>	<p>Hard, long, rough, short, smooth, soft, straight, thick, thin, wavy Circle, curved, line, squiggly, zig-zag Chalk, drawing, felt tips, marks, crayons Mark making, observational, pencils Picture, self-portrait Artist, colours, observe, oil pastel, paint, wax crayon</p>	<p>Dab, dot, shiny, silky, slimy, slippery, smooth, squelchy, sticky, wet Feathers, flower buds, grass, leaves, mix, pine cones, pattern, texture, twigs Happy, sad, excited, worried, sleepy, fast, slow, loud, quiet Transient, collage, fixed, permanent, not fixed, temporary Collage, landscape, rip, tear, cut, stick Dab, dot, flick, glide, splat, splatter, stroke, swish, wipe</p>	<p>Pinch, roll, slimy, slippery, smooth, squash, sticky, stretch, squelchy, twist 3D, bark, collage, landscape, leaves, petals, seed pods, twigs Clay, design, sculpture Flatten, join, pinch, roll Evaluate, model, plan, reflect</p>
<p>Seasonal Crafts</p>	<p><u>Autumn – Natural Wreaths.</u> Designing and making autumn wreaths using natural objects;</p>	<p><u>Winter – Threaded Snowflakes.</u> Making pipe-cleaner snowflakes; applying skills with</p>	<p><u>Summer – Salt Painting.</u> Painting imaginative designs with salt; experimenting with colour</p>



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	<p>exploring colour and pattern to create individual designs.</p> <p><u>Christmas – Salt dough Decorations.</u> Manipulating salt dough and using a range of tools to create a Christmas decoration.</p>	<p>threading; choosing colours and shapes to create patterns.</p> <p><u>Spring – Petal Mandala Suncatchers.</u> Learning about the patterns, colours and symbolism of mandalas to create a suncatcher version using collected leaves and petals. CST - Stewardship</p> <p><u>Easter – Egg Threading.</u> Applying skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations.</p>	<p>and texture; describing the processes they have used.</p>
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TERM IN WHICH EACH UNIT IS TAUGHT			
Year 1	ADVENT 1 Drawing – Make your Mark	LENT 1 Painting and Mixed Media – Colour Splash	PENTECOST 1 Sculpture and 3D – Paper Play
National Curriculum	<ul style="list-style-type: none"> 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. 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. 		
Core Knowledge <i>Substantive</i> <i>Practical and Theoretical</i>	<ul style="list-style-type: none"> Know that you can draw different types of lines including: wavy, straight, thick, thin, dotted, dash, diagonal, horizontal, cross hatch and circles. (Line) Know the names of different types of lines. (Line) Know how to use drawing materials to make different lines, representing movement and marks reflecting music. (Line) Know a range of 2D shapes and confidently draw these. (Line) Know that an outline is a joined-up line that shows a 2D shape. (Line) Know that a continuous line drawing is a drawing with one unbroken line. (Line) Know that texture means ‘what something feels like’. (Texture) Know that texture in drawing, is the way we make a surface look rough, smooth, shiny by using different kinds of marks. (Texture) 	<ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue. (Colour) Know primary colours can be mixed to make secondary colours: (Colour) -Red + yellow = orange -Yellow + blue = green -Blue + red = purple Know that ‘tone’ in art means ‘light and dark’. (Tone+) Know that there are many different shades (or ‘hues’) of the same colour. (Tone) Know that primary colours cannot be created by mixing other colours. Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. (Tone) Know that colours can be used for effect. 	<ul style="list-style-type: none"> Know paper can change from 2D to 3D by folding, rolling and scrunching it. (Form) Know that three-dimensional art is called sculpture. (Form) Know paper can be shaped by cutting and folding it. (Shape) Art can be 2D or 3D. Art can be found in different places and in different cultures. CST - Solidarity Art can be used to tell a story. CST - Subsidiarity Know that art can be small or large scale. Know that 3D art can be created from a range of materials. (Form) Artists choose materials that suit what they want to make. (Knowledge of Artists) Understand how artists choose materials based on their properties in order to



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	<ul style="list-style-type: none"> • Know the properties of drawing materials eg which smudge, erase or blend. (Texture) • Know how to look carefully at an object to identify shapes, lines and textures. (Texture) • Know how to create textures with different tools – pencil, pen or oil pastel. (Texture) • Know that artists choose materials that suit what they want to make. (Knowledge of Artists) 		achieve certain effects. (Knowledge of Artists)
<p>Wider Knowledge</p> <p><i>Substantive Subsidiary</i></p>	<ul style="list-style-type: none"> • Know about the work of Bridget Riley, Zaria Foreman, Wassily Kandinsky and (Knowledge of Artists) • Know how to identify a pattern. • Know that music can change how I feel and how I draw. • Know how to identify 2D and 3D shapes. • Know my local environment – made and natural. CST - Stewardship 	<ul style="list-style-type: none"> • Know about the work of Jaspar Johns and Clarice Cliff (Knowledge of Artists) • Know the numerals 0-9. • Know when substances are mixed, they can change and sometimes these changes can be irreversible. • Know some items are both beautiful and practical – Art and Design. 	<ul style="list-style-type: none"> • Know about the work of Bridget Riley, Samantha Stephenson, Marco Balich and Louise Bourgeois. (Knowledge of Artists) CST - Stewardship • Know about different culturally or religiously important buildings. CST – The Common Good • Know that working together may lead to both inspiration and compromise. CST – Promoting Peace
<p>Disciplinary Knowledge</p> <p><i>Evaluate and Analyse</i></p>	<ul style="list-style-type: none"> • Know that own work can change and understand of how art can be varied and made in different ways and by different people. • Share their opinion using sentence stems: I like.... / I dislike....because • Describe and compare features of their own and others’ artwork, using sentence stems: I like.... / I dislike.... because / This would be improved if.... • CST – Promoting Peace 	<ul style="list-style-type: none"> • Consider if the colours make you feel differently. Use sentence stems: I like.... / I dislike.... because... • Know that own work can change and understand of how art can be varied and made in different ways and by different people. • Share their opinion using sentence stems: I like.... / I dislike.... because • Describe and compare features of their own and others’ artwork, using sentence stems: I 	<ul style="list-style-type: none"> • Consider how they felt whilst creating a piece of art. Use sentence stems: I found this easy.../ I found this tricky... • Know that own work can change and understand of how art can be varied and made in different ways and by different people. • Share their opinion using sentence stems: I like.... / I dislike.... because • Describe and compare features of their own and others’ artwork, using sentence stems: I like.... / I dislike.... because / This would be improved if.... CST – Promoting Peace



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		<p>like.... / I dislike.... because / This would be improved if.... CST – Promoting Peace</p> <ul style="list-style-type: none"> Know how to give and receive peer assessment constructively. CST – Promoting Peace 	<ul style="list-style-type: none"> Know how to give and receive peer assessment constructively. Begin to use assessment in order to improve art.
<p>Skills</p> <p><i>Key Skills</i></p> <p><i>Procedural Making Skills</i></p> <p><i>Generating Ideas</i></p> <p><i>Using Sketchbooks</i></p> <p><i>Knowledge of Artists</i></p> <p><i>Evaluating and /Analysing</i></p>	<p>Key Skills</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools (pencil, chalk, pastels, felt-tips and pens) to draw. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. (Evaluate/Analyse) Use sketchbooks to explore ideas. (Using sketchbooks) <p>Practical Knowledge – Making Skills</p> <ul style="list-style-type: none"> Know how to hold and use drawing tools (pencils, chalk, pastels, felt-tips, pens) in different ways to create different lines and marks. Know how to create marks by responding to different stimulus such as music. Know how to complete a continuous line drawing. Know how to overlap shapes to create new ones. Know how to use mark making and change the pressure to replicate texture. 	<p>Key Skills</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools to paint. (e.g. paint brushes, sponges, fingers) to apply paint in different ways. Know how to apply paint using different brush strokes. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. (Evaluate/Analyse) Describe and compare features of their own and others’ artwork. (Evaluate/Analyse) Describe similarities and differences between practices in Art and Design, eg between painting and sculpture, and link these to their own work. (Knowledge of Artists) Explore their own ideas using a range of media. (Generating Ideas) <p>Practical Knowledge – Making Skills</p> <ul style="list-style-type: none"> Know how to combine primary-coloured materials to make secondary colours. 	<p>Key Skills</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools to create sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. Plan a design before creating sculpture. Add details to work, for example, by using paint. Describe and compare features of their own and others’ artwork. (Evaluate/Analyse) Explore their own ideas using a range of media. (Generating ideas) Use sketchbooks to explore ideas. (Using sketchbooks) <p>Practical Knowledge – Making Skills</p> <ul style="list-style-type: none"> Know how to roll paper to make a cylinder. Know how to adapt my ideas as I work. Know paper cylinders or shapes can be combined to make a sculpture or 3D drawing. Know how to shape paper to create a 3D structure. Know how to roll and fold paper. Know how to cut shapes from paper and card.







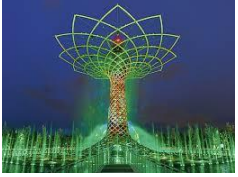



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	<ul style="list-style-type: none"> • Know how to look carefully to make an observational drawing. • 	<ul style="list-style-type: none"> • Know how to mix secondary colours in paint. (5 shades of secondary colours) • Know how to choose suitable sized paint brushes. • Know how to clean a paintbrush to change colours. • Know how to overlap paint to mix new colours. • Know how to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding white/black to a colour. • Know how to use a straw to blow paint. • Use thick and thin brushes. • Use some of the ideas of artists studied to create pieces. • Draw lines of different sizes and thicknesses. 	<ul style="list-style-type: none"> • Know how to cut and glue paper to make 3D structures. • Know how to join individual paper structures to make a whole sculpture. • Know how to decide the best way to glue something. • Know how to create a variety of shapes in paper, eg spiral, zig-zag. • Know how to make larger structures using newspaper rolls.
<p>End of Unit Outcomes</p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. 	<ul style="list-style-type: none"> • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their painting materials. • Use a range of colours when painting. • Mix five different shades of a secondary colour. • Mix secondary colours with confidence to paint. 	<ul style="list-style-type: none"> • Roll paper tubes and attach them to a base securely. • Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Shape paper strips in a variety of ways to make 3D drawings. • Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. • Create a sculpture that includes several different techniques for shaping paper.



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	<ul style="list-style-type: none"> Produce a drawing that displays observational skill, experimenting with a range of lines and mark making 	<ul style="list-style-type: none"> Create artwork using warm/cool colours and mood. Describe their finished <i>painting</i>. 	<ul style="list-style-type: none"> Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage.
<p>Artist Study</p>	<p>Bridget Riley – English Artist – Optical Art</p>  <p>Zaria Foreman – American – Large Scale Landscape</p>  <p>Wassily Kandinsky – Russian Abstract Art Painter</p> 	<p>Jasper Johns, American Pop-Art</p>  <p>Clarice Cliff, English Ceramic Artist</p> 	<p>Bridget Riley – see Autumn</p> <p>Samantha Stephenson – Australian Sculptor</p>   <p>Marco Balich - Italian -</p> <p>Louise Bourgeois – French American Artist</p> 
<p>Vocabulary</p>	<p>Cross-hatch, diagonal, horizontal, line, optical, art, vertical, wavy Lines, water, waves, wavy 2D shapes, 3D shapes, abstract, medium, shade, shape Circles, continuous, cross-hatching, dots, firmly, lightly, line, look, mark making, marks, observe.</p>	<p>Blend, mix, primary colours, secondary colours Shade, Hue Tone, Darker, Lighter Contrast, Colour, Concentric circles, Design, Paint Silhouette</p>	<p>Cylinder, Sculpture, Three-dimensional Concertina, Overlap, Spiral, Zigzag Carving, mosaic</p>



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	Experiment, lines, marks, observation , rough, shadow , shape, smooth, texture.		
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TERM IN WHICH EACH UNIT IS TAUGHT			
Year 2	ADVENT Drawing: Tell a Story	LENT Painting and Mixed Media: Life in Colour	PENTECOST Sculpture & 3D: Clay Houses
National Curriculum	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting 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 		
Core Knowledge <i>Substantive Knowledge</i> <i>Practical and Theoretical</i>	<ul style="list-style-type: none"> Know that ‘composition’ means how things are arranged on a page (Form) Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. (Line) Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and create surface texture. (Texture) Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns (Pattern) Know that tone can be added to a drawing by shading and filling a shape to make it look three dimensional. (Tone) Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. (Knowledge of Artists) 	<ul style="list-style-type: none"> Know that different amounts of paint and water can be used to mix hues of secondary colours. (Colour) Know that colours can be mixed to ‘match’ real life objects or to create things from your imagination. (Colour) Know that ‘composition’ means how things are arranged on the page. (Form) Know that collage materials can be shaped to represent shapes in an image. (Shape) Know that patterns can be used to add detail to an artwork. (Pattern) Know that collage materials can be chosen to represent real-life textures. (Texture) Know that collage materials can be overlapped and overlaid to add texture. (Texture) Know that painting tools can create varied textures in paint. (Texture) Know that different amounts of paint and water can be used to mix hues of secondary colours. (Tone) Some artists create art to make people aware of good and bad things happening in the world around 	<ul style="list-style-type: none"> Know that pieces of clay can be joined using the ‘scratch and slip’ technique. (Form) Know that a clay surface can be decorated by pressing into it or by joining pieces on. (Form) Know that patterns can be made using shapes. (Shape) Art can be figurative or abstract. (Knowledge of Artists) Artists can use the same material (felt) to make 2D or 3D artworks. (Knowledge of Artists)



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		<p>them. (Knowledge of Artists) CST – Preferential Option for the Poor and Distributive Justice</p> <ul style="list-style-type: none"> • Art can be figurative or abstract. (Knowledge of Artists) • Artists try out different combinations of collage materials to create the effect they want. (Knowledge of Artists) 	
<p>Wider Knowledge <i>Substantive</i></p>	<ul style="list-style-type: none"> • Know that charcoal is made from burning wood. • Know how to make a concertina book, • Know illustrators help bring words to life by using drawn lines to show how characters feel. (Knowledge of Artists) • Knowing and naming 2D or 3D shapes. • Know how to identify a range of emotions eg: Fear, happiness, shock, embarrassment, anger or sadness. Know how to show these emotions (freeze-frame) CST – Human Dignity • Know how to re-tell a story in sequence and with expression. 	<ul style="list-style-type: none"> • Use an interesting range of marks that show an understanding of how to draw different textures. • Know that the period of time in which an artist works can influence them. • Look carefully at nature to notice details. CST - Stewardship • Know that artists are often inspired by nature. 	<ul style="list-style-type: none"> • Know that is easier to work with clay in cold conditions than a warm room. • Know that clay is a natural material. <i>Clay comes from the natural weathering and erosion of rocks, particularly those containing feldspar, over vast spans of time. This process breaks down the rock into fine particles that, when combined with water, form the plastic, mouldable material we know as clay.</i> • Know that clay will change and dry out if not wrapped up carefully. • DT Link: Know how to generate, develop, model and communicate their ideas through talking, drawing and templates. • DT link: Know how to choose an appropriate tool and use it practically.
<p>Disciplinary Knowledge <i>Evaluate and Analyse</i></p>	<ul style="list-style-type: none"> • Know that people make art to decorate a space. • Know that people make art about things that are important to them. • 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. • Know people use art to tell stories. 	<ul style="list-style-type: none"> • Know that people use art to tell stories. • People make art to help others understand something. • People make art about things that are important to them. • People make art to share their feelings. 	<ul style="list-style-type: none"> • Know that people make art to share their feelings. CST - Participation • Know that people make art to explore an idea in different ways. • Know that people use art to tell stories. People make art about things that are important to them. CST - Solidarity



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	<ul style="list-style-type: none"> • Know people make art for fun or to help others understand something. • Know that different people can interpret the same thing differently. • Know and explain why they like parts of their work best. 		<ul style="list-style-type: none"> • Be able to explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within it and showing an understanding of why they may have made it. CST - Solidarity
<p>Skills</p> <p><i>Key Skills</i></p> <p><i>Procedural Making Skills</i></p> <p><i>Generating Ideas</i></p> <p><i>Using Sketchbooks</i></p> <p><i>Knowledge of Artists</i></p> <p><i>Evaluating and /Analysing</i></p>	<p>Key Skills</p> <ul style="list-style-type: none"> • Further develop mark-making skills within a greater range of media, demonstrating increased control. • Make choices about which materials and techniques to use to create an effect. • 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. • Begin to talk about how they could improve their own work. (Evaluate and Analyse) • 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. (Evaluate and Analyse) CST - Solidarity • Talk about art they have seen using some appropriate subject vocabulary. (Knowledge of Artists) • Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. (Knowledge of Artists) 	<p>Key Skills</p> <ul style="list-style-type: none"> • 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. • 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. (Evaluate and Analyse) CST - Subsidiarity • Talk about art they have seen using some appropriate subject vocabulary. (Knowledge of Artists) • Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. (Knowledge of Artists) 	<p>Key Skills</p> <ul style="list-style-type: none"> • Developing understanding of sculpture to construct and model simple forms. • Following a plan for a making process, modifying and correcting things and knowing when to seek advice. • Further demonstrate increased control with a greater range of media. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Identify what they might change in their own work next time. (Evaluate and Analyse) • Begin to talk about how they could improve their own work. (Evaluate and Analyse) • Talk about art they have seen using some appropriate subject vocabulary. (Knowledge of Artists) • Create and critique both figurative and abstract art, recognising some of the techniques used. (Knowledge of Artists) • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. (Generating Ideas)



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- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. **(Generating Ideas)**
- Experiment in sketchbooks, using drawing to record ideas and make decisions about what to try next. **(Using Sketchbooks)**

Practical Knowledge – Making Skills

- Know how to hold a pencil correctly when drawing.
- Know how to hold a pencil correctly when sketching.
- Know how to create line drawings using pencil.
- Know how different marks can be used to represent words and sounds.
- Know that a combination of materials can achieve the desired effect.
- Know how to make different marks to replicate texture.
- Know how to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers
- Know how to make marks and lines to show expression on faces.
- Know how to use drawing to tell a story.
- Know how to use charcoal to avoid snapping and to achieve different types of lines.
- Know how to use drawing pens.
- Know how to use drawing skills such as hatching, stippling and blending to make pattern.

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. **(Generating Ideas)**
- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. **(Generating Ideas)**
- Experiment in sketchbooks, using drawing to record ideas and make decisions about what to try next. **(Using Sketchbooks)**

Practical Knowledge – Making Skills

- How to mix a variety of shades of a secondary colour.
- How to make choices about amounts of paint to use when mixing a particular colour.
- How to match colours seen around them.
- How to create texture using different painting tools.
- How to make textured paper to use in a collage.
- How to choose and shape collage materials eg cutting, tearing.
- How to compose a collage, arranging and overlapping pieces for contrast and effect.
- How to add painted detail to a collage to enhance/improve it.



- Use sketchbooks to help make decisions about what to try out next. **(Using Sketchbooks)**

Practical Knowledge – Making Skills

- Developing basic skills for shaping and joining clay, including exploring surface texture.
- How to smooth and flatten clay.
- How to roll clay into a cylinder or ball.
- How to make different surface marks in clay.
- How to make a clay pinch pot.
- How to mix clay slip using clay and water.
- How to join two clay pieces using slip.
- How to make a relief clay sculpture.
- How to use hands in different ways as a tool to manipulate clay.
- How to use clay tools to score clay.
- Further demonstrate increased control with a greater range of media.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.






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<p>End of Unit Outcomes</p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> • Suggest ways to draw a word through marks. • Use relevant language to describe how an object feels. • Suggest ways to create different textures through drawn marks. • Freely experiment with different tools, receiving encouragement when needed. • Describe and then draw shapes that make up an object. • Use good observational skills to add details to their drawing. • Use an interesting range of marks that show an understanding of how to draw different patterns textures. • Make sketches, which may be of basic stick-like figures or may imply more shapes. • Develop sketches, with some support, adding details to enhance their portrait. • Demonstrate an understanding of how drawing facial features in different ways conveys expressions. • Recount a story and select key events to draw. • Create scenes from their own imagination, with some support. 	<ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others’. • Describe ideas for developing their collages. • Choose materials and tools after trying them out. 	<ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.
<p>Artist Study</p>	<p>Artist: Quentin Blake, English Cartoonist</p> 	<p>Artist: Romare Bearden</p> <p>He lived in North America and believed in equal rights for all.</p> <p>CST – Distributive Justice</p> 	<p>Artist: Ranti Bam – British Nigerian Ceramic Artist who works with clay. She makes pots and other sculptures. Her pots are often made by joining big flat pieces of clay. She is interested in nature and her art is used to show the meaning of tricky words in clay.</p>



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			  <p>Artist: Rachel Whiteread makes sculptures of the spaces underneath, around or in-between objects</p>
Vocabulary	<p>Charcoal, lines, marks, mark-making, thick, thin Blending, feel, hatching, mark, scribbling, stippling, texture, tool, touch. Mark-making, observation, outline, sketch, texture, tone Emoji, emotion, expression, feeling, illustrations, illustrator, lines, mark-making, texture Character, concertina, frame, retell, story, storyboard</p>	<p>Mixing, Primary Colour, Secondary Colour Primary Colour, Secondary Colour, Texture Collage, Texture Collage, Overlap, Texture Detail, Surface, Texture.</p>	<p>Cut, flatten, roll, shape, smooth, Ceramic, glaze, pinch pot, score, slip, thumb pot 3D, casting, relief, negative space, plaster, sculpture Detail, impress, surface. Score, slip, surface</p>





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TERM IN WHICH EACH UNIT WILL BE TAUGHT			
Year 3	ADVENT Painting & Mixed Media: Prehistoric Painting	LENT Sculpture and 3D: Abstract Shape and Space	PENTECOST Drawing: Growing Artists
National Curriculum	<ul style="list-style-type: none"> • 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. 		
Core Knowledge <i>Substantive Knowledge</i> <i>Practical and Theoretical</i>	<ul style="list-style-type: none"> • Know that using light and dark colours next to each other creates contrast. (Colour) • Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. (Colour) • Know that different drawing tools can create different types of lines. (Line) • 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. (Texture) • Know that shapes can be described as either positive or negative and positive shapes are the shapes of actual objects. (Shape) 	<ul style="list-style-type: none"> • Using light and dark colours next to each other creates contrast. (Colour) • Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). (Form) • Organic forms can be abstract. (Form) • Negative shapes show the space around and between objects. (Shape) • Artists can focus on shapes when making abstract art. (Shape) • Artists make decisions about how their work will be displayed. (Knowledge of Artists) 	<ul style="list-style-type: none"> • Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). (Form) • Using different tools or using the same tool in different ways can create different types of lines. (Line) • Surface rubbings can be used to add or make patterns. (Pattern) • Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. (Texture) • That ‘tone’ in art means ‘light and dark’. (Tone) • Shading helps make drawn objects look realistic. (Tone) • Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. (Tone)



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	<ul style="list-style-type: none"> • Know that negative shapes show the space around and between objects. (Shape) • Artists can make their own tools. (Knowledge of Artists) • Art from the past can give us clues about what it was like to live at that time. (Knowledge of Artists) • Artists experiment with different tools and materials to create texture. (Knowledge of Artists) 		<ul style="list-style-type: none"> • Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. (Tone) • Artists experiment with different tools and materials to create texture. (Knowledge of Artists) • Artists can work in more than one medium. (Knowledge of Artists)
<p style="text-align: center;">Wider Knowledge</p> <p style="text-align: center;"><i>Substantive Knowledge</i></p>	<ul style="list-style-type: none"> • Artists have different materials available to them depending on when they live in history. • Imagining life, living in a cave, what was available for people to draw, what was important to them. • Changes in Britain during the course of history. • Geometry - Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Charcoal is made by burning wood. 	<ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Knowledge of 3D shapes and their properties. 	<ul style="list-style-type: none"> • Maths - Properties of 2D and 3D shape • Science - Recognise that they need light to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Science – Plants – Identify and describe the functions of different parts of flowering plants – roots, stem, trunk, leaves, flowers. Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal. <i>CST - Stewardship</i>
<p style="text-align: center;">Disciplinary Knowledge</p> <p style="text-align: center;"><i>Evaluate and Analyse</i></p>	<ul style="list-style-type: none"> • Know that artists make art in more than one way. • Know that people use art to tell stories and communicate. <i>CST - Subsidiarity</i> • Know that people use art to help explain or teach things. <i>CST - Solidarity</i> 	<ul style="list-style-type: none"> • Know that 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. • Know that people use art to tell stories and communicate. <i>CST - Solidarity</i> 	<ul style="list-style-type: none"> • People use art to help explain or teach things. <i>CST - Subsidiarity</i> • People make art to explore big ideas, like death or nature.



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	<ul style="list-style-type: none"> • Develop confidence to explain their ideas and opinions about their own and others' artwork, with an understanding that there are many ways to make art. • Know how to explain why they like something. • Use knowledge of different media (charcoal, natural or made paints) to compare and explain which they think is best and why. 	<ul style="list-style-type: none"> • Know that people make art for fun and to make the world a nicer place to be. 	<ul style="list-style-type: none"> • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.
<p>Key Skills</p> <p><i>Key Skills</i></p> <p><i>Procedural Making Skills</i></p> <p><i>Generating Ideas</i></p> <p><i>Using Sketchbooks</i></p> <p><i>Knowledge of Artists</i></p> <p><i>Evaluating and /Analysing</i></p>	<p>Key Skills</p> <ul style="list-style-type: none"> • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Using mixed media techniques to make different surfaces for painting and drawing. • Confidently use a range of materials and tools, selecting and using these appropriately with more independence • Know how to develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • 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. (Knowledge of Artists) 	<p>Key Skills</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. (Generating Ideas) • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. (Knowledge of Artists) • 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. (Evaluate and Analyse) • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. (Evaluate and Analyse) <p>Making Skills – Practical Knowledge</p>	<p>Key Skills</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. (Generating Ideas) • 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. (Using Sketchbooks) • 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. (Knowledge of Artists) <p>Making Skills – Practical Knowledge</p> <ul style="list-style-type: none"> • How to use shapes identified within in objects as a method to draw. • How to create tone by shading. • How to achieve even tones when shading. • How to make texture rubbings. • How to create art from textured paper.



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	<ul style="list-style-type: none">• Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. (Knowledge of Artists)• Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. (Evaluate/Analyse)• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. (Generating Ideas)• 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. (Using Sketch books) <p>Making Skills - Practical Knowledge</p> <ul style="list-style-type: none">• How to use simple shapes to scale up a drawing to make it bigger.• How to make a cave wall surface.• How to paint on a rough surface.• How to make a negative and positive image.• How to create a textured background using charcoal and chalk.• How to sketch lightly so that charcoal can be smudged.	<ul style="list-style-type: none">• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. (Making Skills)• Use hands and tools confidently to cut, shape and join materials for a purpose. (Making Skills)• How to join 2D shapes to make a 3D form.• How to join larger pieces of materials, exploring what gives 3D shapes stability.• How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.• How to identify and draw negative spaces.• How to plan a sculpture by drawing.• How to choose materials to scale up an idea.	<ul style="list-style-type: none">• How to hold and use a pencil to shade.• How to tear and shape paper.• How to use paper shapes to create a drawing.• How to use drawing tools to take a rubbing.• How to make careful observations to accurately draw an object.• How to create abstract compositions to draw more expressively.• 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.
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	<ul style="list-style-type: none"> • How to use natural objects to make tools to paint with. • How to make natural paints using natural materials. • How to create different textures using different parts of a brush. • How to use colour mixing to make natural colours. 		
<p>End of Unit Outcomes</p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large-scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply knowledge of colour mixing to make natural colours. 	<ul style="list-style-type: none"> • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). 	<ul style="list-style-type: none"> • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.





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		<ul style="list-style-type: none">• Choose appropriate methods for joining elements in their sculptures.• Show that they have thought about how to improve their sculptures and made choices about what to add.• Work cooperatively in pairs to add detail to their artwork.	
Artist Study	<p>Cai Guo-Qiang cave art working on rock – Chinese artist White Tone video Making of White Tone</p>  <p>Chauvet Cave in France</p> 	<p>Artist: Robert Morris Bodyspacemotionthings</p>  <p>Artist: Sir Anthony Caro Millenium Bridge / Emma Books / Early One Morning</p>  	<p>Artist: Max Ernst – The Bride of the Wind</p>  <p>Charles Darwin and Carl Linnaeus</p>  <p>Georgia O'Keefe</p> 



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		  Ruth Asawa	
Vocabulary	Prehistoric, proportion, sketch Charcoal, prehistoric, proportion, scaled up, smudging, texture, tone Cave drawings, pigment, prehistoric Composition, cave-style painting Handprint, negative image, positive image	Sculpture, structure, three-dimensional Abstract, found objects, sculptor, sculpture Abstract, Negative space, Positive space, Sculptor Detail, negative space	Arrangement, geometric, line, objects, organic, shape Blend, dark, even tones, grip, light, shading, smooth, tone Cut, frottage, pressure, rubbing, surface, tear, texture, tool Botanical, botanist, flower, form, magnified, petal, scientific, shape, stem, study, tone Abstract, composition, frame, gestural, mark making, scale, viewfinder



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TERM IN WHICH UNIT WILL BE TAUGHT			
Year 4	ADVENT Painting and Mixed Media – Light and Dark	LENT Drawing – Power Prints	PENTECOST Craft and Design – Fabric of Nature
National Curriculum	<p>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.</p> <p>Pupils should be taught:</p> <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, with a range of materials (for example, pencil) about great artists, architects and designers in history. 		
Core Knowledge <i>Substantive Knowledge</i> <i>Practical and Theoretical</i>	<ul style="list-style-type: none"> Know that adding black to a colour creates a shade. (Colour) Know that adding white to a colour creates a tint. (Colour) Know how to use lighter and darker tints and shades of a colour can create a 3D effect when painting. (Form) Using lighter and darker tints and shades of a colour can create a 3D effect. (Tone) Tone can be used to create contrast in an artwork. (Tone) Know how to apply prior knowledge of colour mixing and painting techniques to create a finished piece. (Colour) Know what composition and proportion means. (Form) Know how paint can create different effects. (Texture) 	<ul style="list-style-type: none"> How to use basic shapes to form more complex shapes and patterns. (Shape) Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. (Line) Patterns can be irregular and change in ways you wouldn't expect. (Pattern) Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. (Knowledge of Artists) 	<ul style="list-style-type: none"> How to use basic shapes to form more complex shapes and patterns. (Shape) Patterns can be irregular and change in ways you wouldn't expect. (Pattern) The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. (Pattern) How to use texture more purposely to achieve a specific effect or to replicate a natural surface. (Texture) Using lighter and darker tints and shades of a colour can create a 3D effect. (Tone)



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	<ul style="list-style-type: none"> Know and understand how artists use art to convey messages through the choices they make. (Knowledge of Artists) 		
Wider Knowledge	<ul style="list-style-type: none"> Lesson 1, Option 2 – Christmas theme Science – Light. Know that they need light in order to see things and that dark is the absence of light. Know that shadows are formed when the light from a light source is blocked by an opaque object. Know that colour changes when there is a change in light and this is related to how our eyes sense light. Know that during the course of history, the experiences and expectations of men and women have been different. CST – Distributive Justice 	<p>If linked to Roman Britain topic</p> <p>Wider Historic Knowledge – Roman Jewellery</p> <ul style="list-style-type: none"> Wider Historic Knowledge – Roman Jewellery Know that Ancient Romans wore complex jewellery designs and used a wide range of materials, especially gold, colourful gems and glass beads. Know this craft was inspired by the influence of the different cultures they invaded and the variety of natural resources available in all the Mediterranean territories under their control. Know wealthy Roman men would wear one or several rings, bracelets, collars with pendant and torcs. Know men’s rings were made of gold or electrum, and sometimes their stone shows an intaglio (engraved image or design) that was used to seal important documents with hot wax. Know Roman women would have collections of different jewellery sets with many luxurious rings, earrings, bracelets and necklaces all worn at the same time. Know that metals would be twisted, engraved or embossed to create a detailed design. Know that jewels would be added to create detail. Know symbols used in Roman jewellery were often animals including snakes, symbols of their gods and beliefs. 	<ul style="list-style-type: none"> Geography - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Science – Animal habitats. CST - Stewardship
Disciplinary Knowledge	<ul style="list-style-type: none"> Know that some artists become well-known or famous and people tend to talk more about their work because it is familiar. 	<ul style="list-style-type: none"> Artists evaluate what they make, and talking about art is one way to do this. 	<ul style="list-style-type: none"> Designers can make beautiful things to try and improve people’s everyday lives.



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<p><i>Evaluating and Analysing</i></p>	<ul style="list-style-type: none"> • Know that some people make art to encourage others to question their ideas or beliefs. • Know that people make art to portray ideas about identity. • Know that talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • 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. • Know how to describe different painting techniques. • Be able to give and receive constructive feedback. 	<ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others’ art. 	<ul style="list-style-type: none"> • 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 make choices about what, how and where they create art. • Art can be created to make money; being an artist is a job for some people. • Art, craft and design affect the lives of people who see or use something that has been created. • Artists evaluate what they make, and talking about art is one way to do this.
<p>Key Skills</p> <p><i>Key Skills</i></p> <p><i>Procedural Making Skills</i></p> <p><i>Generating Ideas</i></p> <p><i>Using Sketchbooks</i></p> <p><i>Knowledge of Artists</i></p>	<p>Key Skills</p> <ul style="list-style-type: none"> • 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. (Making Skills) • Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. (Making Skills) • Use subject vocabulary confidently to describe and compare creative works. (Knowledge of Artists) 	<p>Key Skills</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. (Generating Ideas) • Use subject vocabulary confidently to describe and compare creative works. (Knowledge of Artists) • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. (Using Sketchbooks) • Understand how artists use art to convey messages through the choices they make. (Knowledge of Artists) 	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. (Generating Ideas) • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. (Using Sketchbooks) • Use subject vocabulary confidently to describe and compare creative works. (Knowledge of Artists) • Work as a professional designer does by collating ideas to generate a theme. (Knowledge of Artists) • Use more complex vocabulary when discussing their own and others’ art. (Evaluating and Analysing)



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<p><i>Evaluating and /Analysing</i></p>	<ul style="list-style-type: none">• Use more complex vocabulary when discussing their own and others' art. (Evaluate and Analyse)• Evaluate their work more regularly and independently during the planning and making process. (Evaluate and Analyse)• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. (Generating Ideas)• Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. (Using Sketchbooks) <p>Making Skills – Practical Knowledge</p> <ul style="list-style-type: none">• Know how to mix a tint and a shade by adding black or white.• Know how to use tints and shades of a colour to create a 3D effect when painting.• Know how to apply paint using different techniques e.g. stippling, dabbing, washing.• Know how to choose suitable painting tools.• Know how to arrange objects to create a still-life composition.• Know how to plan a painting by drawing first.• Know how to organise painting equipment independently, making choices about tools and material	<ul style="list-style-type: none">• Use their own experiences of techniques and making processes to explain how art works may have been made. (Knowledge of Artists)• Discuss art, considering how it can affect the lives of the viewers or users of the piece. (Evaluate/Analyse)• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. (Generate ideas)• Use sketchbooks to purposefully improve understanding, develop ideas and plan for an outcome. (Using Sketchbooks) <p>Making Skills – Practical Knowledge</p> <ul style="list-style-type: none">• How to use pencils of different grades to shade and add tone.• How to hold a pencil with varying pressure to create different marks.• How to use observation and sketch objects quickly.• How to draw objects in proportion to each other.• How to use charcoal and a rubber to draw tone.• How to use scissors and paper as a method to 'draw'.• How to make choices about arranging cut elements to create a composition.• How to create a wax resist background.• How to use different tools to scratch into a painted surface to add contrast and pattern.• How to choose a section of a drawing to recreate as a print.• How to create a monoprint.• 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.	<ul style="list-style-type: none">• Evaluate their work more regularly and independently during the planning and making process. (Evaluating and Analysing) <p>Making skills – Practical Knowledge:</p> <ul style="list-style-type: none">• 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.• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.• To know that a mood board is a visual collection which aims to convey a general feeling or idea.• To know that batik is a traditional fabric decoration technique that uses hot wax.• How to select imagery and use it as inspiration for a design project.• How to make a mood board. How to recognise a theme and develop colour palettes using selected imagery and drawings.• How to draw small sections of one image to docs on colours and texture.• How to develop observational drawings into shapes and patterns for design.• How to transfer a design using a tracing method. How to make a repeating pattern tile using cut and torn paper shapes.• How to use glue as an alternative batik technique to create patterns on fabric.
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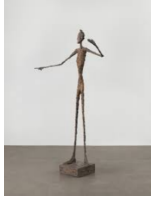




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		<ul style="list-style-type: none"> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. 	<ul style="list-style-type: none"> How to use materials, like glue, in different ways depending on the desired effect. How to paint on fabric. How to wash fabric to remove glue to finish a decorative fabric piece.
<p>End of Unit Outcomes</p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> Share their ideas about a painting. Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint. Discuss their real-life experiences of how colours can appear different. Use tints and shades to paint an object in 3D. Study and use the technique chiaroscuro. Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects. Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. Paint with care and control to make a still life with recognisable objects. 	<ul style="list-style-type: none"> Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be moulded from clay. Transfer a drawn idea successfully to a jewellery. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Make informed choices about their use of tools. Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when scratching into a painted surface. Show some awareness of how to create contrast by including areas with more and less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. 	<ul style="list-style-type: none"> Describe objects, images and sounds with relevant subject vocabulary. Create drawings that replicate a selected image. Select imagery and colours to create a mood board with a defined theme and colour palette. Complete four drawings, created with confident use of materials and tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work and style. CST - Stewardship Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs.



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		<ul style="list-style-type: none"> • Work co-operatively to create a joint artwork, experimenting with their methods. 	
Artist Study	<p>Paul Cezanne – French Impressionist</p>   <p>'Nature morte' by Clara Peeters</p>  	<p>Ed Ruscha – the Eye</p>  <p>Georges Seurat – The Black Bow</p>  <p>Alberto Giacometti – Man Pointing</p>  <p>Fernando Botero - Dancing in Columbia</p>	 <p>Ruth Daniels SENAKA SENANAYAKE</p> <p>"Parrot in the Flower Garden" Ink & Watercolor, 22" x 30"</p>  <p>William Morris</p>



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Henri Matisse – the Circus



Henry Moore – the Hand

[Ivory Bangle Lady](#) Roman Africans in York For Romans skin colour didn't determine your place in society. CST – Distributive Justice.

Watch video about Ivory bangle Lady
<https://www.youtube.com/watch?v=yUNP1IGDji0>

Know how much of Roman jewelry designs and materials were inspired by the people and cultures of countries they invaded. Across history and today we benefit from other cultures sharing their knowledge, skills and designs.

[Ancient Rome's jewels, gems and intaglio](#)



Megan Carter





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<p>Vocabulary</p>	<p>Abstract, detailed, figurative, landscape, muted, patterned, shade, tint, vivid Dabbing paint, paint wash Composition, photorealism, proportion, still life Composition, shade, still life, three-dimensional, tint</p>	<p>Jewellery, ring, torc, bracelet, collar, pendant, precious stone, semi-precious stone, melting, engraving, embossing, design, intaglio Contrast, gradient, observational drawing, shading, shadow, three dimensional (3D), tone Blend, charcoal, mark making, proportion, shading, shadow, tone Collage, composition, contrast, mixed media, precision, symmetrical, wax-resist Contrast, cross-hatching, hatching, parallel, pattern, shading Symmetry, three-dimensional, tone, viewfinder Abstract, block print, collaborate, composition, contrast, engraving, figurative, hatching, monoprint, tone</p>	<p>Colour palette, design, designer, idea, image, imagery, imagination, inspiration, mood board, rainforest, texture, Theme, composition, develop, mark making materials, pattern, texture, view, viewfinder Batik, fabric, organic, pattern, repeat, symmetrical Elements, industry, repeat, repeating pattern, surface pattern Batik, craftspeople, evaluate, factory, manufacture, pattern, printing</p>



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TERM IN WHICH UNIT WILL BE TAUGHT			
Year 5	ADVENT Craft & Designers: Architecture	LENT Painting and Mixed Media – Portraits	PENTECOST Drawing – I need space
National Curriculum	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, with a range of materials (for example, pencil) about great artists, architects and designers in history. 		
Core Knowledge <i>Substantive Knowledge</i> <i>Practical and Theoretical Formal Elements</i>	<ul style="list-style-type: none"> Shapes can be used to place the key elements in a composition. (Shape) 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. (Line) Know that equipment must be cleaned and maintained in order to use again. Know that architects must follow a brief. Know how and where to research an artist or architect. Know some famous monuments and why they were created. CST – The Common Good 	<ul style="list-style-type: none"> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. (Colour) 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) Tone can help show the foreground and background in an artwork. (Tone) 	<ul style="list-style-type: none"> Shapes can be used to place the key elements in a composition. (Shape) 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. (Line) How to create texture on different materials. (Texture)
Wider Knowledge <i>Substantive Knowledge</i>	<ul style="list-style-type: none"> Lessons 1 and 2, Option 2 are Christmas Themed If lessons are linked to history topic, knowledge of the building of pyramids will be gained. Know what an architect does. Know about different building materials. Know that the purpose of a building influences the design choices. Know how to select key facts when carrying out research. 	<ul style="list-style-type: none"> Lesson 1 - English – Handwriting and Presentation - Write legibly, fluently and with increasing speed and choose the writing implement that is best suited for a task. English – poem or text linked with current learning. Lessons 2 and 5 – Computing - Select, use and combine a variety of software (including internet services) on a range of digital devices 	Science Earth and Space - Describe the Sun, Earth and Moon as approximately spherical bodies. CST - Stewardship



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	<ul style="list-style-type: none"> History – know and understand significant aspects of the wider world such as ancient civilisations. 	<p>to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	
<p>Disciplinary Knowledge</p> <p><i>Evaluating and Analysing</i></p>	<ul style="list-style-type: none"> Art, craft and design can be functional and affect human environments and experiences. People make art to portray ideas about identity. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, 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. Know how to follow and justify a brief. Know how to explain why a monument was created. Know how to justify their choice for monument and consider how it could be improved. 	<ul style="list-style-type: none"> Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. CST – Human Dignity 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. People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better. 	<ul style="list-style-type: none"> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 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. 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. People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
<p>Key Skills</p> <p><i>Key Skills</i></p>	<p>Key Skills</p> <ul style="list-style-type: none"> Know the different properties of a variety of pencils and use this knowledge to choose the correct tool for their task. 	<p>Key Skills</p> <ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, 	<p>Key Skills</p> <ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans,



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<p style="text-align: center;"><i>Procedural Making Skills</i></p> <p style="text-align: center;"><i>Generating Ideas</i></p> <p style="text-align: center;"><i>Using Sketchbooks</i></p> <p style="text-align: center;"><i>Knowledge of Artists</i></p> <p style="text-align: center;"><i>Evaluating and Analysing</i></p>	<ul style="list-style-type: none"> • Know how to clean up equipment. • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. (Generating Ideas) • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. (Using Sketchbooks) • 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. (Knowledge of Artists) CST - Solidarity • Discuss how artists create work with the intent to create an impact on the viewer. (Knowledge of Artists) • Consider what choices can be made in their own work to impact their viewer. (Knowledge of Artists) <p>Making Skills – Practical Knowledge</p> <ul style="list-style-type: none"> • Know how to hold a pencil to sketch. • Know how to vary pressure to create different marks. • Know the steps to make a monoprint when a roller is sufficiently inked. • Know how to make an observational drawing of a house. • Know how to use shapes and measuring as methods to draw accurate proportions. • Know how to select a small section of a drawing to use as a print design. • Know how to develop drawings further to use as a design for print. 	<p>ideas and evaluations to develop their ideas towards an outcome. (Generating Ideas)</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. (Using Sketchbooks) • 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. (Knowledge of Artists) CST - Solidarity • Discuss how artists create work with the intent to create an impact on the viewer. (Knowledge of Artists) • Consider what choices can be made in their own work to impact their viewer. (Knowledge of Artists) <p>Making Skills – Practical Knowledge</p> <ul style="list-style-type: none"> • 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, e.g. 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. <ul style="list-style-type: none"> • How to develop a drawing into a painting. How to create a drawing using text as lines and tone. 	<p>ideas and evaluations to develop their ideas towards an outcome. (Generating Ideas)</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. (Using Sketchbooks) • 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. (Knowledge of Artists) • Discuss how artists create work with the intent to create an impact on the viewer. (Knowledge of Artists) CST - Subsidiarity • Consider what choices can be made in their own work to impact their viewer. (Knowledge of Artists) CST – The Common Good <p>Making Skills – Practical Knowledge</p> <ul style="list-style-type: none"> • 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, e.g. 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. • Know what print effects different materials make. • How to analyse an image that considers impact, audience and purpose.
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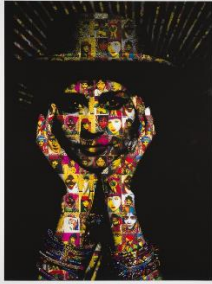
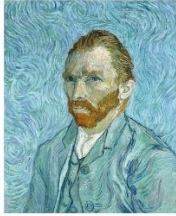




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	<ul style="list-style-type: none"> • Know how to design a building that fits a specific brief. • Know how to draw an idea in the style of an architect that is annotated to explain key features. • Know how to draw from different views, such as a front or side elevation. • Know how to use sketchbooks to research and present information about an artist. • Know how to interpret an idea in into a design for a structure. 	<ul style="list-style-type: none"> • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one. • How to combine materials to create an effect. • How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas. 	<ul style="list-style-type: none"> • How to draw the same image in different ways with different materials and techniques. • How to make a collagraph plate. • How to make a collagraph print. • How to develop drawn ideas for a print. • How to combine techniques to create a final composition. • How to decide what materials and tools to use based on experience and knowledge.
<p>End of Unit Outcomes</p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> • Sketch a house from first-hand or second-hand observation. • Use basic shapes to place key features and form the composition, measuring to work out proportions. • Notice small details to incorporate into the drawing by observing. • Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. • Follow steps to create a print with clear lines, with some smudging. • Purposefully evaluate their work, demonstrating what went well and what could be improved. • Create a building design based on a theme or set purpose. • Draw a plan view or front elevation of their building, annotating the key features. • Discuss Hundertwasser’s work and recognise his style. • Create a factual presentation about Hundertwasser in a visually pleasing way. 	<ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. 	<ul style="list-style-type: none"> • Understand and explain what retrofuturism is. • Participate in discussions and offer ideas. • Evaluate images using simple responses, sometimes using formal elements to extend ideas. • Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance.



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	<ul style="list-style-type: none">• Show understanding of what a monument is for by designing a monument that symbolises a person or event.• Describe their monument and explain their choices.• Give constructive feedback to others about their monument designs.	<ul style="list-style-type: none">• Show they have considered the effect created by their choice of materials and composition in their final piece.	<ul style="list-style-type: none">• Demonstrate growing independence, discussing ways to improve work
Artist Study	<p>Zaha Hadid, born in Iraq – Architect known for her futuristic designs.</p>  <p>Friedensreich Hundertwasser – Austrian Artist and Architect. https://www.twinkl.co.uk/resource/uk-cl-26-all-about-friedensreich-hundertwasser-powerpoint</p> 	 <p>Chila Kumari Singh Burman</p>  <p>Vincent Van Gogh</p>  <p>The Beautiful Ones by Njideka-Akunyili-Crosby</p>	<p>Moonwalk' by Teis Albers.</p> 



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Vocabulary	Accurate, architecture, composition, design, evaluate, Form, houses, interpret, observational drawing, proportion, shading, sketching Abstract, crop, monoprint, pressure, print block, roller, smudge, viewfinder Architect, architecture, bird's-eye view, design, design brief, external, front elevation, futuristic, perspective Annotate, architectural, design-choices, Friedensreich Hundertwasser, individuality, organic, research, style, Transform, commemorate, design, design intention, legacy, literal, monument, symbolism	Background, collage, continuous line drawing, paint wash, portrait, self-portrait, texture Background, carbon paper, composition, mixed media, monoprint, printmaking, portrait, self-portrait, Transfer, evaluate, justify, mixed media, multi-media Portrait, research, self-portrait Atmosphere, collage, composition, mixed media, photomontage, self-portrait Art medium, atmosphere, collage, composition, mixed media, self-portrait	Architecture, Cold War, culture, evaluate, future, Futuristic, influence, propaganda, retro-futuristic, Space Race, The Soviet Union Continuous, formal elements, line, medium, process, Stimuli, stimulus, technique, texture, tone Collagraph, composition, materials, placement, print, printing plate, printmaking, texture Collagraph, collagraphy, future, futuristic, printing, printing plate, retrofuturism, roller, technique, texture Collagraph, collagraphy, print, printmaking, replicate, technique, tracing
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TERM IN WHICH UNIT WILL BE TAUGHT			
Year 6	ADVENT Sculpture and 3D – Making Memories	LENT Painting and Mixed Media – Artists Study	PENTECOST Drawing – Make my Voice Heard
National Curriculum	<p>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.</p> <p>Pupils should be taught:</p> <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, with a range of materials (for example, pencil) about great artists, architects and designers in history. 		
Core Knowledge <i>Substantive Knowledge</i> <i>Practical and Theoretical</i>	<ul style="list-style-type: none"> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. (Colour) The surface textures created by different materials can help suggest form in two-dimensional art work. (Form) How an understanding of shape and space can support creating effective composition. (Shape) How line is used beyond drawing and can be applied to other art forms. (Line) 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. (Pattern) Artists can use symbols in their artwork to convey meaning. (Knowledge of Artists) Art can be a form of protest. (Knowledge of Artists) CST Preferential Option for the Poor or Distributive Justice Artists can use art to tell stories about what is important to them, looking at artworks from the past can convey 	<ul style="list-style-type: none"> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. (Colour) How line is used beyond drawing and can be applied to other art forms. (Line) 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. (Pattern) Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. (Texture) 	<ul style="list-style-type: none"> A ‘monochromatic’ artwork uses tints and shades of just one colour. (Colour) Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. (Colour) The surface textures created by different materials can help suggest form in two-dimensional art work. (Form) How an understanding of shape and space can support creating effective composition. (Shape) How line is used beyond drawing and can be applied to other art forms. (Line) That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images. (Tone)



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	<p>thoughts and opinions from that time. (Knowledge of Artists) <i>CST - Subsidiarity</i></p> <ul style="list-style-type: none"> • Artists can use materials to respond to a feeling or an idea in an abstract way. (Knowledge of Artists) • Artists can take risks to try out ideas, this can lead to new techniques being developed. (Knowledge of Artists) • Artists can make work by collecting or combining ready-made objects. This is called ‘assemblage’. (Knowledge of Artists) 		
Wider Knowledge	<ul style="list-style-type: none"> • Anybody can be an artist. • Memories and experiences should be valued and acknowledged, especially when a life-change is about to take place. <i>CST – Human Dignity</i> 	<ul style="list-style-type: none"> • English – Spoken Language - Ask relevant questions to extend their understanding and knowledge. • Articulate and justify answers, arguments and opinions. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • British Values - Mutual respect. • Tolerance of those with different faiths and beliefs. <i>CST - Solidarity</i> 	<ul style="list-style-type: none"> • History - A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.
Disciplinary Knowledge <i>Evaluate and Analyse</i>	<ul style="list-style-type: none"> • Give reasoned evaluations of their own and others’ work which takes account of context and intention. • 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. • Art doesn’t have to be a literal representation of something; it can sometimes be imagined and abstract. 	<ul style="list-style-type: none"> • 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. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Artists can use symbols in their artwork to convey meaning. 	<ul style="list-style-type: none"> • 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. • 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.



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	<ul style="list-style-type: none"> • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. • Consider what emotions or memories they had whilst creating their work. Did these change the work? • 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. (Knowledge of Artists) 	<ul style="list-style-type: none"> • 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. • Artists can use materials to respond to a feeling or idea in an abstract way. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • 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. 	<ul style="list-style-type: none"> • 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. • Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. • 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.
<p>Key Skills</p> <p><i>Key Skills</i></p> <p><i>Procedural Making Skills</i></p> <p><i>Generating Ideas</i></p>	<p>Key Skills</p> <ul style="list-style-type: none"> • Know how to draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. (Generating Ideas) • Know how to use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. (Using Sketchbooks) 	<p>Key Skills</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. (Generating Ideas) • Using a systematic and independent approach, research, test and develop 	<p>Key Skills</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. (Generating Ideas) • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. (Using Sketchbooks)



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<p>Using Sketchbooks</p> <p>Knowledge of Artists</p> <p>Evaluating and Analysing</p>	<ul style="list-style-type: none">Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. (Knowledge of Artists)Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. (Knowledge of Artists) <p>Making Skills – Practical Knowledge</p> <ul style="list-style-type: none">Know how to translate a 2D image into a 3D form.Know how to manipulate and join clay.Know how to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).Know how to manipulate cardboard to create different textures.Know how to make a cardboard relief sculpture.Know how to make visual notes to generate ideas for a final piece.Know how to translate ideas into sculptural forms.Know how to create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.Know how to combine materials and techniques appropriate to fit with ideas.Know how to 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.	<p>ideas and plans using sketchbooks.</p> <p>(Using Sketchbooks)</p> <ul style="list-style-type: none">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. (Knowledge of Artists)Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. (Knowledge of Artists) <p>Making Skills – Practical Knowledge</p> <ul style="list-style-type: none">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 appropriate 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.How to use sketchbooks to research and present information.How to develop ideas into a plan for a final piece.	<ul style="list-style-type: none">Artists can use symbols in their artwork to convey meaning. (Knowledge of Artists) <i>CST – Distributive Justice</i>Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. (Knowledge of Artists)Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. (Knowledge of Artists)Art can be a form of protest. (Knowledge of Artists)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. (Knowledge of Artists)Art sometimes creates difficult feelings when we look at it. (Knowledge of Artists)Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. (Knowledge of Artists) <p>Making Skills – Practical Knowledge</p> <ul style="list-style-type: none">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 appropriate 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.
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		<ul style="list-style-type: none"> • How to make a personal response to the artwork of another artist. • How to use different methods to analyse artwork such as drama, discussion and questioning. 	<ul style="list-style-type: none"> • To know gestural and expressive ways to make marks. • To know the effects different materials make. • To know the effects created when drawing on different surfaces. • How to use symbolism as a way to create imagery. • How to combine imagery into unique compositions. CST – Human Dignity • How to achieve the tonal technique called chiaroscuro. • How to make handmade tools to draw with. • How to use charcoal to create chiaroscuro effects.
<p>End of Unit Outcomes</p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists’ work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. 	<ul style="list-style-type: none"> • Understand a narrative and use descriptive language to tell a story. • Suggest ideas for the meaning behind a picture. • Identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in finding their own meaning in a painting. • Use their own art or personal experiences to justify their ideas. • Read a picture well and see beyond the first glance, analysing and evaluating it successfully. • Reflect on personal experiences to convey through their own piece of abstract art. • Contribute to discussions to either the class, group or talk partner. 	<ul style="list-style-type: none"> • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect.



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	<ul style="list-style-type: none">• Competently reflect on successes and personal development.	<ul style="list-style-type: none">• Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.• Select an appropriate artist.• Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.• Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.• Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.• Experiment and revisit ideas, drawing on creative experiences.• Work in a sustained way to complete a piece, making evaluations at each stage.	<ul style="list-style-type: none">• Participate in a discussion that examines the similarities and differences between different styles of art.• Form their own opinions about what art is, justifying their ideas.• Identify a cause and decide what message they want to convey.• Understand artist's choices to convey a message.• Review sketchbook and creative work to develop a drawn image.• Review and revisit ideas to develop their work.
Artist Study	<p>Yinka Shinobare – British Artist who has explored the concepts of cultural identify and colonialism CST – Distributive Justice https://www.twinkl.co.uk/search?q=Yinka+Shinobare+%26c=244&ca=21&ct=ev&r=teacher&sf=1&sf=1</p>  <p>Judith Scott – American Textile Artist https://www.twinkl.co.uk/search?q=judith+scott+%26c=244&ca=21&ct=ev&r=teacher&fco=0&sf=1</p>	 <p>The Big Splash by David Hockney</p>	 <p>The creation of the earth by Diego Riviera</p>



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Nicola Anthony – British Artist – large scale sculptures



Black Wall and Little Triptych Wall by Louise Nevelson – British artist, known as a feminist who created assemblage on a large scale.



Joseph Cornell – American Assemblage Artist



David Hockney

My Parents by

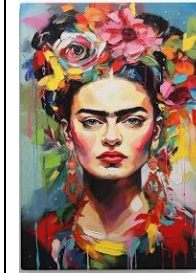
Or Richard Brakenburg 1670



Paula Rego – Sleeping



Paula Rego – The Dance



Frida Kahlo



Guernica by Picasso



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John Singer Sargent



Fiona Rae




Or Frank Bowling – Sacha Jason Guyana Dreams





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		<p>Lubaina Himid – Five</p> 	
Vocabulary	<p>Artwork, attributes, compare, contrast, expression, identity, literal, memories, self, symbolic</p> <p>Three-dimensional, assemblage, composition, juxtaposition, manipulate, relief, sculpture</p> <p>Abstract, embedded, influence, inspiration, memory, object, Plan, sculpture, tradition</p> <p>In-process, manipulate, material, pitfall, reflection, sculpture, Tools, evaluation, experimentation, development, reflection sculpture</p>	<p>Interpret, meaning, narrative, pattern, shape, tone</p> <p>Inference, justify, Paula Rego, respond</p> <p>Companionship, John Singer Sargent, support, tableau</p> <p>Abstract, analyse, interpret, medium, mixed media, narrative, reflect, shape or impasto and texture</p> <p>Analyse, composition, compose, convey, message, thought-provoking</p> <p>Artist, composition, final piece, intention, medium, Style</p> <p>Artist, composition, evaluation, medium, mixed media, technique, translate</p>	<p>Ancient civilisation, experimental, fresco, Expressive, imagery, mark making, Maya, Mural</p> <p>Aesthetic, character traits, interpretation, modern art, reflective, represent, spirit, companion, symbol, symbolic</p> <p>Chiaroscuro, dark, effect, form, light, shading, Technique, tone</p> <p>Audience, commissioned, graffiti, guerilla art, impact, Issue, street art</p> <p>Composition, convey, develop, drawing decisions</p>