

## Curriculum Overview

## Years F2-6

## Subject: Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception (FS2)</b>						
<b>FS2 coverage based on child-initiated learning opportunities and opportunities in continuous provision</b>						
Unit	Drawing	Painting	Printing	Clay	Textiles	3D form
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to hold a pencil using the tripod grip</li> <li>Recognise and name simple colours (red, orange, yellow, green, blue, purple, pink etc)</li> </ul>	<ul style="list-style-type: none"> <li>Know how to hold a paint brush using the tripod grip</li> <li>Know paint needs to be left to dry</li> <li>Recognise and name simple colours (red, orange, yellow, green, blue, purple, pink etc)</li> <li>Know colours can be lighter and darker</li> </ul>	<ul style="list-style-type: none"> <li>Know simple 2D shapes: circle, square, rectangle, triangle</li> <li>Know rubbing on top of a surface creates a pattern</li> <li>Know how to use pre-inked stamps</li> </ul>	<ul style="list-style-type: none"> <li>Know you can mould soft materials like clay, playdough and salt dough</li> <li>know how to roll clay etc to make a sausage shape</li> <li>Know how to join clay etc back together by pinching and squeezing it together</li> <li>Know clay etc goes hard if left in the air to dry</li> </ul>	<ul style="list-style-type: none"> <li>Know some words to describe materials (e.g. soft, hard, fluffy, stripy)</li> <li>Know clothes are made from material/fabric</li> <li>Name items of clothing they are wearing (eg. t-shirt, trousers, jumper, dress, socks)</li> </ul>	<ul style="list-style-type: none"> <li>Know some 2D shape faces: circle, square, rectangle, triangle</li> <li>Know some 3D shapes: cube, cylinder</li> <li>Know how to balance and stack shapes/things using the largest, flattest surface</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Hold a pencil using correct tripod grip</li> <li>Hold a pencil with correct pressure to make a mark</li> <li>Name colours</li> <li>Name different things you can draw with (e.g. pencil, crayon, chalk etc)</li> </ul>	<ul style="list-style-type: none"> <li>Hold a paint brush using correct tripod grip</li> <li>Hold a paint brush with correct pressure to make a mark</li> <li>Name colours</li> <li>Identify lighter and darker shades of a colour</li> <li>Clean painting equipment</li> </ul>	<ul style="list-style-type: none"> <li>Stamp carefully with minimal slipping</li> <li>Create and describing patterns using colours and simple shapes</li> <li>Make rubbings</li> <li>Use pre-inked stamps and paint to stamp</li> <li>Clean stamping equipment</li> </ul>	<ul style="list-style-type: none"> <li>Show control handling clay etc</li> <li>Roll clay ect between palms to make a sausage shape</li> <li>Pinch and squeeze to join clay etc back together</li> </ul>	<ul style="list-style-type: none"> <li>Name some basic properties of materials (e.g. soft, hard, fluffy)</li> <li>Decorate materials to make them look different</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with materials, tools and form</li> <li>Join things using different methods (eg glue, tape)</li> <li>Use imagination to build and create</li> <li>balance and stack shapes/things using the largest, flattest surface</li> <li>Make shapes from different materials</li> </ul>
<b>Key Vocabulary</b>	Red, orange, yellow, green, blue, purple, pink, mark, draw, colour, colours, lines, patterns, pencil, pen, crayon, chalk	Red, orange, yellow, green, blue, purple, pink, mark, draw, colour, colours, lines, patterns, dark, light, mix, thick, thin, shapes	Stamp, pattern, print, circle, square, rectangle, triangle	Clay, playdoh, roll, squeeze, pinch, push, pull, soft, hard,	Soft, fluffy, smooth, hard, bumpy, silky, shiny, stripy, decorate	Circle, square, rectangle, triangle, cube, cylinder, build, stack, stick, shapes, construct
<b>Year 1</b>						
Unit	Drawing	Painting	Printing	Clay	Textiles	3D form
<b>Artist/focus</b>	Paul Cezanne	Paul Klee	Andy Warhol	Chris Gryder	Tapestry	Andy Goldsworthy
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know Paul Cezanne was a French artist</li> <li>Know Paul Cezanne was known for still life art often including apples</li> <li>Know still life is painting or drawing of an arrangement of still objects (often fruit or flowers)</li> <li>Know a graphite pencil can be mixed with coloured pencils to create a darker shade</li> </ul>	<ul style="list-style-type: none"> <li>Know Paul Klee was a famous Swiss-German painter</li> <li>Paul Klee was interested in colour</li> <li>Identify and name the three primary colours (red, yellow and blue)</li> <li>Identify and name the three secondary colours (orange, purple and green)</li> </ul>	<ul style="list-style-type: none"> <li>Know Andy Warhol was an American artist who created pop art</li> <li>Know pop art is based on modern popular culture and mass media</li> <li>Know Andy Warhol used repeated printed images often in different colours</li> <li>Know one of Andy Warhol's most famous prints was of Campbell's Soup</li> </ul>	<ul style="list-style-type: none"> <li>Know Chris Gryder is an American sculpture</li> <li>Know Chris Gryder creates ceramic tiles inspired by history</li> <li>Know rolling, pinching, squeezing, pushing and pulling can be used to form clay shapes</li> <li>Know clay must be pinched and squeezed together to join it</li> </ul>	<ul style="list-style-type: none"> <li>Know and name simple properties of materials</li> <li>Know embellishments can be added using glue or a needle and thread</li> <li>Know how to thread a needle and begin to have a go with support</li> <li>Begin to know how to sew on a bead/button</li> <li>Know how to tie a basic knot</li> </ul>	<ul style="list-style-type: none"> <li>Begin to know how to hold and use scissors with increasing confidence</li> <li>Know 2D means flat and 3D means not flat.</li> <li>Know how to make flat 2D materials into simple 3D objects (eg , bending, rolling a piece of paper)</li> <li>Know materials can be joined in different ways (eg glue, tape)</li> </ul>

			<ul style="list-style-type: none"> <li>Know relief printing is when you press in parts of a printing block do not show up</li> </ul>	<ul style="list-style-type: none"> <li>Know some clay dries and goes hard in the air</li> </ul>	<ul style="list-style-type: none"> <li>Know a tapestry is a woven piece of art hung on a wall</li> <li>Know tapestries are an ancient textile art that were used to make pictures in history</li> </ul>	<ul style="list-style-type: none"> <li>Know some simple man made and natural materials.</li> <li>Know Andy Goldsworthy is a British sculptor who used natural materials to create his art.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>E1 Pupils should comment on artist's work and say what they like or don't like and discuss how they think the artists produced their work</li> <li>E2,3,4,5 Pupils should design, make and evaluate their own still life drawing</li> <li>D1 Pupils should create drawings with different media (eg. pencils, felt tips, crayons) and begin to draw lines of different sizes and thicknesses</li> <li>D2 Pupils should carefully observe shapes, colours, patterns and textures of still life to produce observational drawings using dots and lines to show pattern and texture</li> <li>D4 Pupils should mix colours using pencils including using a HB pencil to create darker shades</li> <li>Pupils should colour inside the lines</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should comment on artist's work and say what they like or don't like and discuss how they think the artists produced their work</li> <li>E2,3,4,5 Pupils should design, make and evaluate their own paintings using poster paint</li> <li>P1 Pupils should begin to use a variety of tools with paint (brush, sponge, finger)</li> <li>P3 Pupils should use poster paint and a brush</li> <li>P4 Pupils should identify primary and secondary colours</li> <li>P5 Pupils should begin to predict what will happen when you mix primary colours</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should comment on artist's work and say what they like or don't like and discuss how they think the artists produced their work</li> <li>E2,3,4,5 Pupils should design, make and evaluate their own relief printing block</li> <li>PR1 Pupils should explore a range of printing materials (soft and hard like cork or sponge) and comment on the marks they make</li> <li>P2 Pupils should investigate and create repeating patterns in one colour</li> <li>PR3 Pupils should begin to print without smudging</li> <li>PR4 Pupils should create simple printing block from different materials (eg foam, card, vegetables)</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should comment on artist's work and say what they like or don't like and discuss how they think the artists produced their work</li> <li>E2,3,4,5 Pupils should design, make and evaluate their own clay tile</li> <li>C1 Pupils should explore manipulating clay by rolling, pinching, squeezing, pushing, pulling, scratching and cutting using their hands, fingers and tools</li> <li>C2 Pupils should begin to select appropriate tools (eg a knife to cut)</li> <li>C3 Pupils should begin to join pieces of clay together by squeezing and pinching</li> <li>C4 Pupils should add simple impress decoration using lines and dots to add texture and patterns</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should comment on artist's work and say what they like or don't like and discuss how they think the artists produced their work</li> <li>E2,3,4,5 Pupils should design, make and evaluate their own tapestry inspired wall hanging.</li> <li>T1 Pupils can discuss and sort materials based on their simple properties (including colour, texture, pattern and shape) and discuss how materials can be used to make things (eg clothes, curtains, hats)</li> <li>T3 Pupils can begin to handle scissors and needles with care</li> <li>T4 Pupils can explain how to thread a needle and have a go with support</li> <li>T5 Pupils can use fabric crayons to add colour</li> <li>T6 Pupils can select embellishment to enhance their product</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should comment on artist's work and say what they like or don't like and discuss how they think the artists produced their work</li> <li>E2,3,4,5 Pupils should design, make and evaluate their own 3D sculpture</li> <li>3D1 Pupils can experiment manipulating a range of different materials using folding, bending, cutting, rolling, pinching etc. using their hands as tools</li> <li>3D2 Pupils can investigate 3D modelling using different materials (paper, cardboard, recycled, manmade and natural)</li> <li>3D3 Pupils begin to handle scissors carefully and correctly starting to follow lines accurately</li> <li>3D4 Pupils can make simple joins by manipulating modelling materials (e.g. Gluing, taping etc.)</li> <li>3D5 Pupils can explore different ways of finishing a product eg adding decoration</li> </ul>
<b>Key Vocabulary</b>	observe, line, size, thick, thin, pattern, texture, mix, shade, still life	Primary colours, secondary colours, poster paint, mix	Repeating pattern, relief printing, stamp	cutting, rolling, pinching, squeezing, pushing, pulling, texture, patterns, joining	Material, tapestry, embellish, embellishment, needle, thread, properties, colour, texture, pattern, shape	Three dimensional, natural materials, folding, bending, cutting, sticking
<b>Year 2</b>						
<b>Strand</b>	<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>CLAY</b>	<b>Textiles</b>	<b>3D form</b>
<b>Artist/focus</b>	Van Gogh	Claude Monet	William Morris	Chris Ryniak	African textiles	Louise Nevelson
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know Vincent Van Gogh is one of the world's most famous painters</li> </ul>	<ul style="list-style-type: none"> <li>Know Claude Monet was a French painter</li> </ul>	<ul style="list-style-type: none"> <li>Know William Morris was an English Artists famous for his furniture and interior designs</li> </ul>	<ul style="list-style-type: none"> <li>Know Chris Ryniak is an American sculpture</li> <li>Know Chris Ryniak draws, sculpts and paints bizarre</li> </ul>	<ul style="list-style-type: none"> <li>Know and name properties of materials</li> <li>Begin to know where some materials come from and</li> </ul>	<ul style="list-style-type: none"> <li>Know Louise Nevelson was an American sculptor</li> <li>Know Louise Nevelson used single colour</li> </ul>

	<ul style="list-style-type: none"> <li>• Know Vincent Van Gough painted over 30 portraits of himself</li> <li>• Name some of Vincent Van Gogh's most famous paintings such as Sunflowers, Starry Night or The Bedroom</li> <li>• Know different drawing tools produce lines of different textures and thicknesses</li> <li>• Know pencils can be mixed together to create new colours, tones and shades</li> </ul>	<ul style="list-style-type: none"> <li>• Know Claude Monet used a painting style called impressionism</li> <li>• Know impressionism means painting what things look like to you</li> <li>• Identify and name the three primary colours and secondary colours (red, yellow and blue; orange, purple and green)</li> <li>• Know complimentary colours are opposite on the colour wheel</li> <li>• Identify and name poster paint and powder paint</li> <li>• Know colours have different lighter and darker shades</li> </ul>	<ul style="list-style-type: none"> <li>• Know William Morris for famous for repeating pattern wallpapers</li> <li>• Know William Morris based most of his patterns on nature</li> <li>• Know to press down vertically to get clean, sharp printing lines</li> </ul>	<ul style="list-style-type: none"> <li>• critters that are exhibited in galleries and museums throughout the world</li> <li>• Know rolling, pinching, squeezing, pushing and pulling can be used to form a solid shape from a clay ball</li> <li>• Know a clay can be joined by pinching it together with a clay slip</li> <li>• Identify strong and weak clay joins</li> </ul>	<ul style="list-style-type: none"> <li>• how they're produced (eg woven and dyed)</li> <li>• Begin to know how to plait with three lengths</li> <li>• Know weaving is a way of making cloth by joining two pieces going under and over</li> <li>• Know how to thread a needle and tips to make it easier</li> <li>• Know Kente cloth is a type of fabric made of interwoven cloth strips and is native to the Akan tribe in Ghana.</li> </ul>	<ul style="list-style-type: none"> <li>• materials to create wall and outdoor sculptures</li> <li>• Know how to make flat 2D materials into 3D objects using their hands as tools</li> <li>• Know materials can be joined in different ways and evaluate their strength/longevity</li> <li>• Know and name properties of materials (eg man-made, natural, recycled)</li> <li>• Know how to use equipment and tools safely (eg scissors, glue, tape, knives)</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• E1 Pupils should research artists and comment on their work and focusing on how it makes them feel or things it makes them think of or experiences it reminds them of</li> <li>• E2,3,5 Pupils should design, make and evaluate their own self-portrait</li> <li>• E4 Pupils should compare their finished self-portrait to Vincent Van Gogh's and describe similarities and differences</li> <li>• D1 Pupils should extend the drawing media they draw with (eg. charcoal, chalk, pastels) and draw lines of different sizes and thicknesses</li> <li>• D2 Pupils should carefully observe position, size, shape and colour of human facial features and produce observational drawings of human faces</li> <li>• D4 Pupils should begin to mix coloured pencils to match colour and shades from observations</li> </ul>	<ul style="list-style-type: none"> <li>• E1 Pupils should research artists and comment on their work and focusing on how it makes them feel or things it makes them think of or experiences it reminds them of</li> <li>• E2,3,5 Pupils should design, make and evaluate their own paintings</li> <li>• E4 Pupils should compare their finished paintings to Monet's and describe similarities and differences</li> <li>• P1 Pupils should use a variety of tools with paint to make thick and thin marks (brush, sponge, finger)</li> <li>• P2 Use different techniques to apply paint (splatter, sponge, stroke)</li> <li>• P3 Pupils should use poster paint and begin to mix powder paint independently</li> <li>• P4 Pupils should identify primary and secondary colours and begin to link to objects (eg sunshine yellow, raspberry pink)</li> </ul>	<ul style="list-style-type: none"> <li>• E1 Pupils should research artists and comment on their work and focusing on how it makes them feel or things it makes them think of or experiences it reminds them of</li> <li>• E2,3,5 Pupils should design, make and evaluate their own repeating pattern wallpaper</li> <li>• E4 Pupils should compare their finished wallpaper William Morris' and describe similarities and differences</li> <li>• PR1 Pupils should explore a wider range of printing materials (cork, sponge, rollers, string) and comment on the marks they make.</li> <li>• P2 Pupils should investigate and create repeating patterns in more than one colour</li> <li>• PR3 Pupils should print without smudging</li> <li>• PR4 Pupils should create their own relief printing block from different</li> </ul>	<ul style="list-style-type: none"> <li>• E1 Pupils should research artists and comment on their work and focusing on how it makes them feel or things it makes them think of or experiences it reminds them of</li> <li>• E2,3,5 Pupils should design, make and evaluate their own clay creature inspired by Chris Ryniak</li> <li>• E4 Pupils should compare their finished to and describe similarities and differences</li> <li>• C1 Pupils should manipulate and mould clay by rolling, pinching, squeezing, pushing, pulling, scratching and cutting using their hands, fingers and tools</li> <li>• C2 Pupils should begin to select and safely use appropriate tools to make cuts and marks</li> <li>• C3 Pupils should begin to join pieces of clay together by squeezing and pinching with a clay slip</li> </ul>	<ul style="list-style-type: none"> <li>• E1 Pupils should research artists and comment on their work and focusing on how it makes them feel or things it makes them think of or experiences it reminds them of</li> <li>• E2,3,5 Pupils should design, make and evaluate their own embellished woven product inspired by Kente cloth</li> <li>• E4 Pupils should compare their finished product to their design and describe similarities and differences</li> <li>• T1 Pupils can discuss and sort materials based on their properties (including colour, texture, pattern and shape)</li> <li>• T2 Pupils should begin to know how to plait. Pupils should begin to know how to weave by going under and over.</li> <li>• T3 Pupils can handle scissors and needles with care and accuracy</li> <li>• T4 Pupils can join fabrics together using glue. Pupils</li> </ul>	<ul style="list-style-type: none"> <li>• E1 Pupils should research artists and comment on their work and focusing on how it makes them feel or things it makes them think of or experiences it reminds them of</li> <li>• E2,3,5 Pupils should design, make and evaluate their own</li> <li>• E4 Pupils should compare their finished to and describe similarities and differences</li> <li>• 3D1 Pupils can shape, form, construct and model a variety of manipulatives (e.g. plasticene, salt dough, cardboard, paper etc.). Pupils can make junk models and know how to make them strong by stuffing boxes with newspaper, turn boxes inside out and using different joins.</li> <li>• 3D2 Pupils can talk about sculpture, what it is made of, what it is for etc. Pupils can investigate 3D</li> </ul>



	<p>it makes them feel or things it makes them think of or experiences it reminds them of and identify aspects of others' work as a starting point for their own</p> <ul style="list-style-type: none"> <li>• E2,3,5 Pupils should <b>design, make and evaluate</b> their own character in the style of Disney</li> <li>• E4 Pupils should compare their finished character to Disney's and describe similarities and differences</li> <li>• E6 Use a sketchbook to record initial ideas and designs to revisit</li> <li>• <b>D1 Pupils should begin to experiment with different grade pencils for creating different lines</b></li> <li>• D2 Pupils should carefully observe position, size, shape and colour of facial features and produce drawings showing facial expressions. Pupils should begin to use different grades of pencils for patterns and textures (crosshatch, dots and dashes, circles, spirals)</li> <li>• D4 Pupils should begin to experiment with different pencil grades to create hard and soft lines, shadows, tones and shades,</li> <li>• D5 Pupils should begin to show consideration for the pencil grade they use</li> </ul>	<p>it makes them feel or things it makes them think of or experiences it reminds them of and identify aspects of others' work as a starting point for their own</p> <ul style="list-style-type: none"> <li>• E2,3,5 Pupils should <b>design, make and evaluate</b> their own character in the style of Jackson Pollock</li> <li>• E4 Pupils should compare their finished paintings to Jackson Pollock's and describe similarities and differences</li> <li>• E6 Use a sketchbook to record initial ideas and designs to revisit</li> <li>• P1 Pupils should use a range of brushes to produce different thick and thin lines with increasing control</li> <li>• P2 Pupils should begin to experiment with different effects such as blocking colour, colour washes</li> <li>• P3 Pupils should confidently use poster paint and powder paint and begin to use water colours</li> <li>• <b>P4 Pupils should identify complementary colours and use them within their paintings</b></li> <li>• <b>P5 Pupils should mix colours as well as white and black to different colours to create different shades with increased confidence</b></li> </ul>	<p>it makes them feel or things it makes them think of or experiences it reminds them of and identify aspects of others' work as a starting point for their own</p> <ul style="list-style-type: none"> <li>• E2,3,5 Pupils should <b>design, make and evaluate</b> their own tessellating print</li> <li>• E4 Pupils should compare their finished tessellated print to M.C. Escher and describe similarities and differences</li> <li>• E6 Use a sketchbook to record initial ideas and designs to revisit</li> <li>• PR1 Pupils should print with a range of different media using relief printing blocks (eg polystyrene) and mono printing (eg leaves) and digital prints</li> <li>• P2 Pupils should investigate tessellations using digital art to rotate and fit a repeated shapes together</li> <li>• PR3 Pupils should experiment with a range of media to print with consideration for the final design (eg foil, sponge, polystyrene)</li> <li>• <b>PR4 Pupils should select the most appropriate materials to create a printing block</b></li> <li>• PR5 Pupils should begin to overlap prints to create layers.</li> </ul>	<p>it makes them feel or things it makes them think of or experiences it reminds them of and identify aspects of others' work as a starting point for their own</p> <ul style="list-style-type: none"> <li>• E2,3,5 Pupils should <b>design, make and evaluate</b> their own clay pot</li> <li>• E4 Pupils should compare their finished to Leach's pottery and describe similarities and differences</li> <li>• E6 Use a sketchbook to record initial ideas and designs to revisit</li> <li>• S1 Pupils should begin to consider how sculptures look from different angles showing an awareness of ratios and perspectives</li> <li>• S2 Pupils should construct a simple base for modelling. Pupils should use artist's work to generate ideas</li> <li>• S3 Pupils should begin to select and use tools to add texture for a desired effect</li> <li>• <b>S4 Pupils should begin to successfully join clay using cross hatching and a slip</b></li> <li>• S5 Pupils should begin to understand how sculptures change over time (eg drying, firing, glazing)</li> </ul>	<p>it makes them feel or things it makes them think of or experiences it reminds them of and identify aspects of others' work as a starting point for their own</p> <ul style="list-style-type: none"> <li>• E2,3,5 Pupils should <b>design, make and evaluate</b> their own tie-dyed fabric square</li> <li>• E4 Pupils should compare their finished product to their design and describe similarities and differences</li> <li>• E6 Use a sketchbook to record initial ideas and designs to revisit</li> <li>• T1 Pupils can confidently discuss and sort materials based on their properties (including man-made, recycled and natural). Pupils can look at existing products to inspire their own designs.</li> <li>• T2 Pupils should confidently plait three lengths.</li> <li>• T3 Pupils can confidently handle scissors, needles etc with care and accuracy</li> <li>• <b>T4 Pupils can use a range of joining techniques (sewing, gluing, tying) Pupils can begin to use more than one stitch (eg running, back and overcast) to join materials</b></li> <li>• T5 Pupils can consider colour when designing fabrics. Pupils can decorate fabric with a single colour and patterned tie-dye .</li> <li>• T6 Pupils can select embellishment for effect and to enhance their product and add them using a needle and thread.</li> </ul>	<p>it makes them feel or things it makes them think of or experiences it reminds them of and identify aspects of others' work as a starting point for their own</p> <ul style="list-style-type: none"> <li>• E2,3,5 Pupils should <b>design, make and evaluate</b> their own</li> <li>• E4 Pupils should compare their finished art work to their design and describe similarities and differences</li> <li>• E6 Use a sketchbook to record initial ideas and designs to revisit</li> <li>• C1 Pupils can create their own simple designs inspired by artists or time periods</li> <li>• C2 Pupils can select different materials with purpose considering texture and colour. Pupils can carefully Tear or cut for a desired finish.</li> <li>• C3 Pupils can begin to select colours to create a mood or feeling for the collage. Pupils can begin to sort materials based on specific qualities (eg warm, cold, shiny ect.)</li> <li>• <b>C4 Pupils can begin to tear or cut for a desired finish. Pupils can use paste or adhesive to place cut or torn shapes to create a new image</b></li> </ul>
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Key Vocabulary	pencil grade, expression, appearance, shade, shadow, colour, shape, size, proportion	Colour block, colour wash, poster paint, powder paint, water colours, mix, shades, complementary	Pattern, tessellate, colour, relief printing, digital print, layering, monoprint	Cutting, marking, joining, shaping, moulding, crosshatch, clay slip, texture, carve	Embellishment, sew, join, needle, thread, aesthetics, tie-dye, resist, plait natural, man-made, recycled	Layering, pattern, texture, colour, joining, adhesive, mood, over-lapping,
Year 4						
Strand	Drawing	Painting	Printing	Sculpture	Textiles	Collage
Artist/focus	Pablo Picasso	Georgia O'Keeffe	Roy Lichtenstein	Antony Gormley	Cushion covers	Henri Matisse
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know Pablo Picasso is one of the world's most famous artists</li> <li>Know Pablo Picasso was a Spanish artist who helped develop cubism</li> <li>Know cubism is an abstract art form that fragments (splits up) the object</li> <li>Know pencils marked with a h are hard pencils and pencils marked with a b are soft pencils</li> <li>Know perspective drawing means creating an illusion of depth and a 3<sup>rd</sup> dimension</li> <li>Identify and begin to use the horizon line, vanishing points and vanishing lines.</li> </ul>	<ul style="list-style-type: none"> <li>Know Georgia O'Keefe is an American artist famous for her art during the 20<sup>th</sup> century</li> <li>Know Georgia O'Keefe was famous for painting pictures inspired by nature</li> <li>Know Georgia O'Keefe was the first female painter to gain respect for her Art in America in the 1920s</li> <li>Understand and begin to use art vocabulary (landscape, portrait, foreground, background)</li> <li>Know colours can evoke different feelings in an audience</li> </ul>	<ul style="list-style-type: none"> <li>Know Roy Lichtenstein was an American artist famous for his 'pop art' style</li> <li>Know pop art is based on modern popular culture and mass media</li> <li>Know Roy Lichtenstein was friends with Andy Warhol (another pop artist studied in Y1)</li> <li>Know Roy Lichtenstein based his pop art on comic books and advertising</li> <li>Know Roy Lichtenstein used bold, bright colours and black outlines</li> <li>Know Roy Lichtenstein used dots to build up an image</li> <li>Know a positive image is a normal image. A negative image is a total inversion, in which light areas appear dark and vice versa</li> </ul>	<ul style="list-style-type: none"> <li>Know Antony Gormley is a British Sculptor</li> <li>Know one of Anthony Gormley's famous works is the Angel of the North Sculpture located in the North of England</li> <li>Know sculptures are a 3D art form</li> <li>Know Sculptures need to strong base to build from</li> <li>Know lasting joins are needed to produce lasting sculptures</li> <li>Know sculptures can be made from a range of different materials (including natural, made-man and recycled)</li> </ul>	<ul style="list-style-type: none"> <li>Know different ways of joining material (eg glue, sewing, weaving, tying)</li> <li>Know and name different types of stitches such as a running stitch, a back stitch, hemming stitch</li> <li>Know and select the most appropriate stitch for a purpose</li> <li>Know how to select appropriate/ complimentary thread colours</li> <li>Know how to create an envelope fold cushion cover</li> </ul>	<ul style="list-style-type: none"> <li>Know Henri Matisse was a French artist born in the late 19th century.</li> <li>Know Henri Matisse was a draughtsman, printmaker, painter and sculptor.</li> <li>Know Henri Matisse is famous for his use of clever visuals and colour.</li> <li>Know collages can be made with physical resources or digitally</li> <li>Know how to use simple cut, copy, crop and paste operations on a computer</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should identify aspects of others' work as a starting point for their own</li> <li>E2,3,5 Pupils should <b>design, make and evaluate</b> their own art piece in the style of cubism</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should identify aspects of others' work as a starting point for their own</li> <li>E2,3,5 Pupils should <b>design, make and evaluate</b> their own art piece in the style of Georgia O'Keefe</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should identify aspects of others' work as a starting point for their own</li> <li>E2,3,5 Pupils should <b>design, make and evaluate</b> their own art piece in the style of Roy Lichtenstein's pop art</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should identify aspects of others' work as a starting point for their own</li> <li>E2,3,5 Pupils should <b>design, make and evaluate</b> their own art piece in the style of</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should identify aspects of others' work as a starting point for their own</li> <li>E2,3,5 Pupils should <b>design, make and evaluate</b> their own cushion cover</li> <li>E4 Pupils should compare their finished art piece to</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should identify aspects of others' work as a starting point for their own</li> <li>E2,3,5 Pupils should <b>design, make and evaluate</b> their own art piece in the style of</li> </ul>

	<ul style="list-style-type: none"> <li>E4 Pupils should compare their finished art piece to Pablo Picasso's and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li><b>D1 Pupils should begin to make choices about different grade pencils for creating different lines. Pupils should use a range of drawing media to develop intricate patterns/ marks.</b></li> <li>D2 Pupils should draw for a sustained period of time and carefully observe position, size, shape and colours. Pupils should begin to show reflections in their drawings</li> <li>D4 Pupils should experiment with different pencil grades to create hard and soft lines and begin to develop an understanding of shadow, light and dark.</li> <li>D5 Pupils should begin to experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li><b>D6 Pupils should begin to develop further drawings featuring a third dimension and perspective.</b></li> </ul>	<ul style="list-style-type: none"> <li>E4 Pupils should compare their finished art piece to O'Keefe's and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>P1 Pupils should select the correct brush to demonstrate control over the marks made</li> <li>P2 Pupils should understand how to create a background colour using a colour wash. Pupils should begin to develop painting from a drawing. Pupils should work in monochrome (shades of one colour.) Pupils should look at and make paintings with background, foreground and middle-ground and use perspective. Pupils should use shading in their painting to create feeling and mood.</li> <li>P3 Pupils should begin to choose appropriate paint for their work.</li> <li>P4 Pupils should begin to explore how colours link to moods</li> <li><b>P5 Pupils should mix colour, shades and tones with increasing confidence. Pupils should mix and match colours for purposes (e.g. skin colours).</b></li> </ul>	<ul style="list-style-type: none"> <li>E4 Pupils should compare their finished art piece to Lichtenstein's and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>PR1 Pupils should print with a range of different media and evaluate the print and effectiveness</li> <li>P2 Pupils should create repeating patterns</li> <li>PR3 Pupils should begin to print with multiple different colours (3+)</li> <li><b>PR4 Pupils should select the most appropriate materials to create a printing block and say why</b></li> <li>PR5 Pupils should overlap prints to create layers.</li> </ul>	<ul style="list-style-type: none"> <li>E4 Pupils should compare their finished art piece to and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>S1 Pupils should consider how sculptures look from different angles showing an awareness of ratios and perspectives. Pupils should consider different materials used to make sculptures (including natural, man-made and recycled)</li> <li>S2 Pupils should construct a base for modelling. Pupils should explore and use artist's work to generate their own ideas</li> <li>S3 Pupils should select and safely use tools for desired uses and effects</li> <li><b>S4 Pupils should begin to understand different ways of joining materials and consider their effectiveness</b></li> <li>S5 Pupils should understand how sculptures change over time. Pupils should use a range of tools to create desired finishes</li> </ul>	<p>their design and describe similarities and differences</p> <ul style="list-style-type: none"> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>T1 Pupils can select fabrics and threads for a specific purpose/aesthetic using existing products as a starting point</li> <li>T2 Pupils should begin to use more than one type of stitch for a specific purpose</li> <li>T3 Pupils can work in a safe organised way, caring for equipment. Pupils can secure their work to continue at a later date.</li> <li><b>T4 Pupils can use a range of joining techniques (sewing, gluing, tying) to securely join two pieces of material together. Pupils can begin to use more than one stitch and say why they are using that stitch</b></li> <li>T5 Pupils can consider colour when designing and choosing fabrics. Pupils can select complimentary/ appropriate coloured thread</li> <li>T6 Pupils can create a final product considering aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>E4 Pupils should compare their finished art piece to and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>C1 Pupils can create their own designs inspired by artists or time periods</li> <li>C2 Pupils can cut or tear multiple shapes at the same time. Pupils can use a computer to create a collage</li> <li>C3 Pupils can select colours to create a mood or feeling for the collage and say why. Pupils can sort materials based on specific qualities (eg warm, cold, shiny ect.). Pupils can use a computer to create different moods and feelings using images and colours</li> <li><b>C4 Pupils can begin to cut, copy, paste, crop, edit images on a computer.</b></li> </ul>
<b>Key Vocabulary</b>	cubism, abstract art, soft, hard, reflections, shadow, perspective, dimension, vanishing point	Landscape, portrait, foreground, background, colour wash, mood, shades	positive space, negative space, pop art, layers, pattern, colour, pointillism	Cross hatch, clay slip, tessellate, imprint, form, space, construct,	Running stitch, back stitch, hemming stitch, cross stitch, colour, aesthetic,	Aesthetics, layering, pattern, texture, colour, joining, adhesive, mood, over-lapping,

				support, bend, shape, manipulate, form, space		cut, paste, crop , represent, mood, feeling
Year 5						
Strand	Drawing	Painting	Printing	Sculpture	Textiles	Collage
Artist/focus	Michelangelo	Wassily Kandinsky	Hokusai/ Utagawa Hiroshige	Khalil Chistee/ Tim Noble and Sue Webster	Indian Art/ Batik	Kurt Schwitters
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know Michelangelo was an Italian artist best known for his renaissance art</li> <li>Know Michelangelo was famous for painting the ceiling of the Sistine Chapel for the Pope in 1508</li> <li>Know when to use different grades of pencils for hard and soft lines</li> <li>Know perspective drawing means creating an illusion of depth and a 3<sup>rd</sup> dimension</li> <li>Know shadows make an object appear 3D</li> <li>Identify and use the horizon line, vanishing points and vanishing lines in perspective drawings</li> </ul>	<ul style="list-style-type: none"> <li>Know Wassily Kandinsky was a Russian artist famous for his expressionism and abstract art</li> <li>Know abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.</li> <li>Know Wassily Kandinsky's art was inspired by music and colour</li> <li>Know and describe primary, secondary, warm, cold, contrasting and complimentary colours</li> <li>Know and begin to use artistic vocabulary including: foreground, midground and background, abstract art</li> </ul>	<ul style="list-style-type: none"> <li>Know Katsushika Hokusai was a Japanese artist and printmaker</li> <li>Know Hokusai is best known as the author of the woodblock print series Thirty-six Views of Mount Fuji</li> <li>Know Hokusai's most famous print is 'The Great Wave' which is part of the 36 views of Mount Fuji series</li> <li>Know Utagawa Hiroshige was also a famous Japanese artist at the same time as Hokusai</li> <li>Know Hokusai and Hiroshige both created wood block prints of landscapes</li> </ul>	<ul style="list-style-type: none"> <li>Know Tim Noble and Sue Webster are contemporary British artists</li> <li>Know Tim Noble and Sue Webster's use art to inspire humans to take action against waste</li> <li>Know Khalil Chistee is a Pakistani sculptor who uses discarded plastic bags to create art</li> <li>Know art can be used to give a message</li> <li>Know sculptures can be made from a range of different materials</li> <li>Know hollowing 3D shapes reduces drying time and weight</li> </ul>	<ul style="list-style-type: none"> <li>Know Batik is a method of resist dyeing a cloth to achieve unique and colorful designs</li> <li>Know Batik is an ancient handicraft that has been a part of Indian culture for over 2000 years</li> <li>Know how to work safely with hot wax with adult support</li> <li>Know a wider range of stitches building on previous knowledge to finish a product (eg. herringbone and French knot)</li> </ul>	<ul style="list-style-type: none"> <li>Know Kurt Schwitters was a German artist</li> <li>Know Kurt Schwitters worked in several different art areas that later became known as installation art</li> <li>Know what a brief is and how to fulfil one</li> <li>Know stories, music and poems can link to emotions</li> <li>Know how to convey an idea or meaning using colour, texture and movement</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should use others' work as a starting point for their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own self portrait</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should use others' work as a starting point for their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own paintings in the style of Kandinsky</li> <li>E4 Pupils should compare their final product with their inspiration and design</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should use others' work as a starting point for their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should use others' work as a starting point for their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should use others' work as a starting point for their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own batik cloth</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should research artists and comment on their work expressing their likes and dislikes through annotations as well as commenting on how it makes them feel or things it makes them think of or experiences it reminds them of. Pupils should use others' work as a starting point for their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> </ul>

	<ul style="list-style-type: none"> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>D1 Pupils should make choices about different grade pencils for creating different lines. Pupils should expand their drawing media to include pen and ink, charcoal and pastel.</li> <li>D2 Pupils should work in a sustained and independent way to create a detailed drawing using different techniques such as shading, hatching.</li> <li>D4 Pupils should create their own art with consideration for line, tone, shape and colour to represent figures and forms in movement. Pupils should start to develop their own style using tonal contrast and mixed media.</li> <li>D6 Pupils should develop further drawings and begin to use a third dimension and perspective. Pupils should begin to use a single vanishing point and horizon line</li> <li>D7 Pupils should begin to develop an awareness of composition, scale and proportion in their drawings.</li> </ul>	<p>and describe similarities and differences</p> <ul style="list-style-type: none"> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>P1 Pupils should select different tools to create effect in their work</li> <li>P2 Pupils should use layers of paint to build up a picture. Pupils should used mixed media to create a final piece.</li> <li>P3 Pupils should confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Pupils should begin to match skin tones.</li> <li>P4 Pupils should begin to explore how colours link to moods</li> <li>P5 Pupils should mix colour, shades and tones with confidence building on previous knowledge. Pupils should use colours to create mood and feelings in their paintings. Pupils should mix and match colours to create atmosphere and light effects.</li> <li>P6 Pupils should start to develop their own style using tonal contrast and mixed media. Pupils should express their own emotions accurately through their painting.</li> </ul>	<ul style="list-style-type: none"> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>PR1 Pupils should print onto different materials. Pupils should begin to print using screen printing.</li> <li>P2 Pupils should begin to create patterns using different stimulus (eg the environment) and organise them in different ways (eg repeated, symmetrical)</li> <li>PR3 Pupils should begin to print with multiple different colours (4+)</li> <li>PR4 Pupils should select and make printing materials working backwards in their planning to produce a final design</li> <li>PR5 Pupils should print with a number of colours using layering.</li> </ul>	<ul style="list-style-type: none"> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>S1 Pupils should consider different materials used to make sculptures (including natural, man-made and recycled) and create small prototypes before the final piece</li> <li>S2 Pupils should have an increasing awareness in environmental sculpture and found object art. Pupils should work as a group to create a large sculpture</li> <li>S3 Pupils should Work in a safe, organised way, caring for equipment. Pupils should secure work to continue at a later date</li> <li>S4 Pupils should understand and begin to confidently use different ways of joining materials and considering their effectiveness</li> <li>S5 Pupils should understand how sculptures change over time. Pupils should develop an understanding of different ways of finishing work (eg paint glaze, polish)</li> </ul>	<ul style="list-style-type: none"> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>T1 Pupils can select and use different threads and needles</li> <li>T2 Pupils can use different materials to confidently weave explaining the warp and weft</li> <li>T3 Pupils can work in a safe organised way and use tools safely. Pupils can confidently secure their work to continue at a later date.</li> <li>T4 Pupils can experiment with batik. Pupils can use joining techniques to securely join materials.</li> <li>T5 Pupils can explore different ways of dyeing materials (including batik)</li> <li>T6 Pupils can confidently use sewing skills and different stitching techniques to create a finished product</li> </ul>	<ul style="list-style-type: none"> <li>E6 Pupils should use sketchbooks to collect and record information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>C1 Use previous knowledge and research of existing ideas to inspire your own ideas</li> <li>C2 Pupils can select different materials with purpose considering texture and colour . Pupils can carefully Tear or cut for a desired finish. Pupils can cut or tear multiple shapes at the same time. Pupils can begin to represent images using collage</li> <li>C3 Pupils can select colours to create a mood or feeling for the collage and say why. Pupils can ort materials based on specific qualities to create a desired effect</li> <li>C4 Pupils can carefully tear or cut for a desired finish and aesthetic. Pupils can select and use paste or adhesive to place cut or torn shapes to create a new image</li> </ul>
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Key Vocabulary	shape, tone, colour, shading, hatching, shadow, hardness, perspective, dimension, vanishing point, vanishing lines, horizon, composition, scale, proportion	Foreground, midground, background, mixed media, effect, texture, skin tone, mood, abstract art	Motif, screen print, layering, resist, block, mono	joining, shaping, moulding, construct, manipulate, smooth, size, scale, form, space, material, natural, man-made, recycled, message	Weft, warp, tjangting tool, aesthetic, batik, running, cross, chain, French knot, herringbone	Aesthetics, layering, pattern, texture, colour, joining, adhesive, mood, over-lapping, over-layering, represent, mood, feeling, brief
Year 6						
Strand	Drawing	Painting	Printing	Sculpture	Textiles	Collage
Artist/focus	Salvador Dali	L. S. Lowry	Glen Alps	George Segal/ Elizabeth Berrien	Modern fashion designers	Peter Blake
Knowledge	<ul style="list-style-type: none"> <li>Know Salvador Dali was a Spanish painter who was known for being a bit eccentric and unusual</li> <li>Know Salvador Dali was famous for his surrealist art such as the melting clock 'The Persistence of Memory'</li> <li>Select the correct pencil to add shade and tone</li> <li>Use tone to develop colour in 3D drawings</li> <li>Know the proportions of the human body</li> <li>Know perspective drawing creates a 3<sup>rd</sup> dimension using perspective and shadows</li> <li>Know the best drawing media to create different results</li> </ul>	<ul style="list-style-type: none"> <li>Know L. S. Lowry was an English artist famous for his art that captured industrial England</li> <li>Know L. S. Lowry is famous for only using 5 colours and 'match stick' men</li> <li>Know what colours evoke different emotions</li> <li>Know and use primary, secondary, warm, cold, contrasting and complimentary colours in their own work</li> <li>Know and use artistic vocabulary including: foreground, midground, background</li> </ul>	<ul style="list-style-type: none"> <li>Know Glen Alps was an American print maker and educator</li> <li>Know Glen Alps developed the 'collagraph' print</li> <li>Know a collagraph is a collage of materials of various textures glued on to a printing plate</li> <li>Know intaglio print is a technique in which the image is etched into a surface and the sunken area holds the ink. It is the opposite of relief printing</li> <li>Know a stencil print prints through the open areas</li> <li>Know a planographic printing means printing from a flat surface</li> </ul>	<ul style="list-style-type: none"> <li>Know George Segal was an American sculptor associated with Pop Art</li> <li>Know Elizabeth Berrien is an American artist who is world famous for her wire sculptures</li> <li>Know different materials can be used for sculptures</li> <li>Know an armature is a 'skeleton' used by artists to support a figure</li> <li>Know sculptures are usually be created in stages to allow for drying time</li> </ul>	<ul style="list-style-type: none"> <li>Know and describe some modern fashion designers from around the world</li> <li>Know how to create a wide range of stitches (including a cross stitch)</li> <li>Know how to meet a brief to fulfil the wants and needs of a design</li> <li>Explain their choices of materials and tools to create a design</li> </ul>	<ul style="list-style-type: none"> <li>Know Peter Blake was a British pop artist</li> <li>Know Peter Blake was famous for creating art for things he liked such as films, comic books and pop music</li> <li>Know stories, music or poems can be interpreted to represent emotions</li> <li>Know how to effectively meet a brief</li> <li>Know and select the most appropriate materials and adhesive for a specific collage</li> </ul>
Skills	<ul style="list-style-type: none"> <li>E1 Pupils should learn about great artists, architects and designers in history and appraise their work. Pupils should be inspired by their work to create their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own art piece in the style of surrealism</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to record</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should learn about great artists, architects and designers in history and appraise their work. Pupils should be inspired by their work to create their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own art piece in the style of Lowry.</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to record</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should learn about great artists, architects and designers in history and appraise their work. Pupils should be inspired by their work to create their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own art piece in the style of</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to record</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should learn about great artists, architects and designers in history and appraise their work. Pupils should be inspired by their work to create their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own art piece in the style of</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to record</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should learn about great artists, architects and designers in history and appraise their work. Pupils should be inspired by their work to create their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own binka cross stitch bookmark to suit a Maya pattern</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>E1 Pupils should learn about great artists, architects and designers in history and appraise their work. Pupils should be inspired by their work to create their own</li> <li>E2,3,5 Pupils should design, make and evaluate their own art piece in the style of</li> <li>E4 Pupils should compare their final product with their inspiration and design and describe similarities and differences</li> <li>E6 Pupils should use sketchbooks to record</li> </ul>

	<p>their observations and show the design, make and evaluate process.</p> <ul style="list-style-type: none"> <li>• <b>D1 Pupils should develop their own style of drawing using mixed media and work in a sustained and independent way to develop their own style of drawing.</b></li> <li>• D2 Pupils should work in a sustained and independent way to create a detailed drawing across a number of sessions</li> <li>• D3 Pupils explained why they have chosen specific drawing techniques</li> <li>• D4 Pupils should create their own art with consideration for line, tone, shape and colour</li> <li>• <b>D6 Pupils should draw perspective drawings using a horizon, single vanishing point and vanishing lines.</b></li> <li>• D7 Pupils should develop an awareness of composition, scale and proportion in their drawings.</li> <li>• D8 Pupils should develop an awareness of foreground and background in their drawings</li> </ul>	<p>their observations and show the design, make and evaluate process.</p> <ul style="list-style-type: none"> <li>• P1 Pupils should independently select tools for specific purposes or effects in their work</li> <li>• P2 Pupils should use a variety of techniques to produce their final piece.</li> <li>• P3 Pupils should understand and select paint which works well in their work and why.</li> <li>• P4 Pupils should confidently colours needed to mix a new colour</li> <li>• <b>P5 Pupils should mix colour, shades and tones with confidence building on previous knowledge.</b></li> <li>• P6 Pupils should work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade or inspiration from artists</li> <li>•</li> </ul>	<p>their observations and show the design, make and evaluate process.</p> <ul style="list-style-type: none"> <li>• PR1 Pupils should demonstrate a range of print making techniques (eg relief, intaglio, stencil)</li> <li>• P2 Pupils should create their own patterns and organise them in different ways</li> <li>• PR3 Pupils should print with multiple different colours (4+) using different techniques</li> <li>• <b>PR4 Pupils should create their own callograph printing blocks. Pupils should create and use stencils.</b></li> <li>• PR5 Pupils should print with a number of colours relating to atmosphere and mood using layering.</li> <li>•</li> </ul>	<p>their observations and show the design, make and evaluate process.</p> <ul style="list-style-type: none"> <li>• S1 Pupils should work around an armature to create a solid base. Pupils should use plaster of Paris to mould a sculpture</li> <li>• S2 Pupils should consider and evaluate different bases for modelling (eg balloons, wire, fabric)</li> <li>• S3 Pupils should work in a safe, organised way. Pupils should select and safely use a wider range of tools and materials (eg wire cutters and plaster of Paris)</li> <li>• <b>S4 Pupils should plan a sculpture by drawing first. Pupils should solve problems when joining as they occur using their knowledge of lasting joins</b></li> <li>• S5 Pupils should finish designs with a life like standard and consider their lasting time</li> </ul>	<ul style="list-style-type: none"> <li>• E6 Pupils should use sketchbooks to record their observations and show the design, make and evaluate process.</li> <li>• T1 Pupils can select and use different threads and needles with purpose building on previous knowledge</li> <li>• T2 Pupils can recognise different forms of textiles and express opinions on them</li> <li>• T3 Pupils can work in a safe organised way and use tools safely. Pupils can confidently secure their work to continue at a later date.</li> <li>• <b>T4 Pupils can effectively join different materials with purpose</b></li> <li>• T5 Pupils can consider colour to create aesthetic designs</li> <li>• T6 Pupils can use designs from sketch books create a finished product to meet a brief</li> </ul>	<p>their observations and show the design, make and evaluate process.</p> <ul style="list-style-type: none"> <li>• C1 Use previous knowledge and research of existing ideas to inspire your own ideas confidently</li> <li>• C2 Pupils can recreate whole or part images using collage. Pupils can add additional embellish to improve the aesthetic of a collage</li> <li>• C3 Pupils can find and select materials to represent a thing or surface (e.g. water)</li> <li>• <b>C4 Pupils can independently select materials and adhesive to create their final collage</b></li> </ul>
<b>Key Vocabulary</b>	Line, tone, colour, shade, shape, silhouette, surrealism, horizon, vanishing point, vanishing lines, foreground, back ground	Texture, emotions, colour, tone, line, foreground, midground, background	Relief, intaglio, stencil, planography, collagraph,	Shape, mould, model, join, stress points, form, size, scale, mould, bend, twist	Weft, warp, tjanting tool, aesthetic, batik, running, cross, chain, French knot, herringbone, Design, texture,	Aesthetics, layering, pattern, texture, colour, joining, adhesive, mood, over-lapping, over-layering, represent, mood, feeling, brief, embellish,