



# 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		Printing		3D/Collage	
AGE PHASE	YEAR Group	AUTUMN		SPRING		SUMMER	
EFYS	R	Self-portraits.  Key Artist: Elizabeth Sporne (local) & Toyin Ojih Odutola	Autumn materials and form.  Key Artist: Andy Goldsworthy	Colour mixing and blending.  Key Artist: Kandinsky			Finger and shape printing.  Key Artist: Yayoi Kusama
KS1	1	Abstract, opt illusion art.  Key Artist: Bridget Riley	Charcoal line drawings.  Key Artist: Jane Hissey	Small sculptures.  Key Artist: Antony Gormley		Use shapes to make a print picture linked to topic.  Key Artist: Hokusai	
	2	Secondary colours.  Key Artist: André Derain	Pop art prints.  Key artist: Andy Warhol	Illustrations.  Key Artist: Quentin Blake			Plastic pollution sculptures.  Key Artists: Robert Bradford & Mbongeni Buthelezi
LKS2	3			Portraits.  Key artists: Giseppe Arcimboldo & Picasso	Mosaics.  Key Artists: Antoni Gaudí & Sonia King	Collagraph printing.  Key Artist: Keith Haring	Observational drawing.  Key Artists: Amiria Gale & Michelangelo Buonarroti



	4		Sketching. Key Artist: David Dancey Wood	Aboriginal art. Key Artists: Clifford Possum Tjapaltjarri & Emily Kame Ngwarreye	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



EYFS - Year R - All about me

Term 1

### Development Matters Objectives

#### 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)


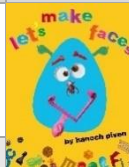
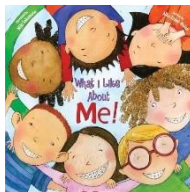
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

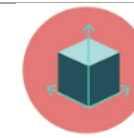
##### Physical Development (Fine Motor Skills)

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Focus	Knowledge	Vocabulary
Self – 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  Tone: I know pencils can be light and dark.	Self-portrait, pen, pencil, wax crayon, felt tip, oil pastel, drawing, line, control, features.
		<b>Mediums</b>
		Pencils, pens, wax crayons and oil pastels.



		<p>Pattern: I understand how different patterns can be created through a range of media including drawing.</p> <p>Artist: I have an understanding of different artists, their styles and drawings.</p> <p>Artist: I know basic facts about an artist and their style.</p>	<p><b>Key Artist</b></p> <p>Elizabeth Sporne (local)</p> <p>Toyin Ojih Odutola (1985-present)</p> <p><b>Why?</b></p> <p>Dorset painter</p> <p>Nigerian- American contemporary visual artist</p>	<p><b>Linked Resources</b></p> <p> Let's Make Faces – Hanoch Piven</p> <p> What I like about me! - Allia Zobel Nolan</p>
<p><b>Prior Learning</b></p> <p>Depends on the Nursery setting but we would hope the children can complete the below.</p> <p>Line: I can begin to understand how line can be used in a variety of media e.g pencil, charcoal, pastel.</p> <p>Tone: With support I can begin to understand that pencils can create light and dark marks by pressing the pencil harder or softer.</p> <p>Pattern: With support I know how to create print patterns.</p>		<p><b>Key Question(s)</b></p> <p>What does this artwork show?</p> <p>What colours can you see?</p> <p>What colour is used most in this piece of art?</p> <p>What shapes can you see?</p> <p>How has this drawing been made?</p>	<p><b>Future Learning</b></p> <p>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 &amp; charcoal.</p> <p>Tone: I know how dark and light tones can be represented with pencil</p> <p>Pattern: I understand how different methods of drawing can create repeating patterns.</p> <p>Artist: I have an understanding of different artists and their styles.</p>	
<p><b>Skills</b></p>				
Drawing	<ul style="list-style-type: none"><li>I can create a variety of marks, lines, and shapes by using a range of tools including pencils, charcoal, pastel, pen and charcoal and select and talk about which I have chosen.</li><li>I am beginning to explore ways to create dark and light tones with pencil and charcoal. I can press hard and light with my pencil.</li><li>I can reflect on my own work and discuss what I have created and why, linking to artists I have learned about.</li><li>I can draw basic facial features.</li></ul>			
<p><b>Skill Strands</b></p>				
Drawing	Painting	Printing	3D/Collage	



### Continuous Provision

- Large chalk drawing 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.

EYFS - Year R – Autumn/ The Gruffalo

Term 2

### Development Matters Objectives

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 scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Focus	Knowledge	Vocabulary
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.	Texture: I understand about and I'm able to describe texture using a variety of materials through collage.	3D, collage, attach, join, sculpt, cut, overlap, scrunch, texture.
		Mediums
	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, leaves & conkers.	Natural resources (Autumn). Conkers, leaves, pebbles etc.
		<b>Key Artist</b> <b>Linked Resources</b>





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.

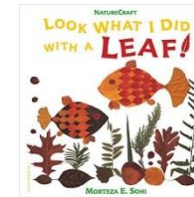
Artist: I know basic facts about an artist and their style.

Andy Goldsworthy (1956-present)

**Why?**

English sculptor  
Contemporary art  
Movement: environmental & land

Book: Look what I did with a leaf.



### Prior Learning

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 patterns

### Key Question(s)

What do you like about ... work?  
What textures can you see?  
How can you describe the shapes?  
How are the objects joined?  
How would you change this artwork?  
How did you create your collage?  
Why did you place your natural objects there?

### Future 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.  
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.

### Skills

- |            |  |
|------------|--|
| 3D/Collage | <ul style="list-style-type: none"> <li>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 and stones. I can begin to join, check my progress and begin to alter my structures.</li> <li>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.</li> <li>I can reflect on my own work and discuss what I have created and why, linking to artists I have learned about.</li> <li>I can create a repeating pattern through collage.</li> </ul> |
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### Skill Strands

**Drawing**



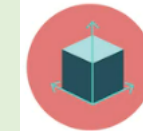
**Painting**



**Printing**



**3D/Collage**



### Continuous Provision

Natural resources to explore and create their own large-scale artwork  
Chalk fireworks  
Firework tea bag paintings  
Collage gruffalos/layering  
Christmas creations – cards, calendars & decorations



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

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 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.  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.	Colour mixing, paint, paintbrush, darkening, lightening, palette.
		<b>Mediums</b> Oil pastels, brush, ready mix paint.
		<b>Key Artist</b> Kandinsky (1866-1944)
		<b>Why?</b> Russian painter Movement: Expressionism & abstract art
		<b>Linked Resources</b>  Mixed – Arree Chung
Prior Learning	Key Question(s)	Future Learning



<p>Depends on the Nursery setting but we would hope the children can complete the below.</p> <p>Colour: Explore mixing colour and name some colours (including primary colours).</p> <p>Pattern: With support I know how to create print patterns.</p>	<p>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?</p>	<p>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.</p> <p>Tone: I understand how different colours with dark and light tones can create shadow.</p> <p>Pattern: I understand how different methods of painting can create repeating patterns. I understand the term optical illusion.</p> <p>Artist: I have an understanding of different artists and their styles within painting.</p>
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### Skills

Painting	<ul style="list-style-type: none"> <li>I can explore colour and colour mixing with more control.</li> <li>I can begin to talk about what happens when I mix primary colours.</li> <li>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.</li> <li>I can reflect on my own work and discuss what I have created and why, linking to artists I have learned about.</li> <li>I can create a repeating pattern through painting.</li> </ul>
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### Skill Strands

<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 
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### Continuous Provision

<p>Paints outside to explore how they mix</p> <p>Have a range of ice, mix with water colours and see what happens</p> <p>Aboriginal artwork</p> <p>Chinese New Year</p> <p>Mix paint with fingers</p> <p>Rangoli patterns</p> <p>Exploring clay</p> <p>Valentine's Day cards</p>
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# 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 scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Focus	Knowledge	Vocabulary	
<p>Finger and sponge printing.</p> 	<p>Shape: I am beginning to record shapes through observation and imagination</p> <p>Space: I can look at and begin to talk about space as the area between objects</p> <p>Pattern: I can talk about and explore repeating patterns through printing.</p> <p>Artist: I have an understanding of different artists, their styles and prints.</p> <p>Artist: I know basic facts about an artist and their style.</p>	<p>Print, impress, pattern, string, sponge, repeated pattern.</p>	
		<b>Mediums</b>	
		<p>Paint and oil pastels.</p>	
		<b>Key Artist</b>	<b>Linked Resources</b>
		<p>Yayoi Kusama (1929-present)</p>	<p>Dinosaur VS fingerpainting video.</p>
<b>Why?</b>	<p><a href="https://www.youtube.com/watch?v=Pl_zs7osFyM">https://www.youtube.com/watch?v=Pl_zs7osFyM</a></p>		
<p>Japanese contemporary artist</p> <p>Movement: pop art, minimalism, feminist art, environmental art.</p>			
Prior Learning	Key Question(s)	Future Learning	
<p>Depends on the Nursery setting but we would hope the children can complete the below.</p>	<p>What shapes can you see?</p> <p>Can you describe the patterns you can see?</p>	<p>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.</p>	



<p>Colour: Explore mixing colour and name some colours (including primary colours).</p> <p>Pattern: With support I know how to create print patterns.</p> <p>Shape: Record simple shapes through observation and imagination.</p> <p>Space: Look at and with support talk about space as the area between objects.</p>	<p>How might the artist have been feeling when they made this piece?</p> <p>How does this art make you feel?</p>	<p>Space: I will develop a basic understanding of space as the area between objects</p> <p>Pattern: I understand how different styles and shapes can be replicated to create repeating patterns.</p> <p>Artist: I have an understanding of different artists and their styles</p>
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### Skills

Printing	<ul style="list-style-type: none"> <li>I can make marks using a variety of objects, natural and made and begin to explore shape and simple patterns.</li> <li>I can create rubbings and recognise patterns in nature.</li> <li>I can use my finger as a tool to create patterns.</li> <li>I can reflect on my own work and discuss what I have created and why, linking to artists I have learned about.</li> <li>I can create a repeating pattern through prints.</li> </ul>
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### Skill Strands

<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 
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### Continuous Provision

Shape printing  
Potato printing  
Finger painting  
Fathers Day cards




# Year 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		
<p>Abstract, opt illusion art</p> 		<p>Colour: I know that the primary colours are red, blue and yellow.</p> <p>I begin to understand when primary colours are mixed, they make secondary colours.</p> <p>Tone: I understand how different colours with dark and light tones can create shadow.</p> <p>Pattern: I understand how different methods of painting can create repeating patterns.</p> <p>I understand the term optical illusion.</p> <p>Artist: I have an understanding of different artists and their styles within painting.</p>	<p>Shape, primary colour, colour spectrum, predict, tone, illusion.</p>		
			<p><b>Mediums</b></p> <p>Variations of paint- water colours or acrylic and pen.</p>		
			<p><b>Key Artist</b></p> <p>Bridget Riley (1931-present)</p>	<p><b>Linked Resources</b></p> <p><a href="https://www.youtube.com/watch?v=JQ6dD4g0EP0">https://www.youtube.com/watch?v=JQ6dD4g0EP0</a></p>	
			<p><b>Why?</b></p> <p>Contemporary English painter</p> <p>Movement: Op Art</p>		
Prior Learning		Key Question(s)	Future Learning		
<p>Colour: I know what happens when primary colours are mixed.</p> <p>Pattern: I know about repeating patterns through a range of media including painting.</p> <p>Artist: I have an understanding of different artists, their styles and paintings.</p> <p>Artist: I know basic facts about an artist and their style.</p>		<p>What do you think about when you see this artwork?</p> <p>What do the colours remind you of?</p> <p>Can you name the primary colours?</p> <p>What happens when you mix primary colours?</p> <p>How does this artwork make you feel?</p> <p>How has the artist used colour, pattern and shape?</p> <p>What affect does this artwork have when you look at it?</p>	<p>Colour: I know when primary colours are mixed, they make secondary colours.</p> <p>I know that the secondary colours are orange, green and purple.</p> <p>Tone: I know how different colours with dark and light tones can create different gradients within the same colour.</p> <p>Pattern: I understand how different methods of painting can create repeating patterns within the artwork</p> <p>Artist: I have an understanding of different artists and their styles within painting.</p>		
Skills					
Painting	<ul style="list-style-type: none"><li>I can name the primary colours and explore what colours I make when mixing them.</li><li>I can use a range of brushes and objects e.g sponges and rollers to make different marks and effects.</li><li>I can talk and answer questions about starting points for my work and begin to discuss the development of ideas</li><li>I can create my own optical illusion using line and paint.</li></ul>				



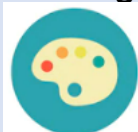
- I can use my knowledge about the artists to create a piece of work in their style.

### Skill Strands

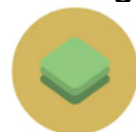
#### Drawing



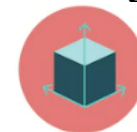
#### Painting



#### Printing



#### 3D/Collage



KS1 - Year 1 – A Walk in the Park

Term 2

### 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

Charcoal and chalk line drawings.



#### Knowledge

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 styles.

#### Vocabulary

Charcoal, chalk, straight line, wavy line, thick line, thin line, shade, dashed, jagged, curved, dark, light, repeat.

#### Mediums

Tonal pencils, chalk and charcoal.

#### Key Artist

Jane Hissey (1952-present)

Leonardo da Vinci (1452-1519)

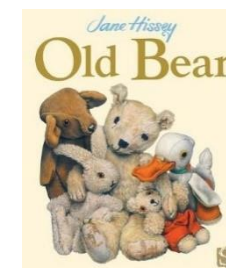
#### Why?

English author and illustrator.

Traditional Italian Artist.  
Movement: High Renaissance

#### Linked Resources

Book: Old Bear- Jane Hissey



#### Prior Learning

#### Key Question(s)

#### Future Learning





<p>Line: I know how different mediums can be used to make lines e.g pencil, charcoal, paint, pastel and think about thickness</p> <p>Tone: I know pencils can be light and dark.</p> <p>Pattern: I understand how different patterns can be created through a range of media including drawing.</p> <p>Artist: I have an understanding of different artists, their styles and drawings.</p> <p>Artist: I know basic facts about an artist and their style.</p>	<p>What was your first reaction to this artwork? Why did you choose this medium? How did you create these lines? What technique did you use? Can you show me where you create a repeating pattern? Which adjectives can you use to describe this art work? Have you seen any artwork that is similar?</p>	<p>Line: I understand how line is used in a variety of media e.g pencil, charcoal, and know how different techniques create texture.</p> <p>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.</p> <p>Pattern: I understand how different methods of drawing can create repeating patterns.</p> <p>Artist: I have an understanding of different artists and their styles.</p>
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### Skills

Drawing	<ul style="list-style-type: none"> <li>I can use a range of media (pencil, pen, crayon, charcoal and chalk) to record objects both seen and imagined and to create a feel of different textures.</li> <li>I can use pencil and charcoal to create different line styles.</li> <li>I can use pencil to create light and dark tones.</li> <li>I can consider how I may create pattern using pencil and charcoal in my artwork.</li> <li>I can talk and answer questions about starting points for my work and begin to discuss the development of ideas.</li> <li>I can use my knowledge about the artists to create a piece of work in their style.</li> </ul>
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### Skill Strands

<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 
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KS1 - Year 1 – Explorers





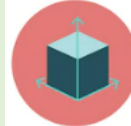
Term 3

### 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
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.



		<p>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.</p> <p>Artist: I have an understanding of different artists and their styles.</p>	<table><tr><th colspan="2">Mediums</th></tr><tr><td colspan="2">Modelling wire, tin foil and pipe cleaners.</td></tr><tr><th>Key Artist</th><th>Linked Resources</th></tr><tr><td>Antony Gormley (1950-present)</td><td rowspan="2">Angel of the North</td></tr><tr><th>Why?</th></tr><tr><td colspan="2">British sculptor and designer</td></tr></table>		Mediums		Modelling wire, tin foil and pipe cleaners.		Key Artist	Linked Resources	Antony Gormley (1950-present)	Angel of the North	Why?	British sculptor and designer	
Mediums															
Modelling wire, tin foil and pipe cleaners.															
Key Artist	Linked Resources														
Antony Gormley (1950-present)	Angel of the North														
Why?															
British sculptor and designer															
Prior Learning		Key Question(s)	Future Learning												
<p>Texture: I understand about and I'm able to describe texture using a variety of materials through collage.</p> <p>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, leaves &amp; conkers.</p> <p>Pattern: I know how a range of media, including collage, can create repeating patterns.</p> <p>Artist: I have an understanding of different artists, their styles and collages.</p> <p>Artist: I know basic facts about an artist and their style.</p>		<p>What else has a similar texture to the medium you are using? Can you recreate this artwork with your body? How would you move?</p> <p>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?</p>	<p>Texture: I understand how different textures can be created using a range of materials when making a collage.</p> <p>Form: I know the difference between 2D and 3D and understand that they can be used to create simple sculptures.</p> <p>Pattern: I understand how different styles can be replicated to create repeating patterns within sculpture.</p> <p>Artist: I have an understanding of different artists and their styles.</p>												
Skills															
3D/collage	<ul style="list-style-type: none"><li>I can add different layers and alter a surface</li><li>I can use a variety of materials, natural and made to create a sculpture from experience, imagination and observation</li><li>I can talk and answer questions about starting points for my work and begin to discuss the development of ideas</li><li>I can use my knowledge about the artists to create a piece of work in their style</li><li>I can mould different materials to make a person like sculpture</li></ul>														
Skill Strands															
<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 												



### 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	
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 be replicated to create repeating patterns.  Artist: I have an understanding of different artists and their styles		Endpiece, impressed line, media, shape (within art).	
				Mediums	
				A range of paints and black pen.	
				Key Artist	Linked Resources  <a href="https://www.youtube.com/watch?v=tXxuOF0qMss">https://www.youtube.com/watch?v=tXxuOF0qMss</a>
				Hokusai	
Why?					
Prior Learning		Key Question(s)		Future Learning	
Shape: I am beginning to record shapes through observation and imagination		What can you see within this artwork? Can you talk about how the art makes you feel? What shapes can you see within this and your own artwork?		Shape: I know that shapes can be recorded through observation and imagination.	
Space: I can look at and begin to talk about space as the area between objects		What patterns did you create? How does your final piece make you feel?		Space: I have an understanding of 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		Can you evaluate your own work? Can you make some suggestions for improvement?		Pattern: I know that pop art is a form of repeating patterns through using prints.	
Artist: I have an understanding of different artists, their styles and prints.		Can you describe what you like about this artwork?		Artist: I have an understanding of different artists and their styles within painting.	
Artist: I know basic facts about an artist and their style.					
Skills					
Printing	<ul style="list-style-type: none"><li>I can make marks using a variety of objects, natural and manmade and sequence, overlay and arrange them to form simple patterns or pictures</li><li>I can use paint and shape to create a print pattern which can be repeated.</li><li>I can talk and answer questions about starting points for my work and begin to discuss the development of ideas</li><li>I can record shapes through observation and imagination</li><li>I can identify space as the area between objects</li></ul>				



- I can use my knowledge about the artists to create a piece of work in their style.

**Skill Strands**

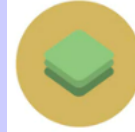
**Drawing**



**Painting**



**Printing**



**3D/Collage**





# Year 2




## KS1 - Year 2 – Scouting Around





## 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	
<p>Explore secondary colours to create a piece of artwork linked to a certain setting.</p> 	<p>Colour: I know when primary colours are mixed, they make secondary colours.</p> <p>I know that the secondary colours are orange, green and purple.</p>	Secondary colours, effects, dark tone, light tone, repeat, gradient.	
	<p>Tone: I know how different colours with dark and light tones can create different gradients within the same colour.</p>		
	<p>Pattern: I understand how different methods of painting can create repeating patterns within the artwork</p>		
	<p>Artist: I have an understanding of different artists and their styles within painting.</p>		
Prior Learning	Key Question(s)	Future Learning	
<p>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.</p> <p>Tone: I understand how different colours with dark and light tones can create shadow.</p> <p>Pattern: I understand how different methods of painting can create repeating patterns.</p> <p>I understand the term optical illusion.</p> <p>Artist: I have an understanding of different artists and their styles within painting.</p>	<p>How would you describe this artwork to someone that has never seen it before?</p> <p>Which adjectives would you use to describe this artwork?</p> <p>How do you think the artist was feeling when he created this?</p> <p>What mediums and resources do you think the artist used?</p> <p>How did you create the light and dark tones?</p> <p>What colours have you mixed together?</p> <p>Can you name the primary and secondary colours?</p>	<p>Colour: I know that colour can be used representationally to create hot and colour effects.</p> <p>I know that hot colours are red, orange and yellow.</p> <p>I know that cold colours are blue and green.</p> <p>I know that when white is added to a colour it changes its tone.</p> <p>I understand that the background of a painting is important and sets the mood.</p> <p>Tone: I understand how to observe and record simple tonal variations using paint, pastel, ink, pencil and charcoal.</p> <p>Artist: I have an understanding of different artists and their styles within painting.</p> <p>I understand that all artwork can be individual and it is important to reflect and critique.</p>	
Skills			



Painting	<ul style="list-style-type: none"><li>• I can name the secondary colours and mix them knowing that you mix two of the primary colours.</li><li>• I can use a range of brushes to make different marks and effects, and choose the size for a specific purpose</li><li>• I can create colour gradients by adding light or dark tones to the colour.</li><li>• I can use my knowledge about the artists to create a piece of work in their style.</li></ul>			
Skill Strands				
<div>Drawing</div> <div></div>	<div>Painting</div> <div></div>	<div>Printing</div> <div></div>	<div>3D/Collage</div> <div></div>	

KS1 - Year 2 – Heroes		Term 2	
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	
<p>Pop art prints- repeats a print linked to heroes using styrofoam.</p> 	<p>Shape: I know that shapes can be recorded through observation and imagination.</p> <p>Space: I have an understanding of space as the area between objects.</p> <p>Pattern: I know that pop art is a form of repeating patterns through using prints.</p> <p>Artist: I have an understanding of different artists and their styles within painting.</p>	<p>Secondary colours, styrofoam, pop art, relief.</p>	
	Mediums		
	Styrofoam, paint (rollers or 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)	Future Learning	
<p>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.</p>	<p>Why did you have that reaction when you first saw this artwork? Have your feelings changed the more you look and see the artwork? Can you explain your work and how you created this piece?</p>	<p>Line: I understand how pen can add detail to a print.</p> <p>Texture: I understand how layers can be used to create texture and depth.</p>	



<p>Space: I will develop a basic understanding of space as the area between objects</p> <p>Pattern: I understand how different styles and shapes can be replicated to create repeating patterns.</p> <p>Artist: I have an understanding of different artists and their styles</p>	<p>How do the colours make you feel?</p> <p>How has the artist used shape, colour and pattern?</p> <p>Can you explain the repeating pattern you can see?</p>	<p>Shape: I know how to identify shapes in objects and understand how to achieve a 3D perspective by layering.</p> <p>Space: I have an understanding of space as the area between objects.</p> <p>Artist: I have an understanding of different artists and their styles. I understand how mosaics can be used in different ways and for different purposes.</p>
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### Skills

Printing	<ul style="list-style-type: none"> <li>I can use a variety of printing methods including relief, rubbings, textile.</li> <li>I can use Styrofoam, paint and rollers to create a print.</li> <li>I can create repeating patterns through printing.</li> <li>I can record shapes through observation and imagination and talk about what I can see.</li> <li>I can demonstrate a basic understanding of space as the area between objects</li> <li>I can use my knowledge about the artists to create a piece of work in their style.</li> </ul>
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### Skill Strands

<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 
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KS1 - Year 2 – Magic, Melting Moments

Term 3


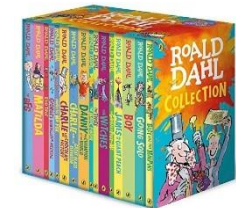
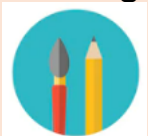
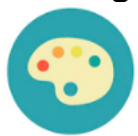


### National Curriculum Objective

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
To create a detailed illustration using different tones.	<p>Line: I understand how line is used in a variety of media e.g pencil, charcoal, and know how different techniques create texture.</p> <p>Tone: I know how dark and light tones can be represented with pencil.</p> <p>I know how graded pencils support drawings to create further detail with highlights and shadows.</p>	<p>Drawn texture, light tones, dark tones, shading, highlights, shadows, repeat patterns.</p>
		<p><b>Mediums</b></p> <p>Range of tonal pencils for shading.</p>










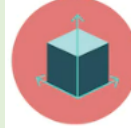
		<p>Pattern: I understand how different methods of drawing can create repeating patterns.</p> <p>Artist: I have an understanding of different artists and their styles.</p>	<p><b>Key Artist</b></p> <p>Quentin Blake (1932-present)</p> <p>Remember Jane Hissey last year.</p> <p><b>Why?</b></p> <p>English cartoonist, illustrator and author.</p>	<p><b>Linked Resources</b></p> <p>Roald Dahl books</p> 
<p><b>Prior Learning</b></p> <p>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 &amp; charcoal.</p> <p>Tone: I know how dark and light tones can be represented with pencil</p> <p>Pattern: I understand how different methods of drawing can create repeating patterns.</p> <p>Artist: I have an understanding of different artists and their styles.</p>		<p><b>Key Question(s)</b></p> <p>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?</p>	<p><b>Future Learning</b></p> <p>Line: I understand line can be used to create shape and texture. I understand the importance of observation and to record objects as seen.</p> <p>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.</p> <p>Artist: I have an understanding of different artists and their styles. I understand how mosaics can be used in different ways and for different purposes.</p>	
<p><b>Skills</b></p>				
Drawing	<ul style="list-style-type: none"><li>I can use a range of media (pencil, crayon, charcoal and chalk) to record objects both seen and imagined and use to create lighter and darker tones.</li><li>I can use my knowledge about the artists to create a piece of work in their style.</li><li>I can create a variety of lines using different media e.g pencil, charcoal, and can use different techniques to create texture.</li><li>I can use graded pencils to create light and dark tones with further details including highlights and shadows.</li><li>I can create repeat patterns using pencils within my artwork pieces and understand the effect this has.</li></ul>			
<p><b>Skill Strands</b></p>				
<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 	



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	
<p>Plastic pollution sculpture.</p> <div></div> <p>Group sculptures and individual that could be displayed.</p>	<p>Texture: I understand how different textures can be created using a range of materials when making a collage.</p> <p>Form: I know the difference between 2D and 3D and understand that they can be used to create simple sculptures.</p> <p>Pattern: I understand how different styles can be replicated to create repeating patterns within sculpture.</p> <p>Artist: I have an understanding of different artists and their styles.</p>	Interpret, shaping, visual, form, sculpture, texture, style.	
		Mediums	
		A range of materials including: plastic bottles, lids, fabrics, string, wool.	
		Key Artists	Linked Resources
Robert Bradford (1941-1981) Mbongeni Buthelezi (1966-present)			
Why?			
Sculptor			
South African artist and sculptor Contemporary art			
Prior Learning	Key Question(s)	Future Learning	
<p>Texture: I know how to describe texture using a variety of materials through collage</p> <p>Form: I know the difference between 2D and 3D. I know how different materials can be used to create raised reliefs.</p> <p>I know that sculptures can be designed and then created. I know that a design can be created in free standing form.</p> <p>Artist: I have an understanding of different artists and their styles.</p>	<p>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?</p>	<p>Colour: I understand how hot and cold colours can be used for effect when someone looks at the artwork.</p> <p>Texture: I understand how different textures can be created using a range of materials when making a collage.</p> <p>Form: I know that different materials can be used for purpose and intent.</p> <p>Pattern: I know different cultural patterns and understand different responses and opinions to them. I understand that pattern is considered when designing a mosaic collage or sculpture.</p> <p>Artist: I have an understanding of different artists and their styles.</p>	





		I understand how mosaics can be used in different ways and for different purposes.
Skills		
3D/Collage	<ul style="list-style-type: none"><li>• I can create models from experience, observation and imagination using a variety of materials.</li><li>• I can join and alter my structures and begin to manipulate materials to create a planned effect.</li><li>• I can talk and answer questions about starting points for my work and begin to discuss the development of ideas.</li><li>• I can learn basic facts about an artist and use that knowledge to create a piece of work in the style of that artist</li><li>• I can create texture using a variety of materials and begin to adapt appropriately.</li><li>• I can use materials to create a simple sculpture and adapt with increased confidence.</li><li>• I can use materials to create repeating patterns through a range of collage techniques e.g layering, placement and shape.</li></ul>	
Skill Strands		
<div>Drawing</div> <div></div>	<div>Painting</div> <div></div>	<div>Printing</div> <div></div>
<div>3D/Collage</div> <div></div>		



# Year 3

**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	Vocabulary	
<p>To create a painted piece and use a background wash. To consider hot and cold colours in their own piece.</p> <div></div>	<p>Colour: I know that colour can be used representationally to create hot and colour effects.</p> <p>I know that hot colours are red, orange and yellow.</p> <p>I know that cold colours are blue and green.</p> <p>I know that when white is added to a colour it changes its tone.</p> <p>I understand that the background of a painting is important and sets the mood.</p> <p>Tone: I understand how to observe and record simple tonal variations using paint, pastel, pencil and charcoal.</p> <p>Artist: I have an understanding of different artists and their styles within painting.</p> <p>I understand that all artwork can be individual and it is important to reflect and critique.</p>	<p>Abstract, mood, wash, hot colours, cold colours, background wash.</p>	
	Mediums		
	Variations of paint, background wash and pens.		
	Key Artist	Linked Resources	
	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)	Future Learning	
<p>Colour: I know when primary colours are mixed, they make secondary colours.</p> <p>I know that the secondary colours are orange, green and purple.</p> <p>Tone: I know how different colours with dark and light tones can create different gradients within the same colour.</p>	<p>What do you think this piece of art is about?</p> <p>If you could interview this artist, what would you ask?</p> <p>How does this piece of work make you feel?</p> <p>Can you explain why you have selected specific materials and mediums for your artwork?</p>	<p>Colour: I understand that hot and cold colours can the mood of artwork pieces.</p> <p>I know that white can change a colour to a warm or cool tone.</p> <p>Tone: I understand how to observe and record tonal variations using paint, pastel, ink, pencil and charcoal.</p> <p>Line: I understand line can add detail to a painting.</p>	



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 painting styles. I understand that all artwork can be interpreted differently and can reflect and critique.
Artist: I have an understanding of different artists and their styles within painting.		

### Skills

Painting	<ul style="list-style-type: none"> <li>I can demonstrate a knowledge of different painting properties and techniques.</li> <li>I can choose my own medium including watercolour, acrylic, poster.</li> <li>I can make a background wash.</li> <li>I can work on large and small scale and select brushes and tools with purpose.</li> <li>I can use colour to represent cold and hot colours and understand how to create colour tone.</li> <li>I can explore what happens when I add white to a colour.</li> <li>I can observe and record simple tonal variations using paint, pastel, ink, pencil and charcoal and talk about shade.</li> <li>I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media.</li> <li>I know how to respond to the artists style and create an individual interpretation. Critique and reflect on relevance.</li> </ul>
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### Skill Strands

<b>Drawing</b> 	<b>Painting</b> 	<b>Printing</b> 	<b>3D/Collage</b> 
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KS2 - Year 3 – Empire

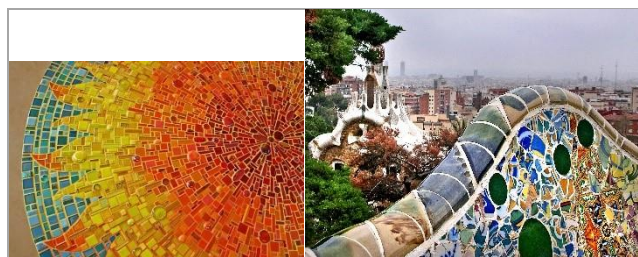



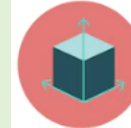
Term 4

### 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	Vocabulary
Mosaics	<p>Colour: I understand how hot and cold colours can be used for effect when someone looks at the artwork.</p> <p>Texture: I understand how different textures can be created using a range of materials when making a collage.</p> <p>Form: I know that different materials can be used for purpose and intent.</p>	<p>Mosaics, architects, decoration, tactile, visual.</p>
		<b>Mediums</b> Mosaics materials- clay, glass, stone etc.
		<b>Key Artist</b>
		<b>Linked Resources</b>



		<p>Pattern: I know different cultural patterns and understand different responses and opinions to them. I understand that pattern is considered when designing a mosaic collage or sculpture.</p> <p>Artist: I have an understanding of different artists and their styles. I understand how mosaics can be used in different ways and for different purposes.</p>	<p>Antoni Gaudí (1852-1926)</p> <p>Sonia King (1953-present)</p> <p><b>Why?</b></p> <p>Architect Movement: Art Mouveau</p> <p>American mosaics artist</p>
Create mosaics that can be displayed around the school/display.			
Prior Learning		Key Question(s)	Future Learning
<p>Texture: I understand how different textures can be created using a range of materials when making a collage.</p> <p>Form: I know the difference between 2D and 3D and understand that they can be used to create simple sculptures.</p> <p>Pattern: I understand how different styles can be replicated to create repeating patterns within sculpture.</p> <p>Artist: I have an understanding of different artists and their styles.</p>		<p>How does this artwork make you feel? What colours have they chosen? Can you describe them? Can you talk about the mood you have created? What would you do with this piece of artwork if you owned it? Have you seen artwork like this before? If so, where?</p>	<p>Colour: I understand the effect colour has on emotions and how they can be used to express ideas.</p> <p>Texture: I understand how different materials can represent different textures.</p> <p>Form: I know that different materials can be used with purpose. I know how to create a free-standing sculpture.</p> <p>Pattern: I recognise cultural pattern and create responses to them</p> <p>Artist: I have an understanding of different artists and their styles. I understand how mosaics can be used in different ways and for different purposes.</p>
Skills			
3D/Collage	<ul style="list-style-type: none"><li>I can use a variety of materials, natural, and manmade to create a sculpture to represent imagined and observed forms.</li><li>I can select and layer material and mediums to create the desired textural effect.</li><li>Recognise cultural pattern and create responses to them.</li><li>I can consider the choice of hot and cold colours and talk about how I have selected them.</li><li>I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media.</li><li>I know how to respond to the artists style and create an individual interpretation. Critique and reflect on relevance</li></ul>		
Skill Strands			
<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 

**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	Vocabulary
 	Line: I understand how pen can add detail to a print.	Experimentation, perspective, layering, transfer, overlay.
	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 to achieve a 3D perspective by layering.	
	Space: I have an understanding of space as the area between objects.	
<p>Collagraph Print. To create layered print piece. Bubble wrap or pattern backgrounds and creating overlay print on top. Consider the placement of shape and pattern.</p> <p>Extension: Needle work on top of print to add detail.</p>	Artist: I have an understanding of different artists and their styles. I understand how printing can be used in different ways and for different purposes.	<b>Mediums</b> Bubble wrap, stryofoam, paint, pen.
		<b>Key Artist</b> Keith Haring (1958-1990)
		<b>Why?</b> American artist Contemporary art Graffiti-like Pop Art
		<b>Linked Resources</b>
Prior Learning	Key Question(s)	Future Learning
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.  Artist: I have an understanding of different artists and their styles within painting.	What layers have you added to your print? How have you created this print? What do you like/dislike about this style? If you could change one thing, what would you change? Can you describe the techniques you have used?	Shape: I know how to identify shape and understand they can be used to achieve different perspectives.  Space: I have an understanding of space as they are between objects.  Pattern: I know different cultural patterns.  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		
Printing	<ul style="list-style-type: none"> <li>I can use a variety of printing methods including relief, rubbings, textile.</li> </ul>	





- 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

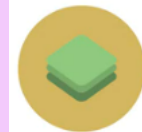
#### Drawing



#### Painting



#### Printing



#### 3D/Collage



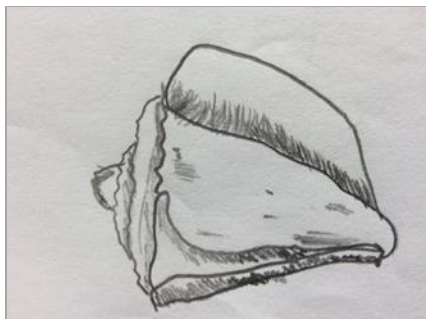
KS2 - Year 3 – Nature

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	Vocabulary
Create a natural drawing using graded pencils.	<p>Line: I understand line can be used to create shape and texture.</p> <p>I understand the importance of observation and to record objects as seen.</p> <p>Tone: I understand how tone is used in different artwork such as observational drawings.</p> <p>I know how graded pencils, charcoal and colours can be used effectively.</p> <p>Artist: I have an understanding of different artists and their styles.</p> <p>I understand how drawing can be used in different ways and for different purposes.</p>	<p>Background, shade, sharp line, smooth line, smudged line, control, sketch, observation.</p>
		Mediums
		Tonal pencils, charcoal and chalk.
		Key Artist
		Amiria Gale (1979-present)
		Why?
		New Zealand artist
		Linked Resources



### 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 be 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 be 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

Printing

- I can begin to create a variety of marks and effects by using graded pencils, charcoal and colours.
- I can effectively use tone on an observational drawing.
- I can create lines that show shape and texture to accurately record objects as they are seen, remembered and imagined.
- I can observe and record simple tonal variations using pencil and charcoal and talk about shade.
- I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media



- I can respond to the artists style and create an individual interpretation. Critique and reflect on relevance

### Skill Strands

#### Drawing



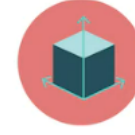
#### Painting



#### Printing



#### 3D/Collage






# Year 4


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

## National Curriculum Objective

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.

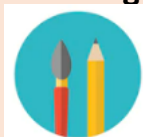
Focus		Knowledge	Vocabulary						
<p>Animal light and dark sketches.</p> 		<p>Line: I understand the line can used to add detail and supports the accuracy of visualising an object as seen, remembered or imagined. I know how to use graded pencils to create detail.</p> <p>Tone: I know how graded pencils can used to add tone and realism. I further understand the importance of light and dark</p> <p>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.</p>	<p>Mood, power, importance, emphasis, sharp lines, detail, background.</p>						
			<p><b>Mediums</b></p> <p>Tonal pencils, charcoal, chalk, ink (could be explored)</p>						
			<table><tr><th>Key Artist</th><th>Linked Resources</th></tr><tr><td>David Dancey Wood</td><td rowspan="3">Linked to light and dark in RE. Linked to habitats.</td></tr><tr><th>Why?</th></tr><tr><td>Bournemouth local artist.</td></tr></table>	Key Artist	Linked Resources	David Dancey Wood	Linked to light and dark in RE. Linked to habitats.	Why?	Bournemouth local artist.
	Key Artist	Linked Resources							
	David Dancey Wood	Linked to light and dark in RE. Linked to habitats.							
Why?									
Bournemouth local artist.									
Prior Learning		Key Question(s)	Future Learning						
<p>Line: I understand line can be used to create shape and texture. I understand the importance of observation and to record objects as seen.</p> <p>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.</p> <p>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.</p>	<p>What is the theme of this piece? What does this artwork show us? How does it make you feel? 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?</p>	<p>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.</p> <p>Tone: I know how charcoal can affect tonal scales and create light and dark.</p> <p>Pattern: I understand that complex patterns can be used to reflect cultural historical and individual styles.</p> <p>Artist: I know a range of artists that link to this piece of work and style. I</p>							
Skills									
Drawing	<ul style="list-style-type: none"><li>I can create a variety of marks and effects by using a range of tools including graded pencils, charcoal and rubbers to apply tone and texture to my work.</li><li>I can draw for a sustained period of time.</li><li>I can experiment with different grades of pencil to achieve variations of tone.</li></ul>								



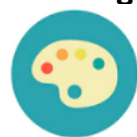
- I can create a realistic sketch of an animal.
- I carefully consider the pencil and sketching technique I use in my work.
- I can show an awareness of representing texture through the choice of the marks and lines I make in my drawing.
- I can consider the media I use for the background.
- I can ask 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

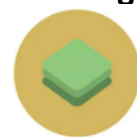
#### Drawing



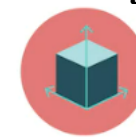
#### Painting



#### Printing



#### 3D/Collage



KS2 - Year 4 – Climate Matters

Term 3

### National Curriculum Objective

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

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.



#### Knowledge

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.

Line: I understand line can add detail to a painting.

Pattern: I recognise cultural pattern and create responses to them.

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.

#### Vocabulary

Mood, cold colours, warm colours, impact, warm tones, cool tones, tonal variations.

#### Mediums

Acrylic paint, watercolour paint, pen.

#### Key Artist

Clifford Possum Tjapaltjarri  
(1932-2002)

Emily Kame Kngwarreye  
(1910-1996)

#### Why?

Australian artist  
Movement: Western desert

Australian artist

#### Linked Resources



Movement: Utopian Art

**Prior Learning**

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.

Tone: I understand how to observe and record simple tonal variations using paint, pastel, ink, pencil and charcoal.

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.

**Key Question(s)**

How does this piece make you feel?  
 What is this artist trying to tell us?  
 Can you talk about how you planned your piece?  
 How is your piece different to your friends?  
 What methods and techniques have others used that you could add or use next time?  
 In your opinion what makes some art pieces better than others?

**Future Learning**

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.

Tone: I know that tonal scales can be used to identify and create light and dark

Line: I understand the importance of having control with line so that it creates effects and textures.

**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 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**




KS2 - Year 4 – Monarchy – The Victorians are Coming to Town

Term 4

### National Curriculum Objective

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Focus	Knowledge	Vocabulary
Victorian art. Quilling and decoupage.	<p>Colour: I understand the effect colour has on emotions and how they can be used to express ideas.</p> <p>Texture: I understand how different materials can represent different textures.</p> <p>Form: I know that different materials can be used with purpose.</p> <p>Pattern: I recognise pattern and create responses to them.</p>	<p>Abstract, mixed media, visual, bright, layered.</p>
		<b>Mediums</b>
		Card, paper, glue.
		<b>Key Artist</b>
		<b>Linked Resources</b>
		Takes place at Hook Court.
		<b>Why?</b>
Prior Learning	Key Question(s)	Future Learning
<p>Yr 2: Form: I know the difference between 2D and 3D and understand that they can be used to create simple sculptures.</p> <p>Yr 3: Colour: I understand how hot and cold colours can be used for effect when someone looks at the artwork.</p> <p>Texture: I understand how different textures can be created using a range of materials when making a collage.</p> <p>Form: I know that different materials can be used for purpose and intent.</p>	<p>What is the subject/theme of this piece?</p> <p>How could we recreate this work using our own ideas and skills?</p> <p>How does this artwork make you feel?</p> <p>Can you describe some of the colours in this piece?</p> <p>What influenced your piece?</p>	<p>Texture: I know that artwork can be finished by using a glaze or a polish.</p> <p>I know how to explore and select a range of art media to achieve texture in my outcomes</p> <p>I know how a combination of pinch, slabbing and coiling can be used to produce end pieces.</p> <p>Form: I know a range of methods that artists may use to create 3D shapes.</p> <p>Pattern: I understand that complex patterns can be used to reflect cultural, historical and individual styles.</p> <p>Line: I understand the fine detail added to the pillars.</p>





<p>Pattern: I know different cultural patterns and understand different responses and opinions to them.</p> <p>I understand that pattern is considered when designing a mosaic collage or sculpture.</p>		
<p>Artist: I have an understanding of different artists and their styles.</p> <p>I understand how mosaics can be used in different ways and for different purposes.</p>		

### Skills

3D/Collage	<ul style="list-style-type: none"> <li>I can use a variety of materials, junk, natural, and manmade to create an abstract sculpture to represent imagined forms.</li> <li>I can select and layer materials, fabrics, cardboard, paper and objects to create textural effect.</li> <li>I can recognise pattern and create responses to them.</li> <li>I can select colours and explain why I have chosen them.</li> <li>I can ask and answer thoughtful and purposeful questions about starting points for my ideas and choice of technique and media.</li> <li>I know how to respond to the artist style and create an individual interpretation. Critique and reflect on relevance.</li> <li>I can think and decide whether I would like my art work to be free standing and consider ways for this to happen.</li> </ul>
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### Skill Strands

Drawing	Painting	Printing	3D/Collage

KS2 - Year 4 – Vikings for Victory


Term 6

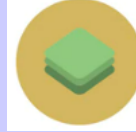
### National Curriculum Objective

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	Vocabulary
Viking Art- print using a variety of resources to create a collagraph.	<p>Shape: I know how to identify shape and understand they can be used to achieve different perspectives.</p> <p>Space: I have an understanding of space as they are between objects.</p>	layering print, alter, modify, designer, perspectives.
		Mediums



		<p>Pattern: I know different cultural patterns.</p> <p>Colour: I understand that you can print in more than one colour.</p> <p>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.</p>		<p>Acrylic paint.</p> <table><tr><th>Key Artist</th><th>Linked Resources</th></tr><tr><td>William Morris (1834-1896)</td><td><a href="https://www.accessart.org.uk/printmaking-with-salvaged-sticky-back-aluminium-foil-mixed-media-and-cardboard/">https://www.accessart.org.uk/printmaking-with-salvaged-sticky-back-aluminium-foil-mixed-media-and-cardboard/</a></td></tr><tr><th>Why?</th><td><a href="https://handprinted.co.uk/blogs/blog/aluminium-foil-tape-printing">https://handprinted.co.uk/blogs/blog/aluminium-foil-tape-printing</a></td></tr><tr><td colspan="2">British texture designer Socialist activist associated with the British Arts and Crafts Movement</td></tr></table>		Key Artist	Linked Resources	William Morris (1834-1896)	<a href="https://www.accessart.org.uk/printmaking-with-salvaged-sticky-back-aluminium-foil-mixed-media-and-cardboard/">https://www.accessart.org.uk/printmaking-with-salvaged-sticky-back-aluminium-foil-mixed-media-and-cardboard/</a>	Why?	<a href="https://handprinted.co.uk/blogs/blog/aluminium-foil-tape-printing">https://handprinted.co.uk/blogs/blog/aluminium-foil-tape-printing</a>	British texture designer Socialist activist associated with the British Arts and Crafts Movement	
Key Artist	Linked Resources												
William Morris (1834-1896)	<a href="https://www.accessart.org.uk/printmaking-with-salvaged-sticky-back-aluminium-foil-mixed-media-and-cardboard/">https://www.accessart.org.uk/printmaking-with-salvaged-sticky-back-aluminium-foil-mixed-media-and-cardboard/</a>												
Why?	<a href="https://handprinted.co.uk/blogs/blog/aluminium-foil-tape-printing">https://handprinted.co.uk/blogs/blog/aluminium-foil-tape-printing</a>												
British texture designer Socialist activist associated with the British Arts and Crafts Movement													
Prior Learning		Key Question(s)		Future Learning									
<p>Line: I understand how pen can add detail to a print.</p> <p>Texture: I understand how layers can be used to create texture and depth.</p> <p>Shape: I know how to identify shapes in objects and understand how to achieve a 3D perspective by layering.</p> <p>Space: I have an understanding of space as the area between objects.</p> <p>Artist: I have an understanding of different artists and their styles. I understand how printing can be used in different ways and for different purposes.</p>		<p>In your opinion what pattern would be best on a shield? Why?</p> <p>Do you have to be able to paint and draw to be a good artist?</p> <p>How does this art make you feel?</p> <p>What do you like about this art?</p> <p>What is the artist trying to make us think?</p> <p>What sources have you used to support your design? (books, internet, gallery photos, own ideas).</p>		<p>Shape: I know how different shapes can be used and positioned to represent different objects.</p> <p>Space: I understand how scale and positioning can provide depth to artwork.</p> <p>I understand the impact layering adds to a piece of work to change the perspective.</p> <p>Pattern: I understand that patterns can be used to add texture to artwork.</p> <p>Colour: I understand effect that neutral tones can have on making the main subject of the image stand out.</p> <p>Line: I know how line can be used to add detail and focus to the main subject of an image.</p>									
Skills													
Printing	<ul style="list-style-type: none"><li>I can collagraph to create my print.</li><li>I can create patterns with increasing complexity showing repetition, layering and symmetry.</li><li>I can print in more than one colour and consider my choice of colour carefully.</li><li>I can choose my resources to create the print carefully and attach the aluminium foil carefully.</li><li>I consider the space between the materials to add detail to my work.</li><li>I can ask and answer thoughtful and purposeful questions about starting points for their ideas and choice of technique and media.</li><li>I know how to respond to the artists style and create an individual interpretation. Critique and reflect on relevance.</li></ul>												
Skill Strands													
Drawing	Painting	Printing	3D/Collage										





# Year 5




KS2 - Year 5 - Ancient Greece




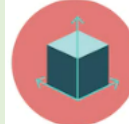
Term 1

### 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	Vocabulary
<p>Clay Greek pillars</p>  <p>Doric Ionic Corinthian</p>	<p>Texture: I know that artwork can be finished by using a glaze or a polish.</p> <p>I know how to explore and select a range of art media to achieve texture in my outcomes</p> <p>I know how a combination of pinch, slabbing and coiling can be used to produce end pieces.</p> <p>Form: I know a range of methods that artists may use to create 3D shapes.</p> <p>Pattern: I understand that complex patterns can be used to reflect cultural, historical and individual styles.</p> <p>Line: I understand the fine detail added to the pillars.</p>	<p>Polish, glaze, mould, pinch, slab, coil, observe, style.</p>
		<p><b>Mediums</b></p> <p>Clay</p>
		<p><b>Key Artist</b></p> <p>Ictinus</p> <p>Imogen Charleston (local)</p> <p><b>Why?</b></p> <p>Ancient Athenian architect</p> <p>Bournemouth sculptor</p>
		<p><b>Linked Resources</b></p>
Prior Learning	Key Question(s)	Future Learning
<p>Colour: I understand the effect colour has on emotions and how they can be used to express ideas.</p> <p>Texture: I understand how different materials can represent different textures.</p> <p>Form: I know that different materials can be used with purpose.</p> <p>I know how to create a free-standing sculpture.</p> <p>Pattern: I recognise cultural pattern and create responses to them</p> <p>Artist: I have an understanding of different artists and their styles.</p>	<p>How did you finish your Greek pillar?</p> <p>How did you add detail to your pillar?</p> <p>Talk about the methods you used to create your pillar?</p> <p>Talk about the patterns you have created and what inspired you to create these?</p>	<p>Texture: I understand that wire can be adapted and move to achieve texture.</p> <p>Form: I understand that wire can be used to create a complex 3D form.</p> <p>I can create a free-standing sculpture.</p> <p>Shape: I know that shape can be used as a starting point and media can then be used to extend and support the artwork.</p>




I understand how mosaics can be used in different ways and for different purposes.			
Skills			
	<ul style="list-style-type: none"><li>• I can use clay to mould and create a life size useable pot.</li><li>• I can start to show increasing confidence to carve a simple form.</li><li>• I can use a glaze or polish to finish a mould.</li><li>• I can select a range of art media to achieve texture in my outcomes</li><li>• I can use a combination of pinch, slabbing and coiling to produce end pieces.</li><li>• I can discuss a range of methods that artists may use to create 3D shapes.</li><li>• I can start to produce complex patterns inspired by cultural, historical and individual styles.</li></ul>		
Skill Strands			
Drawing	Painting	Printing	3D/Collage
			



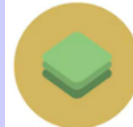

KS2 - Year 5 - Earth and Space Term 3

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

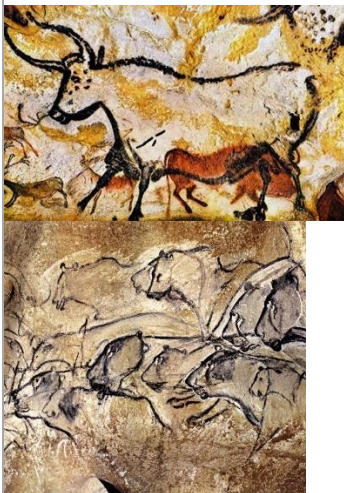


	<p>Colour: I understand effect that neutral tones can have on making the main subject of the image stand out.</p> <p>Line: I know how line can be used to add detail and focus to the main subject of an image.</p>	<p>American artist Modern art Movement: pop art</p>	
Prior Learning	Key Question(s)	Future Learning	
<p>Shape: I know how to identify shape and understand they can be used to achieve different perspectives.</p> <p>Space: I have an understanding of space as they are between objects.</p> <p>Pattern: I know different cultural patterns.</p> <p>Artist: I have an understanding of different artists and their painting styles.</p> <p>I understand that all artwork can be interpreted differently and can reflect and critique.</p>	<p>What shapes have you positioned in your artwork and why? How did you create depth in your artwork? Have pieces have you layered on your artwork? How did you create texture on your piece? How did you use the pens to add detail? What line techniques did you use?</p>	<p>Shape: I know how different shapes can be used and positioned to represent different objects.</p> <p>Colour: I understand the impact of just using blakc within work can create.</p> <p>I understand the impact of using I colour within artwork has.</p> <p>Line: I know how line can be used to add detail to a print.</p> <p>Space: I understand the importance of proportion and scale within drawings.</p> <p>I understand that layering stencils can create depth within the space.</p> <p>Texture: I understand how embroidery can add depth and texture to a print.</p>	
Skills			
	<ul style="list-style-type: none"><li>• I can position shapes effectively to represent different objects.</li><li>• I can adjust the scale and positioning of my subject to create depth in the work.</li><li>• I can use layers to my work to change the perspective.</li><li>• I can create texture by using patterns.</li><li>• I can use neutral tone in my work so that the main subject stands out.</li><li>• I can add detail to the main subject of the work so that it stands out.</li></ul>		
Skill Strands			
<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 



# **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	Vocabulary	
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.  Pattern: I understand that complex patterns can be used to reflect cultural, historical and individual styles.	Charcoal, hatching, cross hatching, directional lines, tonal scales, light tone, dark tone.	
		Mediums	
		Charcoal	
		Key Artist	Linked Resources
		Kathe Kollwitz (1867-1845)	
Why?			
German artist Movement: Expressionism			
Prior Learning	Key Question(s)	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 hoe 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.	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?	Line: I understand the importance of different graded pencils and know the techniques to use them.  Tone: I understand tone can be created through a variety of mediums.  I notice tone within artwork and the use of mediums to create the tone.  Pattern: I understand that complex patterns can be used to reflect cultural, historical and individual styles.  Space: I understand the importance of proportion and scale within drawings.	



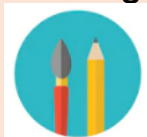


## Skills

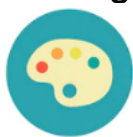
- I can use a range of relevant materials to create purposeful and creative lines.
- I can use a variety of different techniques to add detail to the work e.g hatching, cross hatching, directional.
- I can use charcoal to affect tonal scales and create light and dark.
- I can consider the value of smudging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

## Skill Strands

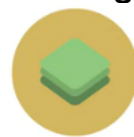
### Drawing



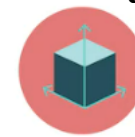
### Painting



### 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

Painting – Coats and seascapes (local link)

Develop observational drawing and begin to think about tone and sketches that seem realistic.



### Knowledge

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.

Tone: I know that tonal scales can be used to identify and create light and dark.

Line: I understand the importance of having control with line so that it creates effects and textures.

### Vocabulary

Colour, line, tone, foreground, background, darker, lighter, contrasting, complementary, opposite

### Mediums

Acrylic paint & watercolour

### Key Artist

Claude Monet (1840-1926)

Joseph Mallord Turner  
(1775-1851)





Sally Winter (local)

### Why?

French painter and founder of impressionist painting who is seen as a key precursor to modernism

### Linked Resources



		<div>Movement: Impressionism</div> <div>English painter</div> <div>Movement:</div> <div>Romanticism</div> <div>Local Bournemouth artist</div>	
Prior Learning	Key Question(s)	Future Learning	
<div>Colour: I understand that hot and cold colours can the mood of artwork pieces.</div> <div>I know that white can change a colour to a warm or cool tone.</div> <div>Tone: I understand how to observe and record tonal variations using paint, pastel, ink, pencil and charcoal.</div> <div>Line: I understand line can add detail to a painting.</div> <div>Artist: I have an understanding of different artists and their painting styles.</div> <div>I understand that all artwork can be interpreted differently and can reflect and critique.</div>	<div>What colours did you create? How did you create those colours?</div> <div>Can you show me how to use the colour wheel? What does it show me?</div> <div>How do you use the tonal scales?</div> <div>What line techniques did you use to create these textures?</div>	<div>Colour: I know what contrasting and complementary colours.</div> <div>I know that those colours can be used for expression.</div> <div>I know that adding black darkens the shade.</div> <div>Tone: I know that tonal scales can be used to identify and create light and dark</div> <div>I understand the importance and value of light and dark within a painting to create drama within the artwork.</div> <div>Line: I understand how artists create purposeful and creative lines to expand on work using a range of mediums.</div>	
Skills			
	<ul style="list-style-type: none"><li>I can create contrasting and complementary colours.</li><li>I can use the colour wheel to help decide on the colours I use within my artwork.</li><li>I can use colour to create the desired atmosphere.</li><li>I can use tonal scales to identify and create light and dark.</li><li>I can carefully decide on the thickness of my paint brush so that it created the line intended.</li><li>I have control with line so that it creates the effects and textures I wanted.</li></ul>		
Skill Strands			
<div>Drawing</div> <div></div>	<div>Painting</div> <div></div>	<div>Printing</div> <div></div>	<div>3D/Collage</div> <div></div>




# Year 6



KS2 - Year 6 - Fantasy – Mortal Engines Term 1

**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.

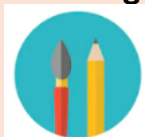
<b>Focus</b>		<b>Knowledge</b>	<b>Vocabulary</b>
Sketch and design		Line: I understand the importance of different graded pencils and know the techniques to use them.	Techniques, medium, scale, proportion, style, cultural.
		Tone: I understand tone can be created through a variety of mediums.	<b>Mediums</b>
		I notice tone within artwork and the use of mediums to create the tone.	Tonal pencils & pens
		Pattern: I understand that complex patterns can be used to reflect cultural, historical and individual styles.	<b>Key Artist</b>
		Space: I understand the importance of proportion and scale within drawings.	<b>Why?</b>
<b>Prior Learning</b>		<b>Key Question(s)</b>	<b>Future Learning</b>
<p>Line: I know how a range of relevant materials can create purposeful and creative lines.</p> <p>I understand how a variety of different techniques can add detail to the work e.g hatching, cross hatching, directional.</p> <p>Tone: I know how charcoal can affect tonal scales and create light and dark.</p> <p>Pattern: I understand that complex patterns can be used to reflect cultural, historical and individual styles.</p>		<p>What techniques did you use using the graded pencils?</p> <p>How did you create tone?</p> <p>What mediums did you choose and why?</p> <p>What style did you choose to create this piece of artwork?</p> <p>Talk about the scale of your drawing?</p>	
<b>Skills</b>			
<ul style="list-style-type: none"> <li>I can use different graded pencils and know which techniques works best for my artwork.</li> <li>I can create tone using a variety of mediums.</li> <li>I can talk about how artists create tone and I can incorporate pieces I like in my artwork.</li> <li>I can create complex patterns and reflect on cultural, historical and individual styles.</li> <li>I can think carefully about the proportion and scale within my drawings.</li> <li>I can work in a sustained and independent way whilst developing my own style of drawing.</li> <li>I can draw for a sustained period of time working and developing one piece of artwork.</li> </ul>			



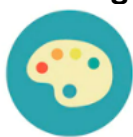
- I can use different techniques with purpose i.e. shading, hatching within their own work, and understand which works well and why.

### Skill Strands

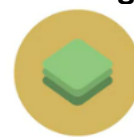
#### Drawing



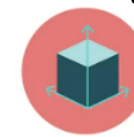
#### Painting



#### Printing




#### 3D/Collage



### KS2 - Year 6 - War/Remembrance Term 2

### National Curriculum Objective

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Focus	Knowledge	Vocabulary
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. I understand the importance and value of light and dark within a painting to create drama within the artwork. Line: I understand how artists create purposeful and creative lines to expand on work using a range of mediums.	Contrasting colours, complementary colours, expression, darken, drama (within art), light, dark.
		Mediums
		Acrylic paints
		Key Artist
		Georgia O'Keefe (1887-1986)  Leonard Rosoman (1913-2012)
		Why?
		American modernist artist Movement: Movement, American modernism, Precisionism  British artist known for drawing and painting.
		Linked Resources
Prior Learning	Key Question(s)	Future Learning
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.	What colours have you chosen? Can you talk about the colours you decided to use and why? How have the colours you chose show expression? What happened when you added black? How did you use the tonal scales? Can you show you?	



<p>Tone: I know that tonal scales can be used to identify and create light and dark</p> <p>Line: I understand the importance of having control with line so that it creates effects and textures.</p>	<p>How did you create drama in your artwork? What lines did you use within your final piece? What mediums did you use?</p>	
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### Skills

	<ul style="list-style-type: none"> <li>I can create contrasting and complementary colours and use them to create expressions.</li> <li>I can add black to colours to darken the colour with purpose.</li> <li>I can create light and dark tones through mixing colours and adding shading to my artwork.</li> <li>I can develop my own style of painting and incorporate styles of artists I have studied so far.</li> <li>I can carefully control the marks I make and experiment with different effects and textures including block colour, thickened paint and different brush strokes.</li> <li>I can mix colour, create shades and tones with confidence building on previous knowledge.</li> <li>I can talk about my understanding and talk about what works well in my work and why.</li> </ul>
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### Skill Strands

<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 
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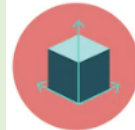
KS2 - Year 6 - Fantasy Term 3

### 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	Vocabulary
Free standing sculpture. Wire/paper clip animals.	<p>Texture: I understand that wire can be adapted and move to achieve texture.</p> <p>Form: I understand that wire can be used to create a complex 3D form.</p> <p>I can create a free-standing sculpture.</p> <p>Shape: I know that shape can be used as a starting point and media can then be used to extend and support the artwork.</p>	Wire, adapt, texture, form, free-standing, start point, end point, extend and support.
		<b>Mediums</b>
		Wire, paper clips, pipe cleaners
		<b>Key Artist</b>
		<b>Linked Resources</b>






		<p>Alexander Calder (1898-1976)</p> <p>Diane Komoter</p>	<a href="#">Wire Artists to use the Art Classroom - The Arty Teacher</a>
		<p><b>Why?</b></p> <p>American sculptor Movement: Movement, Kinetic art, surrealism, Abstraction</p> <p>British wire artist/sculptor but lives in America.</p>	
<p><b>Prior Learning</b></p> <p>Texture: I know that artwork can be finished by using a glaze or a polish.</p> <p>I know how to explore and select a range of art media to achieve texture in my outcomes</p> <p>I know how a combination of pinch, slabbing and coiling can be used to produce end pieces.</p> <p>Form: I know a range of methods that artists may use to create 3D shapes.</p> <p>Pattern: I understand that complex patterns can be used to reflect cultural, historical and individual styles.</p> <p>Line: I understand the fine detail added to the pillars.</p>		<p><b>Key Question(s)</b></p> <p>How have you used the wire?</p> <p>How did you adapt your sculpture?</p> <p>How did you ensure it was free-standing?</p> <p>What was your starting point?</p> <p>Can you talk me through your process?</p>	<p><b>Future Learning</b></p>
<p><b>Skills</b></p>			
	<ul style="list-style-type: none"><li>I can use and move wire to create texture.</li><li>I can use wire to creating a 3D free standing sculpture.</li><li>I can use the equipment needed (wire, scissors etc) carefully and correctly.</li><li>I can design my sculpture using the knowledge I have around portraits. I can then carefully plan the way to move the wire to create this piece.</li><li>I can use wire to create features of the face.</li></ul>		
<p><b>Skill Strands</b></p>			
<p><b>Drawing</b></p> 	<p><b>Painting</b></p> 	<p><b>Printing</b></p> 	<p><b>3D/Collage</b></p> 







Colour: I understand effect that neutral tones can have on making the main subject of the image stand out.		
Line: I know how line can be used to add detail and focus to the main subject of an image.		
Skills		
	<ul style="list-style-type: none"><li>• I can use spray paint to print.</li><li>• I can create a stencil for my print.</li><li>• I can adapt my work and talk about how I can develop it further.</li><li>• I can add tonal contrast to my print.</li><li>• I can use a range of media to create and develop my print.</li></ul>	
Skill Strands		
<b>Drawing</b> 	<b>Painting</b> 	<b>Printing</b> 
		<b>3D/Collage</b> 