

Art & Design Curriculum

Learning as a family in Jesus, through Love, Hope and Forgiveness

'with God all things are possible.' Matthew 19:26



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Overview

	Drawing		Painting	ng Printing		Printing	3D/Collage	
AGE	YEAR	AU	ΓυΜΝ	SPRING		SUMMER		
PHASE	Group							
EYFS	R	Self-portraits.	Autumn materials and form.	Colour m blen	-			Finger and shape printing.
		Key Artist: Elizabeth Sporne (local) & Toyin Ojih Odutola	Key Artist: Andy Goldsworthy	Key A Kand				Key Artist: Yayoi Kusama
	1	Abstract, opt illusion art. Key Artist: Bridget Riley	Charcoal line drawings. Key Artist: Jane Hissey	Small scu Key Artis Gori	t: Antony		to	a print picture linked to opic. st: Hokusai
KS1	-							
		Secondary colours. Key Artist: André	Pop art prints. Key artist: Andy Warhol	Illustra Key Artist				Plastic pollution sculptures.
	2	Derain	,	Bla	-			Key Artists: Robert Bradford & Mbongeni Buthelezi
				Port		Mosaics.	Collagraph printing.	Observational drawing.
	3			Key artists Arcimb Pica	oldo &	Key Artists: Antoni Gaudí & Sonia King	Key Artist: Keith Haring	Key Artists: Amiria Gale & Michelangelo Buonarroti
LKS2								



	4		Sketching. Key Artist: David Dancey Wood	Aboriginal art. Key Artists: Clifford Possum Tjapaltjarri & Emily Kame Kngwarreye	Victorian art. Quilling and decoupage. Linked to trip to Hook Court.		Viking Art. Key Artist: William Morris
UKS2	5	Clay pillars. Key Architect: Ictinus Key Artist: Imogen Charleston		Pointillism and layering. Key Artist: Roy Lichinstein		Charcoal/chalk cave drawings. Key Artist: Kathe Kollwitz	Observational painting. Key Artists: Sally Winter, Calude Monet & Joseph Mallord Turner
	6	Sketching/drawing. Key Artist: Mackintosh (designer)	Remembrance inspired painting. Key Artists: Georgia O'Keefe & Leonard Rosoman	Animal modelling wire sculptures. Key Artists: Alexander Calder & Diane Komoter		T-shirt prints. Key Artists: Banksy & Lucanart	



EYFS



Reception 4-5 Expressive Art and Design • 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. Physical Development • 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 ELG Expressive Art and Design (Creating with Materials) • 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. Physical Development (Fine Motor Skills) • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scisors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing Elf – portraits- Recognising and drawing simple shapes that make the features. Line: I know how different mediums can be used to make lines e g pencil, charcoal, paint, pastel and think about thickness Self-portrait, pen, pencil, wax crayon, fe		Tone: I know pencils can be light and dark.	Pencils, pens, wax crayons and oil pastels.				
Expressive Art and Design • 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. Physical Development • 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 Expressive Art and Design (Creating with Materials) • 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. Physical Development (fine Motor Skills) • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing			control, features.				
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		Reception 4-5					
Development Matters Objectives		Development Matters Objectives					
EYFS - Year R - All about me Term 1	E	YFS - Year R - All about me	Term 1				



		Deres and the large large life				
		Pattern: I understand how different pattern range of media including		Key Artist	Linked Resources	
		Tange of media including o	awing.	Elizabeth Sporne (local)	make	
Fredale		Artist: I have an understanding of differer	nt artists, their styles and		7.50	
-00		drawings.		Toyin Ojih Odutola (1985- present)	×*7	
		Artist: I know basic facts about an ar	tist and their style	·	a by kentick alson	
		Arust: I know basic facts about an ar	ust and their style.	Why?	Let's Make Faces – Hanoch	
					Piven	
			-	Demost reinten		
				Dorset painter	Chara Like	
				Nigerian- American	Me!	
				contemporary visual artist		
					What I like about me! - Allia Zobel Nolan	
	Prior Learning	Key Question	(s)	Future Learning		
Depends on t	the Nursery setting but we would hope t				is used to create styles e.g dashed, straight,	
	hildren can complete the below.	What colours can you	see?	jagged, wavy and curved in a variety of media e.g pencil & charcoal.		
Lino: Lean bo	gin to understand how line can be used i	What colour is used most in th n a What shapes can you	•			
	of media e.g pencil, charcoal, pastel.	How has this drawing bee		Tone: I know how dark and light tones can be represented with pend		
				Pattern: I understand how different methods of drawing can create		
	upport I can begin to understand that per			re	epeating patterns.	
can create l	ight and dark marks by pressing the penc	il		A		
	harder or softer.			Artist: I have an understa	nding of different artists and their styles.	
Pattern: V	Vith support I know how to create print					
	patterns.					
		Skil	ls			
Drawing	I can create a variety	of marks, lines, and shapes by using a range of th	ools including pencils, charco	oal, pastel, pen and charcoal	and select and talk about which I have	
	chosen.					
		olore ways to create dark and light tones with pe	•	• • •	ncil.	
		wn work and discuss what I have created and w	hy, linking to artists I have le	arned about.		
	I can draw basic facia	l features. Skill Sti	rands			
Drawing				a		
	Drawing	Painting Printir		ng 3D/Collage		

	()			
	Continuou	s Provision		
	-Large chalk d	rawing of faces.		
-Playdough to create faces and their family.				
-Use a range of resources to create faces.				
-Exploring resources to make collages of families and pets.				
-Explore oil pastels, pencils, pens & paints.				

Physical Development 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 ELG 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. Physical Development (Fine Motor Skills) Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing Create own collages and autumnal art using natural materials. Explore mud sculptures on trees. Make textural collages to represent different real-life objects such as grass, snow, water and mud. Form: I begin to understand the difference between 2D and 3D and how these can be displayed through simple sculptures with a variety of Conters i gaves nebholse	
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Make textural collages to represent different real-life objects such as grass, snow, water and mud. Make textural collages to represent different real-life how these can be displayed through simple sculptures with a variety of Conkers leaves pebbles	
objects such as grass, snow, water and mud. how these can be displayed through simple sculptures with a variety of Conkers Jeaves pebbles	umn).
Media including: sticks, leaves & conkers. Key Artist Linke	-3
media including: sticks leaves & conkers	-3



Prior Learning Pattern: I know how a range of media, including collage, can create repeating patterns. Artist: I have an understanding of different artists, their styles and collages. Artist: I have an understanding of different artists, their styles and collages. Artist: I know basic facts about an artist and their style. Andy Goldworthy (1956- Density) Book Look what I did with it is the styles and collages. Artist: I know basic facts about an artist and their style. Andy Goldworthy (1956- Density) Book Look what I did with it is the styles and collages. Artist: I know basic facts about an artist and their style. Andy Goldworthy (1956- Density) Book Look what I did with it is the styles and collage. Why did you be about work? What textures can you seef How are the objects to phead? How did you creater your collage? Why did you creater your collage? How are the objects there? Texture: I know how to describe the stale are used to creater as and How what support lenk the area understanding of different artists and their research area designed and their creates I know that a design can be created in free standing for I know that support lenk why the collage in the creater and a why. I kning to artists I have an understanding of different artists and their I can begin to build models from experience with though to the end product by using observation and imagination using a variety of materials such as wood an I can begin to build models from experience with though to the end product by using observation and imagination using a variety of materials such as wood an I can reflect on my own work and discuss what I have creater and why. Inking to artists I have learned abou						
Depends on the Nursery setting but we would hope the children can complete the below. What textures can you see? Work textures can you see? Texture: I know how to describe texture using a variety of naterials through collage. Form: Explore the difference between 2D and 3D and enjoy creating with a variety of media - junk, clay, sticks How ward you change this artwork? How ward you change this artwork? How ward you change this artwork? Pattern: With support I know how to create print patterns Skills 3D/Collage I can begin to build models from experience with thought to the end product by using observation and imagination using a variety of materials such as wood an I can begin to join, check my progress and begin to alter my structures. I can understanding of different attriats such as wood an I can begin to point matural attriats to create a callage through collage. Drawing Painting Painting Orall Collage value are store proversion Skill Strands I can reflect on my own work and discuss what I have created and why, linking to artists I have learned about. I can create a repeating pattern through collage. Continuous Provision			repeating patterns. Artist: I have an understanding of different artists, their styles and collages. Artist: I know basic facts about an artist and their style.		present) Why? English sculptor Contemporary art Movement: environmental &	
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Skills 3D/Collage I can begin to build models from experience with thought to the end product by using observation and imagination using a variety of materials such as wood an I can begin to join, check my progress and begin to alter my structures. I can use a variety of natural materials to create a collage through collaboration and begin to talk about why I have chosen specific materials. I can reflect on my own work and discuss what I have created and why, linking to artists I have learned about. I can create a repeating pattern through collage. Drawing Painting Printing 3D/Collage Optimized Continuous Provision Still Strands Natural resources to explore and create their own large-scale artwork Chalk fireworks Firework tea bag paintings Collage griffatos/layering	 Depends on the Nursery setting but we would hope the children can complete the below. Texture: Explore texture and show an interest in using a variety of materials through collage. Form: Explore the difference between 2D and 3D and enjoy creating with a variety of media - junk, clay, sticks Pattern: With support I know how to create print 		e What do you like about . What textures can you How can you describe the How are the objects jo How would you change this How did you create your Why did you place your natural	work? u see? e shapes? pined? s artwork? collage?	Texture: I know how to des th Form: I know the o I know how different mater I know that sculptures I know that a design ca	difference between 2D and 3D. rials can be used to create raised reliefs. can be designed and then created. n be created in free standing form.
I can begin to join, check my progress and begin to alter my structures. I can use a variety of natural materials to create a collage through collaboration and begin to talk about why I have chosen specific materials. I can reflect on my own work and discuss what I have created and why, linking to artists I have learned about. I can create a repeating pattern through collage. Skill Strands Drawing Painting Painting Continuous Provision Natural resources to explore and create their own large-scale artwork Chalk fireworks Firework tea bag paintings Collage gruffalos/Jayering			Skills			
Drawing Painting Printing 3D/Collage Image: Im	3D/Collage	I can begin to join, check m I can use a variety of n I can reflect on my ow	y progress and begin to alter my structures. atural materials to create a collage through co n work and discuss what I have created and w g pattern through collage.	llaboration and begin to tall hy, linking to artists I have I	k about why I have chosen spec	
Image: Construction of the second						
Natural resources to explore and create their own large-scale artwork Chalk fireworks Firework tea bag paintings Collage gruffalos/layering			Painting Printing 3D/Collag			3D/Collage
Chalk fireworks Firework tea bag paintings Collage gruffalos/layering			Continuous	Provision		
			Chalk fire Firework tea b Collage gruffa	works ag paintings los/layering	rtwork	Dece

Natural resources to explore and recreate art pieces inside the classroom Watercolour paintings of settings

	EYFS - Year R – Around the World	Term 3			
	Development Matters Objectives				
Expressive Art and Design • Explore, use and refine a variety of artistic effects to ex • Return to and build on their previous learning, refining • Create collaboratively, sharing ideas, resources and ski	ideas and developing their ability to represent them.				
 Physical Development Develop their small motor skills so that they can use a Use their core muscle strength to achieve a good post Develop overall body-strength, balance, coordination a 	range of tools competently, safely and confidently. Ire when sitting at a table or sitting on the floor.				
	ELG				
 Expressive Art and Design (Creating with Materials) 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. Physical Development (Fine Motor Skills) Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing 					
Focus	Knowledge	Vocabulary			
Colour mixing/blending	Colour: I know what happens when primary colours are mixed.	Colour mixing, paint, paintbrush, darkening, lightening, palette.			
	Pattern: I know about repeating patterns through a range of media including painting. Artist: I have an understanding of different artists, their styles and paintings. Artist: I know basic facts about an artist and their style.	Mediums Oil pastels, brusho, ready mix paint. Key Artist Linked Resources Kandinsky (1866-1944) Mixeo Why? Mixeo Russian painter Mixeo Movement: Expressionism & abstract art Mixeo			



Depends on the Nursery setting but we would hope the children can complete the below. Colour: Explore mixing colour and name some colours (including primary colours).	What do you see in this painting? What is happening to the colours (as mixed)? How has the brush/sponge been used? What would you do differently? Why have you created your piece like that? Who creates artwork like this?	Colour: I know that the primary colours are red, blue and yellow. I begin to understand when primary colours are mixed they make secondary colours. Tone: I understand how different colours with dark and light tones can create shadow.	
Pattern: With support I know how to create print patterns.		Pattern: I understand how different methods of painting can create repeating patterns. I understand the term optical illusion.	
		Artist: I have an understanding of different artists and their styles withir painting.	
·	Skills		
 I can begin to talk about what happens when I mix primary colours. I can use a range of brushes and objects e.g. sponges and rollers to make different marks and effects, and begin to select with a purpose in mind I can reflect on my own work and discuss what I have created and why, linking to artists I have learned about. I can create a repeating pattern through painting. 			
Drawing		Printing 3D/Collage	
	Continuous Provision		
	Paints outside to explore how they mix Have a range of ice, mix with water colours and see w Aboringal artwork Chinese New Year Mix paint with fingers Rangoli patterns Exploring clay Valentine's Day cards	rhat happens	

EYFS - Year R – Animals	Term 6		
Development Matters Objective			



	St Sames CE Thinking A	ladenty
	Reception 4-5	
Expressive Art and Design		
	effects to express their ideas and feelings.	
	ning, refining ideas and developing their ability to represent them.	
 Create collaboratively, sharing ideas, reso 	urces and skills.	
Physical Development		
• Develop their small motor skills so that th	ey can use a range of tools competently, safely and confidently.	
	a good posture when sitting at a table or sitting on the floor.	
• Develop overall body-strength, balance, co		
. , .	- /	
	ELG	
Expressive Art and Design (Creating with M	1aterials)	
	ls, tools and techniques, experimenting with colour, design, texture, form	and function
 Share their creations, explaining the proce 		
Share their creations, explaining the proce	ss they have used.	
Physical Development (Fine Motor Skills)		
	fluent writing - using the tripod grip in almost all cases.	
 Use a range of small tools, including scisso 		
 Begin to show accuracy and care when dr. 		
begin to show accuracy and care when di		
Focus	Knowledge	Vocabulary
Finger and sponge printing.	Shape: I am beginning to record shapes through observation	Print, impress, pattern, string, sponge, repeated pattern.
	and imagination	
	5	
	Space: I can look at and begin to talk about space as the	
	area between objects	

	Space: I can look at and begin to talk about space as the area between objects Pattern: I can talk about and explore repeating patterns through printing.	Key Artist	Mediums Paint and oil pastels. Linked Resources
	Artist: I have an understanding of different artists, their styles and prints.	Yayoi Kusama (1929- present) Why?	Dinosaur VS fingerpainting video.
	Artist: I know basic facts about an artist and their style.	Japanese contemporary artist Movement: pop art, minimalism, feminist art,	https://www.youtube.com/watch?v=PI_zs7osFyM
Prior Learning	Key Question(s)	environmental art.	Future Learning
Depends on the Nursery setting but we would hope the children can complete the below.	What shapes can you see? Can you describe the patterns you can see?	Shape: I understand how a variety of shapes can be used when creating artwork, e.g. square and a triangle can make a house.	



-						
	plore mixing colour and name some Irs (including primary colours).	How might the artist have been feeling when they made this piece?	Space: I will develop a basic under	standing of space as the area between objects		
colours (including primary colours).		How does this art make you feel?	Pattern: I understand how different styl	es and shapes can be replicated to create repeating		
Pattern: Wit	h support I know how to create print patterns.			patterns.		
	patterns.		Artist: I have an understand	ding of different artists and their styles		
Shape: Reco	rd simple shapes through observation			,		
	and imagination.					
	at and with support talk about space a	s				
1	the area between objects.					
		Skills				
Printing	I can make marks	s using a variety of objects, natural and made and begin to exp	lore shape and simple patterns.			
	I can create rubb	ings and recognise patterns in nature.				
	, .	er as a tool to create patterns.				
		ny own work and discuss what I have created and why, linking	to artists I have learned about.			
	I can create a rep	eating pattern through prints.				
		Skill Strands				
	Drawing	Painting	Printing	3D/Collage		
		Continuous Provis	ion			
	Shape printing Potato printing Finger painting Fathers Day cards					



Year 1

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KS1- Year 1 – Dinosaurs Rock T

Term 1

National Curriculum Objective

Key stage 1 - Pupils should be taught: 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.

Focus	Knowledge		Vocabulary
Abstract, opt illusion art	Colour: I know that the primary colours are red, blue and yellow. I begin to understand when primary colours are mixed, they make secondary colours.	Shape, primary colour, colour spectrum, predict, tone, illusion.	
	Tone: I understand how different colours with dark and light tones can create shadow.		Mediums
		Variatio	ons of paint- water colours or acrylic and pen.
	Pattern: I understand how different methods of painting car create repeating patterns.	Key Artist	Linked Resources
	I understand the term optical illusion. Artist: I have an understanding of different artists and their	Bridget Riley (1931- present)	https://www.youtube.com/watch?v=JQ6dD4g0EP0
	styles within painting.	Why?	
		Contemporary English painter Movement: Op Art	
Prior Learning	Key Question(s)		Future Learning
Colour: I know what happens when prim colours are mixed. Pattern: I know about repeating patterns the	What do the colours remind you of? Can you name the primary colours? ough a What happens when you mix primary colours?	ork? Colour: I know when primary colours are mixed, they make secondary col I know that the secondary colours are orange, green and purple.	
range of media including painting. Artist: I have an understanding of different a their styles and paintings.	How does this artwork make you feel? rtists, How has the artist used colour, pattern and shape? What affect does this artwork have when you look at it?	within the same colour. it? Pattern: I understand how different methods of painting can create repeating pat within the artwork	
Artist: I know basic facts about an artist and style.	l their	Artist: I have an unde	rstanding of different artists and their styles within painting.
	Skills		
Painting • I can name	the primary colours and explore what colours I make when mixir	ng them.	
	range of brushes and objects e.g sponges and rollers to make diffe		
			6 · · ·
	nd answer questions about starting points for my work and begin e my own optical illusion using line and paint.	to discuss the development	of ideas



I can use my knowled	dge about the artists to create a piece of work in their	style.			
	Skill Strand	s			
Drawing	Painting	Printin	lg	3D/Collage	
	KS1 - Year 1 – A Walk in the Park		Term 2		
imagination to develop a wide range of art and design	National Curriculum If materials creatively to design and make products, to u techniques in using colour, pattern, texture, line, shape ices and disciplines, and making links to their own work	use drawing, painting , form and space, ab			
Focus	Knowledge		١	Vocabulary	
R	jagged, wavy and curved in a variety of media e.g pencil & charcoal. Tone: I know how dark and light tones can be represented with pencil Pattern: I understand how different methods of drawing can create		uasireu, jagge	d, curved, dark, light, repeat.	
259 A A A A	repeating patterns.			Mediums	
USSO PARTY A	Artist: I have an understanding of different artist	s and their styles	Tonal pencils, chalk and charcoal.		
			Key Artist	Linked Resources	
			Jane Hissey (1952-present) Leonardo da Vinci (1452- 1519) Why? English author and illustrator. Traditional Italian Artist. Movement: High	Book: Old Bear- Jane Hissey	
Prior Learning	Key Question(s)		Renaissance Fut	ture Learning	



Line: I know how different mediums can be lines e.g pencil, charcoal, paint, pastel ar thickness Tone: I know pencils can be light a Pattern: I understand how different par created through a range of media inclus Artist: I have an understanding of differe styles and drawings. Artist: I know basic facts about an artist a	nd think about nd think about nd dark. tterns can be ding drawing. nt artists, their Why did you choose How did you create these lines? Can you show me where you Which adjectives can you use Have you seen any arts tterns their	se this medium? charcoal, and k What technique did you use? create a repeating pattern? to describe this art work? work that is similar? Pattern: I underst	d how line is used in a variety of media e.g pencil, now how different techniques create texture. dark and light tones can be represented with pencil. d pencils support drawings to create further detail with highlights and shadows. and how different methods of drawing can create repeating patterns. understanding of different artists and their styles.
		Skills	
 I can use I can use I can con I can tall 	e a range of media (pencil, pen, crayon, charcoal and cl e pencil and charcoal to create different line styles. e pencil to create light and dark tones. nsider how I may create pattern using pencil and charc k and answer questions about starting points for my w e my knowledge about the artists to create a piece of y	ork and begin to discuss the development of ideas.	create a feel of different textures.
	Ski	ill Strands	
Drawing	Painting	Printing	3D/Collage

	KS1 - Year 1 – Explorers	Term 3			
	National Curriculum Objective				
Key stage I - Pupils should be taught: 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.					
Focus	Knowledge	Vocabulary			
Pipe cleaner, wire and tin foil sculptures.	Texture: I know how to describe texture using a variety of materials through collage	Sculptural form, shaping, smooth, tactile, visual.			



	Form: I know the difference between 2D and 3D. I know how different materials can be used to create raised reliefs. I know that sculptures can be designed and then created. I know that a design can be created in free standing form. Artist: I have an understanding of different artists and their styles.	-	Mediums e, tin foil and pipe cleaners. Linked Resources Angel of the North
Prior Learning	Key Question(s)	Futu	ire Learning
 Texture: I understand about and I'm able to describe texture using a variety of materials through collage. Form: I begin to understand the difference between 2D and 3D and how these can be displayed through simple sculptures with a variety of media including: sticks, leave: & conkers. Pattern: I know how a range of media, including collage, can create repeating patterns. Artist: I have an understanding of different artists, their styles and collages. Artist: I know basic facts about an artist and their style. 	What else has a similar texture to the medium you are using? Can you recreate this artwork with your body? How would you move? Close your eyes- what can you remember about this artwork? How does this artwork make you feel? Can you relate to this artwork? Talk about the patterns you can see and how you made them? How do you mould the materials to make a sculpture?	Future Learning Texture: I understand how different textures can be created usi range of materials when making a collage. Form: I know the difference between 2D and 3D and understand they can be used to create simple sculptures. Pattern: I understand how different styles can be replicated to create gravity patterns within sculpture. Artist: I have an understanding of different artists and their style	
	Skills		
3D/collage I can add different layer I can use a variety of m I can talk and answer q I can use my knowledge I can mould different m			
	Skill Strands		
DrawingPaintingPrintingImage: DrawingImage: Drawing <t< td=""><td>ng</td><td>3D/Collage</td></t<>		ng	3D/Collage



KS1 - Year 1 – I do like to be beside the Seaside Term 6						
National Curriculum Objective						
Key stage I - Pupils should be taught: 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, des the differences and similarities between different practices and disciplines, and making links to their own work.						
Focus	Knowledge	Vocabulary				
Shape printing- create individual print. Explore how to create a repeat pattern. Introduce adding line after a print.	Shape: I understand how a variety of shapes can be used when creating artwork, e.g. a square and a triangle can make a house. Space: I will develop a basic understanding of space as the area between objects.					
	Pattern: I understand how different styles and shapes can		Mediums			
	be replicated to create repeating patterns.		A range of paints and black pen.			
	Artist: I have an understanding of different artists and their	Key Artist	Linked Resources			
	styles	Hokusai	https://www.youtube.com/watch?v=tXxuOF0qMss			
		Why?	-			
Prior Learning	Key Question(s)		Future Learning			
 Shape: I am beginning to record shapes through observation and imagination Space: I can look at and begin to talk about space as the area between objects Pattern: I can talk about and explore repeating patterns through a range of media including print, collage and drawing Artist: I have an understanding of different artists, their styles and prints. Artist: I know basic facts about an artist and their style. 	What patterns did you create? How does your final piece make you feel? Can you evaluate your own work? Can you make some suggestions for improvement? Can you describe what you like about this artwork?	Shape: I know that shapes can be recorded through observation and imagination. Space: I have an understanding of space as the area between objects. Pattern: I know that pop art is a form of repeating patterns through using prints.				
Distance -	Skills					
 Printing I can make marks using a variety of objects, natural and manmade and sequence, overlay and arrange them to form simple patterns or pictures I can use paint and shape to create a print pattern which can be repeated. I can talk and answer questions about starting points for my work and begin to discuss the development of ideas I can record shapes through observation and imagination I can identify space as the area between objects 						



I can use my know	wledge about the artists to create a piece of worl	< in their style.	
	Skill S	Strands	
Drawing	Painting	Printing	3D/Collage
			^
	· · · · ·		
			R 7



Year 2

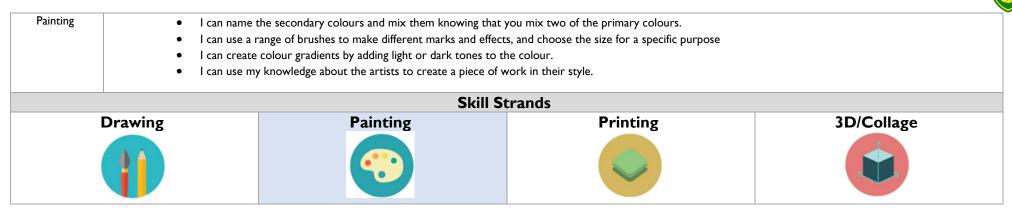
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Term 1

KS1 - Year 2 - Scouting Around



National Curriculum Objective Key stage I - Pupils should be taught: 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. Vocabulary Focus Knowledge Explore secondary colours to create a piece of artwork linked to a Colour: I know when primary colours are mixed, they make Secondary colours, effects, dark tone, light tone, repeat, gradient. certain setting. secondary colours. I know that the secondary colours are orange, green and purple. **Mediums** Acrylic paints and pens. Tone: I know how different colours with dark and light tones Pencils could be used if shading is wished. can create different gradients within the same colour. Linked Resources **Key Artist** Pattern: I understand how different methods of painting can André Derain (1880-1954) create repeating patterns within the artwork Why? Artist: I have an understanding of different artists and their French artist. styles within painting. Co-founder of Fauvism Modern Art with Henri Matisse. **Prior Learning** Key Question(s) **Future Learning** Colour: I know that the primary colours are red, blue and yellow. How would you describe this artwork to someone that has Colour: I know that colour can be used representationally to create I begin to understand when primary colours are mixed, they make never seen it before? hot and colour effects. secondary colours. Which adjectives would you use to describe this artwork? I know that hot colours are red, orange and yellow. How do you think the artist was feeling when he created this? I know that cold colours are blue and green. Tone: I understand how different colours with dark and light tones can What mediums and resources do you think the artist used? I know that when white is added to a colour it changes its tone. create shadow. How did you create the light and dark tones? I understand that the background of a painting is important and sets What colours have you mixed together? the mood. Pattern: I understand how different methods of painting can create Can you name the primary and secondary colours? repeating patterns. Tone: I understand how to observe and record simple tonal I understand the term optical illusion. variations using paint, pastel, ink, pencil and charcoal. Artist: I have an understanding of different artists and their styles Artist: I have an understanding of different artists and their styles within painting. within painting. I understand that all artwork can be individual and it is important to reflect and critique. Skills



	KS1 - Year 2 – Heroes	Term 2	
	National Curriculum Objective		
	aterials creatively to design and make products, to use drawing, painting hniques in using colour, pattern, texture, line, shape, form and space, ab and disciplines, and making links to their own work.		
Focus	Knowledge	V	ocabulary
Pop art prints- repeats a print linked to heroes using styrofoam.	 Shape: I know that shapes can be recorded through observation and imagination. Space: I have an understanding of space as the area between objects. Pattern: I know that pop art is a form of repeating patterns through 	Secondary colou	ırs, styrofoam, pop art, relief.
	using prints.		Mediums
		Styrofoam, paint (rollers or p	paintbrushes to apply depending on choice of paint).
		Key Artist	Linked Resources
		Andy Warhol (1928-1987)	
		Why?	
		American visual artist. Modern art Movement: Pop art	
Prior Learning	Key Question(s)		ire Learning
Shape: I understand how a variety of shapes can be used when creating artwork, e.g. a square and a triangle can make a house.		Line: I understand h	ow pen can add detail to a print. layers can be used to create texture and



area between objects How has the artist		How has the artist used shape, c Can you explain the repeating pa	solour and pattern? Shattern you can see?	nape: I know how to identify shapes in objects and understand how achieve a 3D perspective by layering. Space: I have an understanding of space as the area between object
Artist: I have an understanding of different artists and their styles		nd their		Artist: I have an understanding of different artists and their styles nderstand how mosaics can be used in different ways and for diffe purposes.
		Sk	ills	
Printing I can use a variety of printing methods including relief, rubbings, textile. I can use Styrofoam, paint and rollers to create a print. I can create repeating patterns through printing. I can record shapes through observation and imagination and talk about what I can see. I can demonstrate a basic understanding of space as the area between objects I can use my knowledge about the artists to create a piece of work in their style.				
			trands	
	Drawing	Painting	Printing	3D/Collage
		••••		

KS1	Year 2 – Magic, Melting Moments	Term 3				
	National Curriculum Objective					
imagination to develop a wide range of art and design teo	Key stage I - Pupils should be taught: 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 artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
Focus	Knowledge	Vocabulary				
To create a detailed illustration using different tones.	Line: I understand how line is used in a variety of media e.g pencil, charcoal, and know how different techniques create texture. Tone: I know how dark and light tones can be represented with pencil. I know how graded pencils support drawings to create further detail with highlights and shadows.	Drawn texture, light tones, dark tones, shading, highlights, shadows, repeat patterns.				
		Mediums				
		Range of tonal pencils for shading.				



		Pattern: I understand how different methods of drawing can create	Key Artist	Linked Resources
		Artist: I have an understanding of different artists and their styles.	Rey Artist Quentin Blake (1932-present) Remember Jane Hissey las year. Why? English cartoonist, illustrate and author.	Roald Dahl books
Prio	r Learning	Key Question(s)	Fu	ture Learning
Line: I understand how line is used to create styles e.g dashed, straight, jagged, wavy and curved in a variety of media e.g pencil & charcoal. Tone: I know how dark and light tones can be represented with pencil Pattern: I understand how different methods of drawing can create repeating patterns. Artist: I have an understanding of different artists and their		Which area/part of the artwork is the most important and why? How has this artist used the mediums? Can you think of any other artists or artwork you have seen that have a similar style? Can art tell a story? How did you create the light and dark tones? What did you have to do with the pencil? How do you create a shadow in your artwork?	Line: I understand line of I understand the importa Tone: I understand how obs I know how graded p Artist: I have an underst	can be used to create shape and texture. nce of observation and to record objects as seen. v tone is used in different artwork such as servational drawings. encils, charcoal and colours can be used effectively. canding of different artists and their styles. can be used in different ways and for different purposes.
		Skills		
 I can use my knowledge I can create a variety of I can use graded pencils 		ia (pencil, crayon, charcoal and chalk) to record objects both seen and about the artists to create a piece of work in their style. lines using different media e.g pencil, charcoal, and can use different tec to create light and dark tones with further details including highlights ar erns using pencils within my artwork pieces and understand the effect th	hniques to create texture. nd shadows.	ighter and darker tones.
		Skill Strands		
Dra	wing	Painting Printi	ng	3D/Collage

National Curriculum Object	ive	
KS1 - Year 2 – Sea VS Land	Term 6	



Key stage I - Pupils should be taught: 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.

Focus	Knowledge		ocabulary
Plastic pollution sculpture.	 Texture: I understand how different textures can be created using a range of materials when making a collage. Form: I know the difference between 2D and 3D and understand that they can be used to create simple sculptures. 	Interpret, shaping, visu	ual, form, sculpture, texture, style.
	Pattern: I understand how different styles can be replicated to create repeating patterns within sculpture.	-	1ediums g: plastic bottles, lids, fabrics, string, wool.
	Artist: I have an understanding of different artists and their styles.	Key Artists	Linked Resources
Group sculptures and individual that could be displayed.		Robert Bradford (1941- 1981) Mbongeni Buthelezi (1966- present) Why?	
		Sculptor South African artist and sculptor Contemporary art	
Prior Learning	Key Question(s)	Futu	ire Learning
Texture: I know how to describe texture using a variety of materials through collage Form: I know the difference between 2D and 3D. I know how different materials can be used to create raised reliefs. know that sculptures can be designed and then created. know that a design can be created in free standing form. Artist: I have an understanding of different artists and their styles.	How do you think this artwork was made? What is this artist trying to show and explain to us? How does this artwork make you feel? How have you planned your piece? What was your inspiration and thoughts? Can you make comparisons between your piece and the artist's work? Can you explain what you are trying to express in your artwork? Can you talk about the textures you have made using the resources?	Colour: I understand how ho when someo Texture: I understand how range of mater Form: I know that different Pattern: I know different cu responses I understand that pattern is co	ot and cold colours can be used for effect one looks at the artwork. different textures can be created using a ials when making a collage. It materials can be used for purpose and intent. Iltural patterns and understand different and opinions to them. onsidered when designing a mosaic collagor or sculpture.



			I understand how	mosaics can be used in different ways and for different
				purposes.
			Skills	
3D/Collage	 3D/Collage I can create models from experience, observation and imagination using a variety of materials. I can join and alter my structures and begin to manipulate materials to create a planned effect. I can talk and answer questions about starting points for my work and begin to discuss the development of ideas. I can learn basic facts about an artist and use that knowledge to create a piece of work in the style of that artist 			
	 I can create texture using a variety of materials and begin to adapt appropriately. I can use materials to create a simple sculpture and adapt with increased confidence. I can use materials to create repeating patterns through a range of collage techniques e.g layering, placement and shape. 			
		Skill	Strands	
	Drawing	Painting	Printing	3D/Collage
		•••		



Year 3

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К	S2 - Year 3 – Food Around the World	Term 3	
	National Curriculum Objective		
craft and design. Pupils should be taught: to create sketch b	niques, including their control and their use of materials, with creativity, books to record their observations and use them to review and revisit ic or example, pencil, charcoal, paint, clay] about great artists, architects ar	deas, to improve their mastery of	
Focus	Knowledge	Vo	cabulary
To create a painted piece and use a background wash. To consider hot and cold colours in their own piece.	Colour: I know that colour can be used representationally to create hot and colour effects. I know that hot colours are red, orange and yellow. I know that cold colours are blue and green. I know that when white is added to a colour it changes its tone. I understand that the background of a painting is important and sets the mood.	Abstract, mood, wash, hot colours, cold colours, background wash.	
	the mood.	M	ediums
	Tone: I understand how to observe and record simple tonal variations	Variations of paint,	background wash and pens.
	using paint, pastel, pencil and charcoal.	Key Artist	Linked Resources
	Artist: I have an understanding of different artists and their styles within painting. I understand that all artwork can be individual and it is important to reflect and critique.	Giseppe Arcimboldo (1526- 1593) Picasso (1881-1973) Why? Italian painter Movement: Mannerism, which may also be known as Late Renaissance Spanish painter Modern art Movements: Cubism, Surrealism & Picasso's Blue Period.	
Prior Learning	Key Question(s)		re Learning
Colour: I know when primary colours are mixed, they make secondary colours. I know that the secondary colours are orange, green and purple. Tone: I know how different colours with dark and light tones can create different gradients within the same colour.	What do you think this piece of art is about? If you could interview this artist, what would you ask? How does this piece of work make you feel? Can you explain why you have selected specific materials and mediums for your artwork?	I know that white can chan Tone: I understand how to ob paint, pastel, ir	nd cold colours can the mood of artwork pieces. ge a colour to a warm or cool tone. oserve and record tonal variations using nk, pencil and charcoal. he can add detail to a painting.



Pattern: I understand how different methods of painting can create repeating patterns within the artwork Artist: I have an understanding of different artists and their styles within painting.		k		nderstanding of different artists and their painting styles. rtwork can be interpreted differently and can reflec and critique.
		Skills		
Painting	I can demonstrate	a knowledge of different painting properties and techn	iques.	
	 I can choose my o 	wn medium including watercolour, acrylic, poster.		
	 I can make a backg 	round wash.		
	• I can work on large and small scale and select brushes and tools with purpose.			
	• I can use colour to represent cold and hot colours and understand how to create colour tone.			
	 I can explore what 	happens when I add white to a colour.		
	 I can observe and 	record simple tonal variations using paint, pastel, ink, p	encil and charcoal and talk about shade.	
	 I can ask and answ 	er thoughtful and purposeful questions about starting p	points for their ideas and choice of technique	and media.
	I know how to re	spond to the artists style and create an individual inter	· · · · · · · · · · · · · · · · · · ·	
		Skill Stra	nds	
Drawing Painting Pri		Printing	3D/Collage	

KS2 - Y	erm 4			
	National Curriculum Objective			
ey stage 2 - 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, raft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including rawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.				
Focus	Knowledge	V	ocabulary	
Mosaics	Colour: I understand how hot and cold colours can be used for effect when someone looks at the artwork.	Mosaics, archite	cts, decoration, tactile, visual.	
	Texture: I understand how different textures can be created using a range of materials when making a collage.			
and intent.		Mediums		
			rials- clay, glass, stone etc.	
		Key Artist	Linked Resources	



Create mosaics that can be displayed around the school/display.			different responses a I understand that pattern is mosaic collage Artist: I have an understandi sty I understand how mosaics ca	tural patterns and understand and opinions to them. considered when designing a e or sculpture. ng of different artists and their vles. n be used in different ways and nt purposes.	Antoni Gaudí (1852-1926) Sonia King (1953-present) Why? Architect Movement: Art Mouveau American mosaics artist	
	Prior Learning		Key Qu	estion(s)	Fut	ure Learning
ran Form: I know the they Pattern: I unders	rstand how different textures can ge of materials when making a col e difference between 2D and 3D a can be used to create simple scul stand how different styles can be r repeating patterns within sculptur nderstanding of different artists an	llage. and understand that ptures. replicated to create re.	How does this artw What colours have they cho Can you talk about the What would you do with this	vork make you feel? osen? Can you describe them? mood you have created?	Colour: I understand the effect colour has on emotions and how t can be used to express ideas.	
			Ski	lls		
3D/Collage I can use a variety of materials, m I can select and layer material an Recognise cultural pattern and c I can consider the choice of hot I can ask and answer thoughtful a I know how to respond to the a			I mediums to create the desire eate responses to them. nd cold colours and talk about nd purposeful questions about tists style and create an individ	ed textural effect. t how I have selected them. starting points for their ideas an ual interpretation. Critique and i	d choice of technique and n	nedia.
			Skill St			
	Drawing	P	ainting	Printing		3D/Collage



K	S2 - Year 3 – Journey to the North	Term 5	
	National Curriculum Objective		
raft and design. Pupils should be taught: to create sketch b	niques, including their control and their use of materials, with creativity, ooks to record their observations and use them to review and revisit ic or example, pencil, charcoal, paint, clay] about great artists, architects ar	leas, to improve their mastery	
Focus	Knowledge	V	ocabulary
	Line: I understand how pen can add detail to a print. Texture: I understand how layers can be used to create texture and depth. Shape: I know how to identify shapes in objects and understand how	Experimentation, pers	pective, layering, transfer, overlay.
	to achieve a 3D perspective by layering.		Mediums
	Space: I have an understanding of space as the area between objects.	Bubble wra	p, stryofoam, paint, pen.
		Key Artist	Linked Resources
	I understand how printing can be used in different ways and for	Keith Haring (1958-1990)	
	different purposes.	Why?	
		American artist Contemporary art Graffiti-like Pop Art	
ollagraph Print. To create layered print piece. Bubble rap or pattern backgrounds and creating overlay print on p. Consider the placement of shape and pattern. xtension: Needle work on top of print to add detail.			
Prior Learning	Key Question(s)	Futi	ire Learning
Shape: I know that shapes can be recorded through observation and imagination. bace: I have an understanding of space as the area betwee objects.	What layers have you added to your print? How have you created this print? What do you like/dislike about this style?	Shape: I know how to identify shape and understand they can achieve different perspectives. Space: I have an understanding of space as they are between Pattern: I know different cultural patterns.	
attern: I know that pop art is a form of repeating patterns through using prints.	5		dimerent cultural patterns. ding of different artists and their painting styles.
rtist: I have an understanding of different artists and their styles within painting.	-		an be interpreted differently and can rel and critique.
	Skills		



- I can use layers to create texture and depth to my print.
 - I can use pen to add detail to my print.
 - I can create a 3D perspective by layering different materials for my print.
 - I can demonstrate knowledge of space as the area between and around objects.
 - I can use a needle and thread to add detail to my print.
 - I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media.
 - I know how to respond to the artists style and create an individual interpretation. Critique and reflect on relevance

Skill Strands						
Drawing	Painting	Printing	3D/Collage			
	(

К	S2 - Year 3 – Nature Tern	n 6	
	National Curriculum Objective		
craft and design. Pupils should be taught: to create sketch books to	cluding their control and their use of materials, with creativity, expe record their observations and use them to review and revisit ideas, le, pencil, charcoal, paint, clay] about great artists, architects and de	to improve their mastery of	
Focus	Knowledge	V	ocabulary
Create a natural drawing using graded pencils.	Line: I understand line can be used to create shape and texture. I understand the importance of observation and to record objects as seen. Tone: I understand how tone is used in different artwork such	Background, shade, sharp line, smooth line, smudged line, contro sketch, observation.	
	as observational drawings.	Mediums	
	I know how graded pencils, charcoal and colours can be used	Tonal pencils, charcoal and chalk.	
	effectively.	Key Artist	Linked Resources
	Artist: I have an understanding of different artists and their styles. I understand how drawing can be used in different ways and for different purposes.	Amiria Gale (1979- present)	
		Why?	
		New Zealand artist	



Prior Learning Line: I understand how line is used in a variety of media e.g pencil, charcoal, and know how different techniques create texture. Tone: I know how dark and light tones can be represented with pencil. I know how graded pencils support drawings to create further detail with highlights and shadows. Pattern: I understand how different methods of drawing can create repeating patterns. Artist: I have an understanding of different artists and their styles.	Key Question(s) What title would you give this artwork? Why? What techniques and skills has the artist used? What do you like about this artwork? What would you change about this artwork? How does it make you feel? What do you think the artist thought when making this piece? Can you explain how you create this piece? What lead you to choose this medium?	Future Learning Line: I understand the line can used to add detail and supports the accuracy of visualising an object as seen, remembered or imagined. I know how to use graded pencils to create detail. I understand facial proportions. Tone: I know that colour can be used to add tonal variations. I know how graded pencils can used to add tone and realism. Artist: I have an understanding of different artists and their painting styles. I understand that all artwork can be interpreted differently and can reflect and critique.
	Skills	
 I can effectively use tone on an ob I can create lines that show shape I can observe and record simple to 	marks and effects by using graded pencils, charcoal and colours bservational drawing. e and texture to accurately record objects as they are seen, rer tonal variations using pencil and charcoal and talk about shade. nd purposeful questions about starting points for their ideas an	membered and imagined.



	I can respond to the artists style and create an individual interpretation. Critique and reflect on relevance Skill Strands		
Drawing Painting	Printing	3D/Collage	



Year 4



KS2 - Year 4 Let's Celebrate! Festivals –Term 2

National Curriculum Objective

Focus	Knowledge	V	ocabulary
Animal light and dark sketches.	Line: I understand the line can used to add detail and supports the accuracy of visualising an object as seen, remembered or imagined. I know how to use graded pencils to create detail. Tone: I know how graded pencils can used to add tone and realism. I further understand the importance of light and dark	Mood, power, importance, emphasis, sharp lines, detail, backg	
	Artist: I have an understanding of different artists and their painting	1	1ediums
	styles.	Tonal pencils, charco	al, chalk, ink (could be explored)
	I understand that all artwork can be interpreted differently and can	Key Artist	Linked Resources
	reflect and critique.	David Dancey Wood	Linked to light and dark in RE.
		Why?	Linked to habitats.
		Bournemouth local artist.	
Prior Learning	Key Question(s)	Futu	re Learning
Line: I understand line can be used to create shape and texture. I understand the importance of observation and to record objects as seen. Tone: I understand how tone is used in different artwork such as observational drawings. I know how graded pencils, charcoal and colours can be used effectively. Artist: I have an understanding of different artists and their styles. I understand how drawing can be used in different ways and for different purposes.	Is very old art still worth looking at today? Why? What does this art tell us? How do you think the subject felt? How have you used your pencil?	Future Learning Line: I know how a range of relevant materials can create purposeful a creative lines. I understand how a variety of different techniques can add detail to th work e.g hatching, cross hatching, directional. Tone: I know how charcoal can affect tonal scales and create light an dark. Pattern: I understand that complex patterns can be used to reflect culture historical and individual styles. Artist: I know a range of artists that link to this piece of work and styles	
	Skills		
I can draw for a sustaine	marks and effects by using a range of tools including graded pencils, cha d period of time. ifferent grades of pencil to achieve variations of tone.	⁻ coal and rubbers to apply tone and texture to my work.	



- I can create a realistic sketch of an animal.
 - I carefully consider the pencil and sketching technique I use in my work.
 - I can show an awareness of representing texture through the choice of the marks and lines I make in my drawing.
 - I can consider the media I use for the background.
 - I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media
 - I know how to respond to the artists style and create an individual interpretation. Critique and reflect on relevance

Skill Strands					
Drawing	Painting	Printing	3D/Collage		
	•••				

	KS2 - Year 4 – Climate Matters	Term 3	
	National Curriculum Objective		
craft and design. Pupils should be taught: to create sketch b	niques, including their control and their use of materials, with creativity, ooks to record their observations and use them to review and revisit i or example, pencil, charcoal, paint, clay] about great artists, architects a	deas, to improve their mastery	
Focus	Knowledge	V	ocabulary
Aboriginal art link their artwork to climate change. Create artwork piece that inspires and has a message to others. Some children work on a small scale and others on larger scale to be displayed.	Colour: I understand that hot and cold colours can the mood of artwork pieces. I know that white can change a colour to a warm or cool tone. Tone: I understand how to observe and record tonal variations using paint.	Mood, cold colours, warm colours, impact, warm tones, cool too variations.	
	Line: I understand line can add detail to a painting.	Mediums Acrylic paint, watercolour paint, pen.	
	Pattern: I recognise cultural pattern and create responses to them.	Key Artist	Linked Resources
	Artist: I have an understanding of different artists and their painting styles. I understand that all artwork can be interpreted differently and can reflect and critique.	Clifford Possum Tjapaltjarri (1932-2002) Emily Kame Kngwarreye (1910-1996) Why? Australian artist	
		Australian artist Australian artist	



Prior Learning Key Question(s) Future Learning Column Lincow that colour can be used representationally to create where the value of the state of					
Colour: I know that colour and be used representationally to create hot and colour effect. How does this piece make you planed your piece? Colour: I know that colour are close to appendentary colours are close to appendentary colours are close to appendentation colour set. Colour: I know that colour are close to appendentation colour set. Colour: I know that colour are close to appendentation colour set. I know that colour colour are close to appendentation colour set. I know that colour colour are close to appendentation colour set. I know that colour colour are close to appendentation colour set. I know that colour colour can be used to create atmosphere. I know that colour colour can be used to create atmosphere. I nuderstand that the background of a painting is important and sets the mood. In your opinion what makes some art pieces better than others? Colour: I know that colour colour can be used to identify and create light and charcoal. Artist: I have an understanding of different artists and their systes within painting. I understand that all artwork can be individual and it is important to reflect and critique. Skills Painting I can demonstrate a knowledge of different painting properties and techniques with different types of paint. I can consider the colour sure at warm or colo tone. I can consider how I create to eusing paint whilt using dots to create my piece. I can consider how I create to eusing paint whilt using dots to create my piece. I can consider how I create to eusing paint whilt using dots to create my piece. I can consider how I create to eusing paint whilt using dots to create					
to create hot and colour effects. What is this artist trying to you planed your piece? I know that to colours are blue and green. 1 know that to colours are blue and green. How is your piece different oy our friends? I know that colour it changes its important on the colour it changes its important on observe and record simple tonal variations using paint, pastel, link, pencil and charcoal. In your opinion what makes some art pieces better than others? I know that colour can be used to create atmosphere. Artist: I have an understand duta tal artwork can be individual and it is important to reflect and critique. I can demonstrate a knowledge of different painting properties and techniques with different types of paint. I can consider the colours I use and the mood of my painting. 9 I can demonstrate a knowledge of different painting properties and techniques with different types of paint. I can consider the colours I use and the mood of my painting. 1 I can at kabout the voluture to paint to create a wirm or cool tone. I can consider the clours I use and the mood of my painting. I can consider the clours I use and the a aresponse to them. 1 I can at kabout the cultural pattern and make a response to them. I can ask and show that answer thoughful and purposeritid questions about starting points for their ideas and choice of technique and media. I can consider to restea warm or cool tone. 1 I can consider how I create a warm or cool tone. I can admoser thoughful and purposeritiq questions about stararting points for their ideas and choice of technique and media.<		Prior Learning	Key Question	l(s)	Future Learning
important to reflect and critique. Skills Painting I can demonstrate a knowledge of different painting properties and techniques with different types of paint. I can consider the colours I use and the mood of my painting. I can consider the colours I use and the mood of my painting. I can add white to paint to create a warm or cool tone. I can consider how I create tone using paint whilst using dots to create my piece. I can talk about the cultural pattern and make a response to them. I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media Artist: I know how to respond to the artists style and create an individual interpretation. Critique and reflect on relevance Skill Strands Drawing Painting Painting Printing 3D/Collage	to I know that I know that wi I understand th Tone: I unde tonal varia	o create hot and colour effects. t hot colours are red, orange and yell that cold colours are blue and green. then white is added to a colour it char tone. hat the background of a painting is im and sets the mood. erstand how to observe and record si fations using paint, pastel, ink, pencil a charcoal. an understanding of different artists ar	What is this artist trying to ow. Can you talk about how you plar How is your piece different to what methods and techniques have others use next time? In your opinion what makes some art pie mple nd	to tell us? I know that complem wheel ar your friends? used that you could add or eces better than others? Line: I understand the	nentary colours are close together on the colour nd contrasting colours are opposite. olour can be used to create atmosphere. al scales can be used to identify and create light and dark e importance of having control with line so that it
Painting I can demonstrate a knowledge of different painting properties and techniques with different types of paint. I can consider the colours I use and the mood of my painting. I can add white to paint to create a warm or cool tone. I can consider how I create tone using paint whilst using dots to create my piece. I can talk about the cultural pattern and make a response to them. I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media Artist: I know how to respond to the artists style and create an individual interpretation. Critique and reflect on relevance Skill Strands Painting Painting Printing 3D/Collage 					
 I can consider the colours I use and the mood of my painting. I can add white to paint to create a warm or cool tone. I can consider how I create tone using paint whilst using dots to create my piece. I can talk about the cultural pattern and make a response to them. I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media Artist: I know how to respond to the artists style and create an individual interpretation. Critique and reflect on relevance Skill Strands Drawing Painting Printing 3D/Collage			Ski	ills	
Drawing Painting Printing 3D/Collage	Painting	 I can consider the I can add white to I can consider hood I can talk about the I can ask and answer 	e colours I use and the mood of my painting. o paint to create a warm or cool tone. w I create tone using paint whilst using dots to create the cultural pattern and make a response to them. wer thoughtful and purposeful questions about start w to respond to the artists style and create an indiv	ate my piece. ting points for their ideas and choice of technique a vidual interpretation. Critique and reflect on relevar	
		Drawing	Painting	Printing	3D/Collage



K32 - 16di	4 – Monarchy – The Victorians are Coming to Town	Term	4
	National Curriculum Objective		
raft and design. Pupils should be taught: to create sketch	niques, including their control and their use of materials, with creativity, books to record their observations and use them to review and revisit i for example, pencil, charcoal, paint, clay] about great artists, architects a	deas, to improve their mastery	
Focus	Knowledge	۱	/ocabulary
/ictorian art. Quilling and decoupage.	Colour: I understand the effect colour has on emotions and how they can be used to express ideas. Texture: I understand how different materials can represent different textures.		d media, visual, bright, layered.
	Form: I know that different materials can be used with purpose.		Mediums
	Pattern: I recognise pattern and create responses to them.	C	Card, paper, glue.
		Key Artist	Linked Resources
			Takes place at Hook Court.
		Why?	
Prior Learning	Key Question(s)	Fut	ure Learning
Ir 2: Form: I know the difference between 2D and 3D and			can be finished by using a glaze or a polish
understand that they can be used to create simple sculptures. Yr 3: Colour: I understand how hot and cold colours can	How could we recreate this work using our own ideas and skills? How does this artwork make you feel? Can you describe some of the colours in this piece? What influenced your piece?	I know how to explore and s in I know how a combination	elect a range of art media to achieve textu n my outcomes of pinch, slabbing and coiling can be used t duce end pieces.
be used for effect when someone looks at the artwork.		Form: I know a range of n	nethods that artists may use to create 3D
Texture: I understand how different textures can be reated using a range of materials when making a collage.			shapes.
Form: I know that different materials can be used for purpose and intent.			nplex patterns can be used to reflect cult al and individual styles.
L L		Line: I understand	the fine detail added to the pillars.



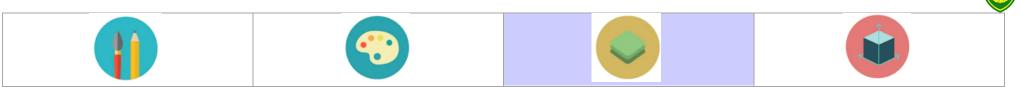
differe	ow different cultural patterns and undent responses and opinions to them. I that pattern is considered when designosaic collage or sculpture.			
	an understanding of different artists a styles. I how mosaics can be used in differen and for different purposes.			
		Sk	cills	
3D/Collage	 I can select and la I can recognise p I can select colou I can ask and anse I know how to recommended 	of materials, junk, natural, and manmade to creat yer materials, fabrics, cardboard, paper and object attern and create responses to them. rs and explain why I have chosen them. wer thoughtful and purposeful questions about star spond to the artist style and create an individual in acide whether I would like my art work to be free Skill S	ts to create textural effect. The points for my ideas and choice of technique and reflect on relevance.	
Drawing Painting			Printing	3D/Collage

	KS2 - Year 4 – Vikings for Victory	Term 6			
	National Curriculum Ob	jective			
Key stage 2 - Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.					
Focus					
Viking Art- print using a variety of resources to create a collagraph.	Shape: I know how to identify shape and understand they can be used to achieve different perspectives.	layering print, alter, modify, designer, perspectives.			
	Space: I have an understanding of space as they are between objects. Mediums				



				Acrylic paint.
		Pattern: I know different cultural patterns.	Key Artist	Linked Resources
		Colour: I understand that you can print in more than	William Morris (1834-	https://www.accessart.org.uk/printmaking-with-salvaged-sticky-
		one colour.	1896)	back-aluminium-foil-mixed-media-and-cardboard/
				https://handprinted.co.uk/blogs/blog/aluminium-foil-tape-
		Artist: I have an understanding of different artists and their painting styles.	Why?	printing
		I understand that all artwork can be interpreted	British texture designer	
PRA		differently and can reflect and critique.	Socialist activist associated with the	
			British Arts and Crafts	
KENN			Movement	
	Prior Learning	Key Question(s)		Future Learning
Line: I unde	rstand how pen can add detail to a print.	In your opinion what pattern would be best on a shield	? Shape: I know how diff	ferent shapes can be used and positioned to represent different
T	to an all the transmission of the second	Why?		objects.
Texture: Tun	derstand how layers can be used to create texture and depth.	Do you have to be able to paint and draw to be a goo artist?		d how scale and positioning can provide depth to artwork.
		How does this art make you feel?	epacer : and crown	
	ow how to identify shapes in objects and	What do you like about this art?	I understand the impa	ict layering adds to a piece of work to change the perspective.
understand ho	ow to achieve a 3D perspective by layering.	What is the artist trying to make us think? What sources have you used to support your design?	Pattorn: Lundorst	tand that patterns can be used to add texture to artwork.
Space: I ha	ve an understanding of space as the area	(books, internet, gallery photos, own ideas).	rattern. I understand that patterns can be used to add texture to artwork.	
•	between objects.		Colour: I understand effect that neutral tones can have on making the main subject o	
A			image stand out.	
Artist: I hav	e an understanding of different artists and their styles.		Line [.] I know how line	e can be used to add detail and focus to the main subject of an
l understand	how printing can be used in different ways		Line. I know now line	image.
	and for different purposes.			
		Skills		
Printing	 I can collagraph to creat 			
	· ·	th increasing complexity showing repetition, layering an	l symmetry.	
	•	one colour and consider my choice of colour carefully.		
		ces to create the print carefully and attach the aluminiu	n foil carefully.	
	· ·	ween the materials to add detail to my work.	or their ideas and chaice a	of technique and modia
	 I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media. I know how to respond to the artists style and create an individual interpretation. Critique and reflect on relevance. 			
		Skill Strands	in orreque and reliect off	
	Drawing	Painting	Printing	3D/Collage
		1 4	1 1 11 11 8	

St James' CE Primary Academy





Year 5

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		m 1	
	National Curriculum Objective		
craft and design. Pupils should be taught: to create sketch	niques, including their control and their use of materials, with creativity, books to record their observations and use them to review and revisit i for example, pencil, charcoal, paint, clay] about great artists, architects a	deas, to improve their mastery	asing awareness of different kinds of art, v of art and design techniques, including
Focus	Knowledge	1	ocabulary
Clay Greek pillars	Texture: I know that artwork can be finished by using a glaze or a polish.	Polish, glaze, mould	, pinch, slab, coil, observe, style.
	I know how to explore and select a range of art media to achieve		Mediums
	texture in my outcomes I know how a combination of pinch, slabbing and coiling can be used to		Clay
	produce end pieces.	Key Artist	Linked Resources
	Formy Unany a mass of motheds that emists may use to exceed 2D	lctinus	
	Form: I know a range of methods that artists may use to create 3D shapes.	Imogen Charleston (local)	
		Why?	
	Pattern: I understand that complex patterns can be used to reflect cultural, historical and individual styles.	Ancient Athenian architect	
Doric Ionic Corinthian	Line: I understand the fine detail added to the pillars.	Bournemouth sculptor	
Prior Learning	Key Question(s)	Futi	ire Learning
 Colour: I understand the effect colour has on emotions and how they can be used to express ideas. Texture: I understand how different materials can represent different textures. Form: I know that different materials can be used with purpose. I know how to create a free-standing sculpture. Pattern: I recognise cultural pattern and create responses to them 		Texture: I understand that wire can be adapted and move to achiev texture. Form: I understand that wire can be used to create a complex 3D form. I can create a free-standing sculpture. Shape: I know that shape can be used as a starting point and media c then be used to extend and support the artwork.	
Artist: I have an understanding of different artists and thei styles.			

I understand how mosaics can be used in differ and for different purposes.	ent ways					
	Sk	ills				
 I can start to s I can use a glat I can use a cor I can use a cor I can discuss a 	 I can start to show increasing confidence to carve a simple form. I can use a glaze or polish to finish a mould. I can select a range of art media to achieve texture in my outcomes I can use a combination of pinch, slabbing and coiling to produce end pieces. I can discuss a range of methods that artists may use to create 3D shapes. 					
	Skill S	trands				
Drawing	Drawing Painting Printing 3D/Collage					
	**					

KS2 - Year 5 - Earth and Space Term 3

National Curriculum Objective

Focus	Knowledge	Vocabulary	
Pointillism- printing and layering.	Shape: I know how different shapes can be used and positioned to represent different objects. Space: I understand how scale and positioning can provide depth to artwork.	Pointillism, depth, position, perspective, neutral, detail, main subj	
CORRECT OF	I understand the impact layering adds to a piece of work to change the perspective. Pattern: I understand that patterns can be used to add texture to artwork.	Mediums Variety of paints, biro and black felt pen.	
		Key Artist Linked Resources	
		Roy Lichinstein (1923-1997)	
		Peter Thorpe	
		Why?	



	Colour: I understand effect that neutral tones can have on making the	American artist			
	main subject of the image stand out.	Modern art			
		Movement: pop art			
	Line: I know how line can be used to add detail and focus to the main subject of an image.				
	subject of an image.				
Prior Learning	Key Question(s)	Fut	ure Learning		
Shape: I know how to identify shape and understand they			ent shapes can be used and positioned to		
can be used to achieve different perspectives.	How did you create depth in your artwork? Have pieces have you layered on your artwork?	repres	sent different objects.		
Space: I have an understanding of space as they are	How did you create texture on your piece?		mpact of just using blakc within work can		
between objects.	How did you use the pens to add detail? What line techniques did you use?		create.		
Pattern: I know different cultural patterns.		l understand the impact	of using I colour within artwork has.		
Artist: I have an understanding of different artists and their painting styles.	•	Line: I know how line	can be used to add detail to a print.		
I understand that all artwork can be interpreted differently and can reflect and critique.	,	Space: I understand the importance of proportion and scale with drawings.			
		I understand that layering s	stencils can create depth within the space.		
		Texture: I understand how embroidery can add depth and texture to a print.			
	Skills	·	·		
I can position shapes effe	ectively to represent different objects.				
I can adjust the scale and	positioning of my subject to create depth in the work.				
	ork to change the perspective.				
I can create texture by u	•				
	my work so that the main subject stands out.				
• I can add detail to the m	• I can add detail to the main subject of the work so that it stands out.				
Skill Strands					
Drawing	Drawing Painting Printing 3D/Collage		3D/Collage		



	KS2 - Year 5 - Stone Age to Iron Age	Term 5	
	National Curriculum Objective		
craft and design. Pupils should be taught: to create sketch b	iques, including their control and their use of materials, with creativity, ooks to record their observations and use them to review and revisit io or example, pencil, charcoal, paint, clay] about great artists, architects an	deas, to improve their master	
Focus	Knowledge	V	ocabulary
Charcoal cave drawings	Line: I know how a range of relevant materials can create purposeful and creative lines. I understand how a variety of different techniques can add detail to the work e.g hatching, cross hatching, directional. Tone: I know how charcoal can affect tonal scales and create light and dark.	Ul Charcoal, hatching, cross hatching, directional lines, tonal s tone, dark tone.	
	Pattern: I understand that complex patterns can be used to reflect		Mediums
	cultural, historical and individual styles.		Charcoal
and the second		Key Artist	Linked Resources
the the the the		Kathe Kollwitz (1867-1845) Why?	
		German artist Movement: Expressionism	
Prior Learning	Key Question(s)	Futi	ire Learning
Line: I understand the line can used to add detail and supports the accuracy of visualising an object as seen, remembered or imagined. I know how to use graded pencils to create detail. I understand facial proportions.	What line techniques did you use to create your cave drawing? How did you use the charcoal to create light and dark tones? What cultural and historical patterns influenced your work?	the tech Tone: I understand tone can	tance of different graded pencils and knowniques to use them. be created through a variety of mediums. rk and the use of mediums to create the
Tone: I know that colour can be used to add tonal variations.		Thouse cone within a two	tone.
I know hoe graded pencils can used to add tone and realism.			complex patterns can be used to reflect prical and individual styles.
Artist: I have an understanding of different artists and their painting styles. I understand that all artwork can be interpreted differently and can reflect and critique.		Space: I understand the im	portance of proportion and scale within drawings.



Skills

- I can use a range of relevant materials to create purposeful and creative lines.
- I can use a variety of different techniques to add detail to the work e.g hatching, cross hatching, directional.
- I can use charcoal to affect tonal scales and create light and dark.
- I can consider the value of smudging and using a rubber with charcoal to create tonal effects.
- I can create complex patterns to reflect cultural, historical and individual styles.

Skill Strands			
Drawing	Painting	Printing	3D/Collage

KS2 - Year 5 - Coasts	Term 6			
National Curriculum	Objective			
Key stage 2 - Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art,				
craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including				
drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great	artists, architects and designers in history.			

Focus	Knowledge	Voc	abulary
Painting – Coats and seascapes (local link) Develop observational drawing and begin to think about tone and sketches that seem realistic.	Colour: I know what contrasting and complementary colours are. I know that complementary colours are close together on the colour wheel and contrasting colours are opposite. I know that colour can be used to create atmosphere.	contrasting, con	ound, background, darker, lighter, nplementary, opposite
	Tone: I know that tonal scales can be used to identify and create light and dark.		e diums nt & watercolour
Contraction of the second	Line: I understand the importance of having control with line	Key Artist	Linked Resources
And a second	so that it creates effects and textures.	Calude Monet (1840-1926)	
		Joseph Mallord Turner (1775-1851)	
		Sally Winter (local)	
and the second second second second		Why?	
		French painter and founder	
the second se		of impressionist painting	
		who is seen as a key precursor to modernism	



				Movement: Impressionism	
				English painter	
				Movement:	
				Romanticism	
		K . A		Local Bournemouth artist	 •
Prior Learning			estion(s)		ire Learning
Colour: I understand that hot and cold colours	s can the mood of Wha		te? How did you create those		trasting and complementary colours.
artwork pieces.			ours?		lours can be used for expression.
I know that white can change a colour to a wa		show	the colour wheel? What does it w me?	Tone: I know that tonal so	ing black darkens the shade. cales can be used to identify and create
Tone: I understand how to observe and record t			e the tonal scales?		ight and dark
paint, pastel, ink, pencil and charc	oal. What	line techniques did you	use to create these textures?		nce and value of light and dark within a
Line: I understand line can add detail to	a painting				e drama within the artwork. ists create purposeful and creative lines
Line. I understand line can add detail to	a pairting.				ork using a range of mediums.
Artist: I have an understanding of different artist	s and their painting				
styles.	F F O				
I understand that all artwork can be interpreted	differently and can				
reflect and critique.					
		Skil	lls		
I can create	e contrasting and complementa	ary colours.			
• I can use th	e colour wheel to help decide	e on the colours I use v	within my artwork.		
I can use co	blour to create the desired atn	nosphere.			
I can use to	nal scales to identify and creat	te light and dark.			
I can carefu	lly decide on the thickness of	my paint brush so that	t it created the line intended.		
I have cont	rol with line so that it creates	the effects and texture	es I wanted.		
	Skill Strands				
Drawing	Paintin	g	Printing		3D/Collage
					1



Year 6



KS2 - Year 6 - Fantasy – Mortal Engines Term 1

National Curriculum Objective

Focus	Knowledge	Va	cabulary	
Sketch and design	Line: I understand the importance of different graded pencils and know the techniques to use them.	Techniques, medium, scale, proportion, style, cultural.		
	Tone: I understand tone can be created through a variety of mediums.	M	lediums	
			l pencils & pens	
	I notice tone within artwork and the use of mediums to create the	Key Artist	Linked Resources	
	tone.	Charles Rennie Mackintosh		
	Pattern: I understand that complex patterns can be used to reflect	(1868-1928)		
	cultural, historical and individual styles.	Why?		
	Second understand the importance of every oution and easily within	Scottish architect &		
Contraction (1997)	Space: I understand the importance of proportion and scale within drawings.	designer. Movement: Movement,		
		Glasgow Style, Art Nouveau,		
		Symbolism		
Prior Learning	Key Question(s)	Futu	re Learning	
Line: I know how a range of relevant materials can crea purposeful and creative lines. I understand how a variety of different techniques can a detail to the work e.g hatching, cross hatching, directional.	How did you create tone?			
Tone: I know how charcoal can affect tonal scales and create light and dark.				
Pattern: I understand that complex patterns can be use to reflect cultural, historical and individual styles.	d			
	Skills			
I can use different gra	ded pencils and know which techniques works best for my artwork.			
 I can create tone using a variety of mediums. 				
	rtists create tone and I can incorporate pieces I like in my artwork.			
• I can create complex patterns and reflect on cultural, historical and individual styles.				
	out the proportion and scale within my drawings.			
 I can work in a sustained and independent way whilst developing my own style of drawing. I can draw for a sustained period of time working and developing one piece of artwork. 				
• I can draw for a sustal	ned period of time working and developing one piece of artwork.			



 • I can use different techniques with purpose i.e. shading, hatching within their own work, and understand which works well and why.

 Skill Strands

 Drawing
 Painting
 Printing
 3D/Collage

 Image: Collage
 Image: Collage
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KS2 - Year 6 - War/Remembrance Term 2

National Curriculum Objective

Focus	Knowledge	V	ocabulary
Painting inspired by Remembrance Day.	Colour: I know what contrasting and complementary colours. I know that those colours can be used for expression. I know that adding black darkens the shade. Tone: I know that tonal scales can be used to identify and create light and dark.	Contrasting colours, complementary colours, expression, darken, drama (within art), light, dark. Mediums	
	I understand the importance and value of light and dark within a		Acrylic paints
	painting to create drama within the artwork.	Key Artist	Linked Resources
	Line: I understand how artists create purposeful and creative lines to expand on work using a range of mediums.	Georgia O'Keefe (1887- 1986)	
		Leonard Rosoman (1913- 2012)	
		Why?	
		American modernist artist Movement: Movement, American modernism, Precisionism	
		Bristish artist known for drawing and painting.	
Prior Learning	Key Question(s)	Futi	ure Learning
Colour: I know what contrasting and complementary	What colours have you chosen?		
colours are.	Can you talk about the colours you decided to use and why?		
I know that complementary colours are close together on the colour wheel and contrasting colours are opposite.	How have the colours you chose show expression? What happened when you added black?		
I know that colour can be used to create atmosphere.	How did you use the tonal scales? Can you show you?		



Tone: I know that tonal scales can be used to in create light and dark Line: I understand the importance of having co line so that it creates effects and texture	What mediums did	n your final piece?	
	S	Skills	
 I can add blac I can create li I can develop I can carefully I can mix colo 	ontrasting and complementary colours and use them k to colours to darken the colour with purpose. ght and dark tones through mixing colours and addir my own style of painting and incorporate styles of a control the marks I make and experiment with diffe pur, create shades and tones with confidence building ut my understanding and talk about what works well	ng shading to my artwork. rtists I have studied so far. erent effects and textures including block colour, t g on previous knowledge. in my work and why.	chickened paint and different brush strokes.
	Skill	Strands	
Drawing	Painting	Printing	3D/Collage

	KS2 - Year 6 - Fantasy Term 3			
	National Curriculum Objective			
craft and design. Pupils should be taught: to create sketcl	chniques, including their control and their use of materials, with creativity, n books to record their observations and use them to review and revisit ic [for example, pencil, charcoal, paint, clay] about great artists, architects ar	leas, to improve their mastery of art and design techniques, including		
Focus	Knowledge Vocabulary			
Free standing sculpture. Wire/paper clip animals.	 Texture: I understand that wire can be adapted and move to achieve texture. Form: I understand that wire can be used to create a complex 3D form. I can create a free-standing sculpture. Shape: I know that shape can be used as a starting point and media can then be used to extend and support the artwork. 	Wire, adapt, texture, form, free-standing, start point, end point, extend and support.		
		Mediums		
		Wire, paper clips, pipe cleaners		

Key Artist

Linked Resources



		Alexander Calder (18 1976) Diane Komoter Why? American sculptor Movement: Moveme Kinetic art, surrealisr Abstraction British wire artist/scul but lives in America	The Arty Teacher nt, n, otor		
Prior Learning	Key Question(s)		Future Learning		
 Texture: I know that artwork can be finished by using a glaze or a polish. I know how to explore and select a range of art media to achieve texture in my outcomes I know how a combination of pinch, slabbing and coiling ca be used to produce end pieces. Form: I know a range of methods that artists may use to create 3D shapes. Pattern: I understand that complex patterns can be used to reflect cultural, historical and individual styles. Line: I understand the fine detail added to the pillars. 	What was your starting po n Can you talk me through your p	oture? standing? int?			
	Skills				
I can use the equipment	g a 3D free standing sculpture. needed (wire, scissors etc) carefully and correctl e using the knowledge I have around portraits. I c		to create this piece.		
Skill Strands					
Drawing	Painting	Printing	3D/Collage		
	····				



KS2 - Year 6 - Election Term 5 **National Curriculum Objective** Key stage 2 - Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas, to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. Knowledge Vocabulary Focus Shape: I know how different shapes can be used and positioned to Children to create their own stencils to print work. Embroidery, positioned, stencil, detail proportion, scale depth, texture. Print onto a t-shirt. represent different objects. Extension: children to add detail to the prints using needle Colour: I understand the impact of just using black within work can and thread. Children to embroider. create. **Mediums** I understand the impact of using I colour within artwork has. Spray paint. Linked Resources **Key Artist** Line: I know how line can be used to add detail to a print. Banksy Space: I understand the importance of proportion and scale within Lucanart (local) drawings. Why? I understand that layering stencils can create depth within the space. English artist Movement: street artist Texture: I understand how embroidery can add depth and texture to a print. Bournemouth artist. **Future Learning Prior Learning** Key Question(s) Shape: I know how different shapes can be used and How have you used shapes within your artwork? How did you position your shapes? positioned to represent different objects. How did you create your stencil? Space: I understand how scale and positioning can provide What colours did you choose and why? depth to artwork. How did you add detail to you print? What depth have you created to your print? I understand the impact layering adds to a piece of work to change the perspective. Pattern: I understand that patterns can be used to add texture to artwork.



Colour: I understand effect that neutral ton making the main subject of the image s Line: I know how line can be used to add d to the main subject of an image	tand out. etail and focus		
		Skills	
• I can use s	pray paint to print.		
I can creat	e a stencil for my print.		
 I can adapt 	my work and talk about how I can develop it further	r.	
 I can add t 	onal contrast to my print.		
I can use a	range of media to create and develop my print.		
	Ski	ill Strands	
Drawing	Painting	Printing	3D/Collage