

## Art Subject Curriculum Overview

N	Autumn		Spring		Summer	
	Focus skill sessions using a media are covered during circle time sessions with a teacher modelling ideas/techniques for children to try in continuous provision. Knowledge in Nursery are all covered through topics and continuous provision in areas:					
	Topics: All About Me, Traditional Tales, Christmas		Topics: People Who Help Us, Growing, Magic Witches and Wizards		Topics: Farm Animals, Seaside and Transport	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	I can begin to use representation to communicate, e.g. drawing a line and saying “That’s me.” Knows how to develop their own ideas and then decide which materials they want to use to express them. Knows how to join different materials and explore different textures. Knows how to create closed shapes with continuous lines and begin to use thee shapes to represent objects. Knows how to show different emotions in their drawing and paintings like happiness, sadness, fear etc. Knows how to explore colour and colour mixing. Knows how to show different emotions in my drawings. <b>Focus Skill session - Painting</b> Begin to recognise simple colours.  Begin to recognise that a simple colour can have different shades.  Begin to give meaning to marks they have made.	Is able to explore different materials freely, to develop their ideas about how to use them and what to make. Can draw with increasing complexity and detail such as representing a face with a circle and including details. Is able to use drawings to represent ideas like movement or loud noises. Is able to explore colour and what happens when you mix colours. <b>Focus Skill session - Painting</b>  Begin to hold a paint brush and make marks using it.  Begin to explore what happens when they mix colours.  Begin to explore working with paint on different surfaces i.e, hand and finger painting, painting on stones, 2D and 3D surfaces.  Begin to explore working on different levels.  Explores colour and how colours can be changed.	Knows how to create closed shapes with continuous lines and begin to use thee shapes to represent objects. Knows how to show different emotions in their drawing and paintings like happiness, sadness, fear etc. Knows how to explore colour and colour mixing. Knows how to show different emotions in my drawings. <b>Focus skill session – Sculpture</b> To understand how to make different marks using modelling tools. To begin to know how to roll playdough or salt dough. To begin to know how they can join models together. Knows how to develop their own ideas and then decide which materials they want to use to express them. Knows how to join different materials and explore different textures.	I can experiment with blocks, colours and marks. Is able to explore different materials freely, to develop their ideas about how to use them and what to make. Is able to create closed shapes with continuous lines and begin to use thee shapes to represent objects. Can draw with increasing complexity and detail such as representing a face with a circle and including details. Is able to use drawings to represent ideas like movement or loud noises. Is able to explore colour and what happens when you mix colours. <b>Focus skill session- Sculpture</b> Begin to mould malleable materials such as playdough, clay, salt dough and sand. Begin to develop control when using malleable tools. Begin to give meaning to items they have produced. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	I can explore colour and how colours can be changed. I know how to use various construction materials in a safe and sensible way. I can join construction pieces together to build and balance. Knows how to develop their own ideas and then decide which materials they want to use to express them. Knows how to join different materials and explore different textures. Knows how able to create closed shapes with continuous lines and begin to use thee shapes to represent objects. Knows how to show different emotions in their drawing and paintings like happiness, sadness, fear etc. Knows how to explore colour and colour mixing. Knows how to show different emotions in my drawings. <b>Focus skill session - Textiles</b> To know how to thread using fabric. To begin to know how to weave with fabric.	I can show an interest in and describe the texture of things. I can use available resources to create props to support role-play. Is able to explore different materials freely, to develop their ideas about how to use them and what to make. Is able to create closed shapes with continuous lines and begin to use thee shapes to represent objects. Can draw with increasing complexity and detail such as representing a face with a circle and including details. Is able to use drawings to represent ideas like movement or loud noises. Is able to explore colour and what happens when you mix colours. <b>Focus skill session - Textiles</b> Begin to thread using threading tools/fabrics. Begin to weave fabric and threads around small objects. Begin to select and glue fabrics of their own choice to create a picture. Begin to say what they like and give meaning to things they create.

	Autumn		Spring		Summer	
R	Focus skill sessions using a media are covered during circle time sessions with a teacher modelling ideas/techniques for children to try in continuous provision.					
	Skills in Reception are all covered through topics and continuous provision in areas:					
	All About Me, Fantasy, Winter & Christmas		People Who Help Us, Where We Live, Space, Easter		Jungle Animals and Dinosaurs, Under The Sea and Pirates	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Identify colours on a colour hunt.</p> <p>Begin to develop language of colour – lighter, darker</p> <p>Look and talk about what they have produced, describing simple techniques and media used. Chooses particular colours to use for a purpose. Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them. Knows how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Focus skill session – Collage</b></p> <p>Stick and glue a range of materials such as fabrics, paper and cardboard. To know the materials Hanoch Piven used in his work. To know that Hanoch Piven was an artist. Develop skills using scissors to cut paper to desired shape and size required.</p>	<p>Is able to create collaboratively, sharing ideas, resources and skills. Is able to make props and materials to use in role playing stories. I can explore colours and how colours can be changed.</p> <p>I can hold a paintbrush correctly and apply pressure to obtain different effects – a thin line, a thick line.</p> <p>Is able to explore working with paint on different surfaces and in different ways i.e, hand and finger painting, painting on stones, 2D and 3D surfaces.</p> <p>Explore working on different levels – floor, easel, table.</p> <p><b>Focus skill session – Collage</b></p> <p>Use PVA glue and glue sticks. To say what they like and dislike about the work of Hanoch Piven. Uses simple tools and techniques competently and appropriately. Manipulates materials to achieve a planned effect. Can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>I know how to use various construction materials. I can construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Identify whether to use glue or Sellotape when joining objects together. Choose their own resources and identify their intentions before starting. Look and talk about what they have produced. Understands that different media can be combined to create new effects. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><b>Focus skill session – Printing.</b></p> <p>To know different ways to make marks and print objects. To be inspired by the work of Yayoi Kusama. To know that Yayoi Kusama was a print artist who liked dots. To know different media they can use to print. Know how to return to and build on their previous learning, refining ideas and</p>	<p>I can describe different textures. I can join construction pieces together to build and balance. Is able to make props and materials to use in role playing stories. Mould malleable materials such as clay, playdoh, salt dough and sand. Develop control when using scissors, staplers and malleable tools. Build and construct sculptures using a variety of materials from their imagination and from observation. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Make sculptures out of playdough/junk</p> <ul style="list-style-type: none"><li>• Use cutting materials with some accuracy to achieve a planned effect.</li><li>• Join pieces of playdough/junk modelling together to create representations of experiences or play.</li><li>• Use hands to create pieces to join together.</li></ul>	<p>I know how to use a variety of materials safely. I can use what I have learnt about media and materials in original ways, thinking about uses and purposes. Match and sort fabrics and threads based on tactile texture – smooth, soft, silky, bumpy, scratchy. Is able to describe textures. I know how to weave. Select and glue fabrics of their own choice to create a picture.</p> <p><b>Focus skill session – Drawing</b></p> <p>Draw from observation, noting elements such as shape &amp; colour, Talk about what they have produced. To know what they can use to draw with. To be inspired by the work of Henri Rousseau. To know that Henri Rousseau drew different jungle animals. To know how to make different types of lines. Give meaning to marks they make. Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them. Knows how to safely use and explore a variety of materials, tools and techniques,</p>	<p>I can experiment with colour design, texture, form and function. I can represent my own ideas, thoughts and feelings through design and technology and art. Is able to make props and materials to use in role playing stories. Weave fabrics and threads around large objects such as a bicycle wheel, posts, fences.</p> <p><b>Focus skill session - Drawing</b></p> <p>Hold a pencil comfortably. Use a variety of drawing tools – pencils, pens, wax crayons and chalk. Begin to explore different lines – thick, thin, wavy, straight. To say what they liked or disliked about Henri Rousseau’s work. Explore different textures and begin to experiment with marks to illustrate these. Can explore, use and refine a variety of artistic effects to express their ideas and feelings. Is able to create collaboratively, sharing ideas, resources and skills. Draw from imagination. Draw objects/people who are important to them. Uses simple tools and techniques competently and appropriately.</p>

	<p>Begin to identify which glue will work best on different materials.</p> <p>Consider the order in which materials are attached.</p> <p>Identify a feature of their collage work which they like and explain why.</p> <p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Demonstrate some consideration when placing individual pieces to make a collage.</p>	<p>developing their ability to represent them.</p> <p>Knows how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> <li>Choose materials to join together.</li> </ul> <p><b>Focus skill session - Printing</b></p> <p>Printing with found objects, leaves, sponges, bubble wrap, hands, fingers, building bricks.</p> <p>To say what they like and dislike about the work of Yayoi Kusama.</p> <p>Rubbings of natural and manmade things – leaves, manhole covers, signs etc.</p> <p>Simple one colour monoprints. Drawing with fingers into paint then taking a print off.</p> <p>Can explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Is able to create collaboratively, sharing ideas, resources and skills.</p>	<p>experimenting with colour, design, texture, form and function.</p>	<p>Selects appropriate resources and adapts work where necessary</p>
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	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>1</b>	<b>Self Portraits – Collage/Observational Drawing</b> (Link to Science Animals and Humans)		<b>Monet - Painting</b> (Focused Artist Study) (Link to Science: Plants) (Art Day workshop focusing on different flowers)		<b>Dinosaurs – Block printing</b> (Link to Literacy: Dinosaur topic)	
	<b>Knowledge</b>	<b>To know how</b>	<b>Knowledge</b>	<b>To know how</b>	<b>Knowledge</b>	<b>To know how</b>
	<p>To use artists ideas to make links to their own work.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at portraits created by <b>Pablo Picasso, Roy Litchenstien, Frida Kahlo, John Stezaker, Wangechi Mutu and Hannah Hock</b></p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p><b>To know what a portrait is.</b></p> <p><b>To know what a self portrait is.</b></p> <p><b>To understand why people used to have portraits painted.</b></p> <p>To know the different parts of their face e.g. eyes, nose, mouth etc.</p> <p>To know that everyone is different and verbally explain different eye colours.</p> <p>To know that everyone is different and verbally explain different hair colours.</p> <p>To know that everyone is different and everyone has a different skin tone.</p>	<p>To develop a wide range of art and design techniques, such as using drawing to create a self-portrait.</p> <p>To develop a wide range of art and design techniques in using colour, when creating portraits.</p> <p>To develop a wide range of art and design techniques, such as making a <b>collage</b>.</p> <p>To develop a wide range of art and design techniques, such as using <b>pencils to draw and pastels</b>.</p> <p>To respond to artists work and experiment with their ways of working.</p> <p>To be able to use cameras to take head/feature <b>photographs</b>.</p> <p>To be able to position features on a portrait.</p> <p>To be able to evaluate and analyse creative works using appropriate language.</p> <p><b>To be able to self –evaluate their own work and identify ways to improve work.</b></p> <p>To be able to identify shapes and lines of symmetry.</p> <p><b>Use a range of media to create collages – newspapers, fabrics, tissue paper etc.</b></p> <p><b>Use scissors or snips to cut a range of materials to the size required.</b></p>	<p><b>To know that red, yellow and blue are the primary colours.</b></p> <p><b>To know that green, orange and purple are the secondary colours.</b></p> <p><b>To know that blue and red mixed together make purple.</b></p> <p><b>To know that blue and yellow mixed together make green.</b></p> <p><b>To know that yellow and red mixed together make orange.</b></p> <p><b>To learn how to mix colours together.</b></p> <p><b>To know what an artist does.</b></p> <p><b>To know how to hold a paintbrush and how to make different marks using it.</b></p> <p>To know about great artists and understand the historical and cultural development of their art forms, focusing on Claude Monet.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at flowers created by: <b>Claude Monet Georgia O Keefe</b></p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p>	<p>To produce creative work, exploring their ideas and recording their experiences.</p> <p>To respond to artists work and experiment with their ways of working.</p> <p>To explore different tones and colours used by the artist Monet and apply this in their own work.</p> <p>To develop a wide range of art and design techniques in using <b>colour</b>.</p> <p>To develop a wide range of art and design techniques in using <b>paint and tone</b>.</p> <p><b>To be able to develop the ability to mix colours on a palette in order to produce a background ‘wash’ for their picture.</b></p> <p>To be able to evaluate and analyse creative works using the language of art, craft and design.</p> <p>To be able to self –evaluate their own work and identify ways to improve work.</p> <p>To explore using different types of brushes for specific purposes.</p> <p>To be able to develop ability to use different painting materials including sponge and foam brushes.</p> <p><b>To be able to use an ICT based paint programme to</b></p>	<p>To understand how to create a simple relief print.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at patterns and printing created by: <b>Nancy Crow, Keith Haring, Henri Matisse and Yayoi Kusama.</b></p> <p><b>Understand how a print differs to other art &amp; design mediums – it can be repeated.</b></p> <p>To know how to create a printing block using cardboard or art foam.</p> <p><b>To know how to roll ink.</b></p> <p>To begin to understand what makes a successful print (right amount of ink, even coverage on the printing plate, adequate pressure to obtain a good print)</p> <p><b>To know how to print one colour.</b></p> <p><b>To know how to create a simple repeating print to make a pattern.</b></p> <p><b>To know how to apply ink or paint to a printing block/stamp printing block evenly.</b></p>	<p>To produce creative work, exploring their ideas and recording their experiences.</p> <p>To respond to artists work and experiment with their ways of working.</p> <p>To explore different lines, shapes and colours used by the artists and apply this in their own work.</p> <p>To develop a wide range of art and design techniques in using <b>textured backgrounds</b>.</p> <p>To develop a wide range of art and design techniques in using <b>relief printing</b>.</p> <p>To be able to evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>To be able to self –evaluate their own work and identify ways to improve work.</b></p> <p><b>Create a printing block using cardboard or art foam.</b></p> <p>To be able to develop ability to begin to apply ink or paint to a printing block/stamp printing block evenly and gently/know when to reload paint.</p> <p>TO use simple shapes to create a dinosaur print.</p> <p>To create a simple backwash using 1 or 2 colours linking to their dinosaur theme.</p> <p>To layer a simple print.</p>

	<p>To understand what blending means.</p> <p>To understand how to create different skin tones using different colours.</p> <p>To understand how to look/observe facial features in a detailed way.</p> <p><b>To know how to cut, place and adjust individual pieces before sticking.</b></p> <p><b>To make careful selections of materials for collage.</b></p> <p><b>To know how to cut, glue and trim material.</b></p>	<p>Explore techniques in collage such as tearing, layering, and overlapping to create images.</p> <p><b>To be able to talk about the process involved in their collage work and identify what went well.</b></p> <p><b>To be able to cut basic shapes without a pre drawn line.</b></p> <p>Create images from imagination, experience or observation.</p>	<p><b>To know to add white to a colour to make it lighter</b></p> <p><b>To be able to mix colours together to create the colour they would like.</b></p> <p><b>To learn about Impressionism and the style of Claude Monet's paintings e.g. landscapes.</b></p> <p><b>To understand about how Claude Monet painted his paintings e.g. hundreds of small blobs.</b></p> <p>To understand how to create a backwash.</p> <p>To understand how to blend colours.</p> <p>To be able to name the painting which they focus on e.g. The Japanese Bridge.</p> <p>To understand simple similarities between Claude Monet and Georgia O'Keefe.</p> <p><b>To be able to verbally recall some of the things Claude Monet painted e.g. waterlilies.</b></p> <p><b>To use their knowledge of artists studied to say verbally what they like or dislike about a painting.</b></p> <p>Develop language of brush strokes – dab, flick, stroke, overlay.</p>	<p><b>draw pictures with lines and shapes.</b></p> <p>To be able to experiment with a variety of media; different brush sizes and tools.</p> <p>To begin to develop control the types of marks made with the range of media.</p> <p>To use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p><b>To be able to hold the brush effectively, according to the size of the brush handle.</b></p> <p><b>To be able to load paint onto bristles of brush.</b></p> <p><b>To be able to rinse brush and remove excess water.</b></p> <p>Use different types of paint e.g. poster and watercolour.</p> <p><b>To make a simple backwash using colours.</b></p> <p>Begin to use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and plan colours.</p>	<p><b>To know when to reload paint.</b></p> <p>To know how to layer a simple print.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p>	
	<p>Key Task:</p> <p><b>To create a self- portrait in the style of Pablo Picasso.</b></p>		<p>Key Task:</p> <p><b>To create a Landscape painting in the style of Monet.</b></p>		<p>Key Task:</p> <p><b>To create a repeating dinosaur relief print.</b></p>	

	<p><b>Skills to be assessed:</b></p> <p>To be able to position features on a portrait.          To be able to self-evaluate their own work and identify ways to improve work.          To use a range of media to create collages – newspapers, fabrics, tissue paper.          To use scissors or snips to cut a range of materials to the size required.          To explore techniques in collage such as tearing, layering and overlapping to create images.          To be able to cut basic shapes without a pre drawn line.          To create images from imagination, experience or observation.</p> <p><b>Working at</b></p> <p>To create a self-portrait with facial features (e.g. two eyes, nose, mouth) inspired by Picasso.          To use 2D shapes to create facial features in the style of Picasso.</p> <p><b>Exceeding:</b></p> <p>To create a self-portrait with facial features in the style of Picasso.          To draw facial features independently.          To use colours used by Picasso.</p>	<p><b>Meeting:</b></p> <p>To know that red, yellow and blue are primary colours.          To know that green, purple and orange are secondary colours.          To paint in the style of Monet using blobs to create a recognisable landscape.          To paint their own blackwash using 3 different colours.          To mix colours with only a small amount of support.          To review their work using a tick sheet.</p> <p><b>Exceeding:</b></p> <p>To independently mix 3 colours to create their own blackwash.          To paint in the style of Monet using small blobs to create a recognisable landscape.          To review their own work giving a reason why they like it.</p>	<p><b>Meeting:</b></p> <p>To create a simple patterned relief block using simple shapes.          To create a simple background using 1 or 2 colours.          To use a backwash to create a simple background using 1 or 2 colours.          To print using 1 colour over the background.          To create a simple repeating pattern with some accuracy.</p> <p><b>Exceeding:</b></p> <p>To create a more intricate patterned relief block.          To create a back wash using more than 2 colours.          To use texture in the background such as a variety of textured paper.          To print using more than 1 colour.          To layer the print with a different colour.          To show control so that the repeating pattern is the same throughout.</p>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Lowry – Drawing/Painting</b> (Focused Artist Study) Art Gallery Trip	<b>Habitat - Felting</b> (Link to Science: Lifecycles and Habitats)	<b>Egyptian Sculptures</b> (Link to History: Ancient Egyptians)

2	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>To know about great artists and understand the historical and cultural development of their art forms, focusing on <b>L.S.Lowry</b>.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>LS Lowry and Mackenzie Thorpe</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of drawing buildings in the style of Lowry.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of using perspective to create a background.</p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p> <p><b>To begin to understand that we can make judgements about different works of art we may like or dislike.</b></p> <p>Begin to use viewfinders to select areas for observational drawing.</p>	<p>To develop a wide range of art and design techniques, such as using charcoal, pastels and <b>pencils to draw lines, create tone and develop shading techniques.</b></p> <p><b>To use different drawing materials i.e. pencil, different grades of pencil.</b></p> <p>To use colour to express mood.</p> <p>To observe shapes in human form and draw them</p> <p>To use proportion to create human forms</p> <p><b>To create a cityscape in the style of Lowry.</b></p> <p>To select from a range of drawing media to create varying effects.</p> <p>To be able to evaluate and analyse creative works using appropriate language.</p> <p>To be able to self –evaluate their own work and identify ways to improve work.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p>Develop more control using drawing tools – pens, pencils, pastels, chalks, (<i>graphite and charcoal</i>)</p> <p>Find and record lines in the environment.</p> <p>Explore tone though using different tools (<i>graphite/charcoal etc</i>)</p>	<p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>Helen Frankenthaler</b></p> <p><b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of felting a habitat in the style of local artists: Helen Whittle and Susan Mulcock</b></p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p><b>To know how to create a piece of felt using fibres and the felting process.</b></p> <p>Match and sort fabrics and threads for colour, texture, size and shape.</p> <p>Learn different types of textiles such as weaving, collage, sewing, batik, tie dye.</p> <p>Understand the process of felt making.</p> <p>To know how to create a piece of felt using fibres and the felting process.</p>	<p><b>To use different fibres to create a felt picture.</b></p> <p>To design a habitat using felt.</p> <p>To develop a wide range of art and design techniques, such as using fabric and felt.</p> <p>To be able to evaluate and analyse creative works using appropriate language.</p> <p><b>To be able to self –evaluate their own work and identify ways to improve work.</b></p> <p><b>To respond to artists work and experiment with their ways of working.</b></p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p>To experiment with different techniques linking to textiles and felt making.</p> <p><b>To understand how to handle felt in different ways to create different patterns and shapes.</b></p> <p>Cut and shape fabrics using scissors.</p> <p>Create simple shapes using felt.</p> <p>Start to explore other simple stitches.</p> <p>Identify what they like about their work.</p>	<p>To know about the historical and cultural development of art forms, focusing on <b>Egyptians</b>.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>Alla Awaad (Egyptian artist) Henri Moore and Elisabeth Frink</b>.</p> <p>Learn about sculpture from the past such as: <b>Egyptian artefact/pots. Thutmose BUST OF NEFERTITI – 1345 BC</b></p> <p>To know how to manipulate malleable materials in different ways – roll, smooth, squash, carve.</p> <p>To begin say what they like or dislike about their own work and that of sculptors.</p> <p><b>To know how to manipulate modelling media in a variety of ways e.g. rolling, kneading and shaping.</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating an Egyptian portrait.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p>	<p>To make a 3D clay form linked to Egyptians.</p> <p>To be able to evaluate and analyse creative works using appropriate language.</p> <p><b>To be able to self –evaluate their own work and identify ways to improve work.</b></p> <p>To respond to artists work and experiment with their ways of working.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p><b>To be able to manipulate malleable materials in different ways – roll, smooth, squash, carve.</b></p> <p>To use a sketchbook to plan, design and make models.</p> <p><b>To be able to roll clay to an even thickness and use tools to impress and apply textures. (clay time)</b></p> <p><b>To be able to manipulate modelling media in a variety of ways e.g. rolling, kneading and shaping.</b></p> <p>To experience and experiment with surface patterns/textures.</p> <p><b>To be able to make a coil pot</b></p> <ul style="list-style-type: none"> <li>• Use dried, unfired clay to make slip (clay glue).</li> <li>• Roll clay into ‘worms’ and use these to create coils of an even thickness.</li> <li>• Join 2 pieces of clay using slip and cross hatching techniques.</li> </ul>

	<p>Identify and draw shapes and patterns with increased accuracy.</p>	<p>smudging, blending and hatching. Add some finer detail when observational drawing, such as identify windows, roof tiles etc. Draw landscapes with some details – use term such as background and foreground. Begin to layer different media – e.g. draw over pencil crayons. Draw for a sustained period of time from real objects, including single and grouped objects.</p>			<p><b>To know and understand the safety and basic care of materials and tools.</b> <b>To understand how to make a coil pot.</b></p>	<p><b>To be able to add texture to a malleable material, such as carving into clay.</b></p>
	<p>Key Task: <b>To create an urban landscape in the style of Lowry.</b></p>		<p>Key Task: <b>To create a simple animals habitat using felt.</b></p>		<p>Key Task: <b>To create an Egyptian canopic jar using the coil technique.</b></p>	



	<p><b>Skills to be assessed:</b></p> <p>To blend pastels to create different depths of colour.</p> <p>To use line and tone to draw buildings in the style of Lowry.</p> <p>To use colour to express mood.</p> <p>To create an urban landscape.</p> <p><b>Meeting:</b></p> <p>To use colours in the style of Lowry to create an urban landscape.</p> <p>To blend pastels to create different depths of colour.</p> <p>To use line and tone to draw buildings in the style of Lowry.</p> <p>To use colour to express mood.</p> <p><b>Exceeding:</b></p> <p>To use colours in the style of Lowry to create an urban landscape.</p> <p>To blend pastels to create new colours/tones in the style of Lowry.</p> <p>To use shading to create different depths of colour.</p> <p>To use line and tone to draw buildings in the style of Lowry.</p> <p>To use perspective to show buildings in the distance e.g. things that are closer are bigger and things that are further away are smaller.</p>	<p><b>Meeting:</b></p> <p>To be able to create a simple habitat using felt.</p> <p>To use 2 layers to create their design.</p> <p><b>Exceeding:</b></p> <p>To create a more intricate design when creating their own habitat.</p> <p>To have created three layers to experiment with different shapes, textures and forms.</p> <p>To explain the process of felt making.</p>	<p><b>Meeting:</b></p> <p>To create an Egyptian canopic jar using the coil technique.</p> <p>To be able to smooth the sides using hands/fingers.</p> <p>To create a simple pattern on the pot inspired by Egyptian artefacts/artists work.</p> <p>To join with some support the figure head to the pot lid using appropriate joining techniques.</p> <p>To paint using Egyptian colours.</p> <p><b>Exceeding:</b></p> <p>To create an Egyptian clay pot using the coil technique.</p> <p>To use tools effectively to add texture to their pot.</p> <p>To join independently the figure/animal to the pot lid using appropriate joining techniques.</p> <p>To paint using Egyptian colours and be able to give reasons for their choice in colours.</p>
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<b>3</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
	<b>Marvellous Medicine – Observational Drawing (Links to Literacy – George’s Marvellous Medicine)</b>		<b>Printing Patterns – Mono Printing (Links to R.E. – Islam)</b>		<b>Iron Man - Sculpture (Links to Literacy – Iron Man)</b>
	<b>Knowledge</b>	<b>To know how</b>	<b>Knowledge</b>	<b>To know how</b>	<b>Knowledge      To know how</b>

<p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>Patrick Caulfield, Giorgio Morandi, Claude Heath</b>.  <b>To understand how to create different tone and add depth using a variety of drawing equipment.</b>  <b>To understand how to create a sense of perspective by overlapping objects as they see them.</b>  Identify and explore different textures and experiment with different ways and mediums to draw these.  To develop language to evaluate works of art such as tone, pattern, colour, mood etc.  <b>To begin to understand that we can make judgements about different works of art we may like or dislike.</b>  <b>Key vocab – tone, shade, depth, composition.</b>  To begin to understand that we can make judgements about different works of art we may like or dislike.  To say what they like or dislike about their own work and that of artists studied.  Show an understanding of shape, space and form.</p>	<p>To develop a wide range of art and design techniques in using line, form and observational drawing skills.  Draw with increasing confidence, adding finer details and at times, indicating 3D objects .  <b>Study an object and draw small details using a viewfinder.</b>  <b>Create a landscape composition identifying the foreground, middle and background – using tone if appropriate.</b>  <b>Use a drawing media such as pencils HB-6B, graphite and charcoal to add depth and tone to drawings.</b>  <b>Observe and draw still life. Show where objects overlap and create a sense of perspective.</b>  <b>To be able to explore different textures and experiment with different ways and mediums to draw these.</b>  Use tone and show a range of tones including shadows,  Observe and record details and show different textures.  Explore different lines from natural and manmade objects and begin to replicate these in drawing.  <b>Develop a drawing within a sketchbook and begin to annotate their own work – highlighting their thoughts.</b>  <b>To create a textured background in the style of Patrick Caulfield to represent the colour/tone of different bottles.</b></p>	<p>To know about great artists and understand the historical and cultural development of their art forms, focusing on block printing and patterns.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>William Morris, MC Escher, Andy Warhol</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating wallpaper in the style of William Morris.  To develop language to evaluate works of art such as tone, pattern, colour, mood etc.  <b>To begin to understand that we can make judgements about different works of art we may like or dislike.</b>  <b>Key vocab – repeating pattern, symmetry, colour wheel.</b></p>	<p>To develop a wide range of art and design techniques, such as using printing to create a pattern.  To develop a wide range of art and design techniques in using colour, when printing.  To develop a wide range of art and design techniques, such as making a <b>collage or printing</b>.  To respond to artists work and experiment with their ways of working.  <b>To be able to evaluate and analyse creative works using appropriate language.</b>  <b>To be able to self –evaluate their own work and identify ways to improve work.</b></p> <p><b>To create sketch books to record their observations and use them to review and revisit ideas.</b></p> <p>To improve techniques in the context of printing.</p> <p>Draw and develop designs for printmaking in sketchbooks.  <b>Draw an image onto polystyrene Press print/ Safe print and print this using one or two colours.</b>  To use colour mixing through overlapping colour prints.  <b>Make and repeat a print applying the right amount of ink, aiming to create several identical prints.</b>  <b>To create a monoprint.</b>  Build up layers and colours/textures.</p>	<p>To know about great artists and understand the historical and cultural development of their art forms, focusing on sculptures.  <b>To know and understand the capabilities of some materials when designing their own work.</b></p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>Alberto Giacometti, Louise Bourgeois, Lynn Chadwick and Anthony Gormley</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating a 3D sculpture in the style of <b>Giacometti and Anthony Gormley</b>.  To develop language to evaluate works of art such as tone, pattern, colour, mood etc.  To begin to understand that we can make judgements about different works of art we may like or dislike.  To say what they like or dislike about their own work and that of sculptors.  <b>Discuss and learn about the work of sculptors and identify the materials used.</b>  To know how to use a range of adhesives appropriately for the task required.</p>	<p>To develop a wide range of art and design techniques in using line, form and sculpting skills.  To develop a wide range of art and design techniques, such as using <b>Modroc and wire to create a sculpture</b>.  To respond to artists work and experiment with their ways of working.  <b>To be able to evaluate and analyse creative works using appropriate language.</b>  <b>To be able to self –evaluate their own work and identify ways to improve work.</b>  <b>TO experiment with a range of materials to create a 3D sculpture such as wire, foil and Modroc.</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve art and design techniques in the context of sculpting.</p> <p><b>Develop artistic language when discussing sculpture such as using the term form to discuss a 3D sculptural object.</b>  To be able to use a range of adhesives appropriately for the task required.  <b>Experiment with creating different surface patterns/textures.</b>  <b>Plan, design, make and adapt models.</b>  <b>To be able to make an armature using wire and Modroc.</b></p>
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	<p>Key task:</p> <p><b>To create an observational piece focusing on different types of bottles.</b></p>		<p>Key task:</p> <p><b>To create a piece of wallpaper using block printing in the style of William Morris.</b></p>		<p>Key task:</p> <p><b>To work collaboratively to create an Iron Man sculpture.</b></p>	

	<p><b>Skills to be assessed:</b></p> <p>Can I create my own composition.  Can I draw using shading and line.  Can I use different lines.  Can I create my own arrangement.</p> <p><b>Working at:</b></p> <p>To add tone to give drawing a 3D effect.  To use colours inspired by Patrick Caulfield to collage a background.  To draw with some accuracy using proportion.  To use tone to add depth to their drawing.</p> <p><b>Working above:</b></p> <p>To draw to proportion.  To include intricate details.  To collage a background inspired by Patrick Caulfield and give reasons why they have chosen to create it in this way.  To add tone to give a 3D effect.  To use different shading techniques to create a 3D effect.</p>	<p><b>Working at:</b></p> <p>To create a simple patterned relief block.  To create a layered piece using 2 different colours.  To identify primary colours from the colour wheel to use in their patterns.  To show control so that the repeating pattern is the same throughout.</p> <p><b>Working above:</b></p> <p>To create a more intricate pattern relief block.  To create a layered piece using three different colours.  To show control so that the repeating pattern is the same throughout.  To identify primary and secondary colours from the colour wheel to use in their patterns.</p>	<p><b>Working at:</b></p> <p>To consider how shapes and patterns can represent objects in 3D.  Work collaboratively to make 3D shapes using modroc.  To use a range of tools to add texture and layers to a modroc sculpture.  To design and draw a 3D sculpture from different angles.  To work in a group to use modroc to create a sculpture.</p> <p><b>Working above:</b></p> <p>To create a variety of textures using a variety of different pieces.  To consider proportion and use this effectively in relation to Iron Man.  To use wire to create pieces to attach to the sculpture to add more variety.  To use tones e.g. lighter and darker to add depth to their piece and make parts of their sculpture stand out.</p>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

4	Exploding Thoughts Self-Portraits – Collage and Observational drawing (Links to French – Development of Portrait Language)		Tapestry – Textiles (Links to History – Tudors)		Hockney Warm and Cool Colours (Focused Artist Study) (Links to Hinduism/Outdoor Learning)	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p>To know about great artists and understand the historical and cultural development of their art forms, focusing on Frida Kahlo.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>Frida Kahlo</b>. Research the work of collage artists and use these ideas to inspire their own work. Such as <b>Eileen Agar, Kara Walker, R.Rauschenberg, Kurt Schwitters and Georges Braque</b></p> <p>To know who Frida Kahlo was and learn about their history. To be able to identify ways in which artists represent themselves and suggest reasons for this.</p> <p>To understand the life and work of Frida Kahlo</p> <p>To begin to respond to the work of key artists. To use a photo to inspire a drawing.</p> <p>To understand proportion within a self – portrait.</p>	<p>To develop a wide range of art and design techniques in using graphite, pencils or charcoal to express shade and tone.</p> <p>To respond to artists work and experiment with their ways of working. Focusing on the work of Frida Kahlo</p> <p>To be able to evaluate and analyse creative works using appropriate language.</p> <p>To be able to self –evaluate their own work and identify ways to improve work.</p> <p>To be able to use the correct vocabulary when describing colour: tone, hue, shade, tint.</p> <p>To observe and take images of facial features.</p> <p>To develop drawing techniques of main facial features.</p> <p>To reflect on and consider how to improve own artwork.</p> <p>To break down a drawing into manageable parts.</p> <p>To use a photo to inspire a drawing.</p> <p>To understand proportion within a self – portrait.</p>	<p>To know about great artists and understand the historical and cultural development of their art forms, focusing on a variety of Tapestries.</p> <p><b>To understand why tapestries were created and what their purpose is.</b></p> <p>Plan a tapestry retelling a story using sewing techniques.</p> <p>Know how to thread a needle relatively independently.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>Gunta Stolzl, Jean Lurcat, William Morris and Frida Hansen</b></p> <p>Explore textiles artists for inspiration and plan a textiles piece linked to topic areas.</p> <p><b>Nigel Cheney and William Morris.</b></p> <p>To look at the famous <b>Bayeux Tapestry</b>.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating a Tapestry.</p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p>	<p>To question and make thoughtful observations about starting points for their work.</p> <p>To explore other’s work (tapestries) and be able to say what they like about them.</p> <p>To question and make thoughtful observations about starting points for their work.</p> <p>To make a decision as a class on which story the tapestry will tell.</p> <p>To collect visual information from a variety of sources.</p> <p>To be able to match the tool to the material.</p> <p>To explore a number of stitch types and know their names.</p> <p>To be able to thread an embroidery needle.</p> <p>Explore a variety of different stitching techniques to create a tapestry.</p> <p>To investigate and combine visual and tactile qualities of</p>	<p>To understand that colour can be used to create a mood in a painting.</p> <p>Identify colours that make black and mix a range of black.</p> <p>To understand how an artist (<b>David Hockney</b>) has used visual elements including colour and space, and how these elements can be combined and organised for different purposes.</p> <p>To understand layering, tonal and scale perspective in a drawing and be able to use this knowledge to create their own drawings.</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>David Hockney, Picasso, Cubism period, Cezanne, Henri Matisse, Marc Chagall and Paul Klee.</b></p> <p><b>To be able to draw with perspective.</b></p> <p>To understand the difference between foreground and background.</p>	<p>To be able to question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>To collect visual and other information [for Example, images, materials] to help them develop their ideas, including using a sketchbook.</p> <p>To be able to make and match colours with increasing accuracy.</p> <p>To be able to use more specific colour language e.g. tone, tint, shade, hue.</p> <p>Choose paint and implements appropriately.</p> <p>To be able to choose paint and implements appropriately.</p> <p>Create different effects using paint according to the task.</p> <p>To be able to use preliminary sketches to create composition.</p> <p>To be able to use line and colour to link up the foreground and the background.</p>

<p>To draw facial features with accuracy.</p> <p>Select and use a range of pencils for the correct purpose.</p> <p><b>To sketch in the style of Frida Kahlo to understand her style.</b></p> <p><b>To share their opinions about art work subjectively</b></p> <p>To accept other people's opinion of art.</p> <p>To use materials to create collage.</p> <p>To draft a piece of art before completing the final version.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating a self portrait in the style of Frida Kahlo.</p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p><b>To understand what 'Cubism' is.</b></p> <p>To explore Cubism and recognize it in Picasso's work.</p> <p><b>To understand the term 'collage'.</b></p> <p>To make careful choices about the materials (colours,</p>	<p><b>To be able to use pencil to create a variety of shades.</b></p> <p>To compose and draw a still life.</p> <p>To make careful choices about the materials (colours, texture, size, opaqueness etc) selected to create planned collages</p> <p>To layer, overlap and order items within a collage.</p> <p>To create artwork to represent yourself.</p> <p><b>To understand the term 'composition'.</b></p> <p>To be able to sketch using a variety of pencils, graphite or charcoal.</p> <p>To explore the relationship between line and texture.</p> <p>To be able to cut materials neatly and accurately.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve art and design techniques in the context of painting and drawing.</p> <p>To be able to design and plan a collage inspired background by an artist of topic studied.</p>	<p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p>To design their own tapestry using influences from artists studied.</p> <p><b>To learn how to thread a needle.</b></p> <p><b>To tie off a thread.</b></p> <p><b>To sew a cross stitch.</b></p> <p><b>To sew a back stitch.</b></p> <p><b>To sew a running stitch.</b></p> <p>To sew a French knot stitch.</p> <p>To sew a crown stitch.</p>	<p>materials and processes and to match these qualities to the purpose of the work.</p> <p>To be able to choose textiles as a means of extending work already achieved.</p> <p>To combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work.</p> <p>To be able to refine and alter ideas and explain choices using art vocabulary.</p> <p>To be able to thread an embroidery needle and stitch a number of different stitch types.</p> <p>To compare ideas, methods and approaches in their own and others' work</p> <p>To be able to explain choices using art vocabulary.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve art and design techniques in the context of sewing and textiles.</p>	<p><b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of using colour and perspective to create a street scene.</b></p> <p><b>To use watercolour to create different tints, tones and shades</b></p> <p>To complete a one line drawing using a media of their choice.</p> <p><b>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</b></p> <p><b>To understand that we can make judgements about different works of art we may like or dislike.</b></p> <p><b>Begin to choose appropriate media to work with. Use light and dark within painting and begin to show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</b></p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>To be able to build up a painting in stages.</p> <p>To create different textures and effects using paint according to the task.</p> <p>To be able to use preliminary sketches to create composition.</p> <p>To be able to use line and colour to link up the foreground and the background.</p> <p>To be able to talk about their own and other's work using art vocabulary.</p> <p>To improve art and design techniques in the context of painting.</p> <p><b>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</b></p> <p><b>Mix a variety of colours and know which primary colours make secondary colours. Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue.</b></p> <p>Choose paints and implements appropriately. Experiment with different effects and textures including</p>
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	<p>texture, size, opaqueness etc) selected to create planned collages.</p> <p><b>To know how to tear, cut, layer and overlap materials.</b></p>	<p>To be able to tear, cut, layer and overlap a range of materials.</p> <p><b>Use techniques in collage such as tearing, layering, and overlapping to create a background.</b></p> <p>Talk about the process involved in their collage work and identify reasons for their choices.</p> <p><b>Develop skills in sticking, cutting and joining.</b></p> <p><b>Experiment with a range of media e.g. overlapping, layering etc.</b></p> <p><b>Choose collage as a means of extending work already achieved.</b></p>				<p>blocking in colour, washes, thickened paint etc.</p> <p>Explore watercolour paints by adding water and use techniques to create a painting.</p> <p><b>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</b></p>
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	<p>Key Task: <b>To create a self-portrait including a pencil sketch and a collage inspired by Frida Kahlo's work.</b></p>	<p>Key Task: <b>Can I use a range of techniques to create a tapestry that tells a story?</b></p> <p>To combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work.</p> <p>To be able to thread an embroidery needle and stitch a number of different stitch types.</p>	<p>Key Task: <b>How do I use colour to add detail to my work?</b></p> <p>To be able to use preliminary sketches to create composition.</p> <p>To be able to mix colours with increasing accuracy to create depth in an image and perspective.</p>
	<p><b>Skill assessed:</b></p> <p>To know how to tear, cut and overlap materials to create a collage.</p> <p>To use materials to create a collage.</p> <p>To use tone, shading and a variety of pencils/graphite/charcoal.</p> <p>To draw facial features from observation with increasing accuracy.</p> <p><b>Working at:</b></p> <p>To cut, tear and overlap materials to make a collage.</p> <p>To use a line drawing to create a self-portrait using a pencil sketch.</p> <p><b>Working above:</b></p> <p>To draw facial features accurately and of the correct proportion.</p> <p>To create a collage representing themselves.</p> <p>To add shading and tone using pencils.</p>	<p><b>Working at:</b></p> <p>To attempt to thread a needle independently.</p> <p>The children will be able to explain their stitch and process choices.</p> <p>The children will use at least three different stitch types in their work.</p> <p><b>Working above:</b></p> <p>To be able to thread a needle independently.</p> <p>The children will be able to explain in detail their choice of processes and stitch types and how they match the purpose of the work.</p> <p>The children will use at least 4 different stitch types in their work.</p>	<p><b>Working at:</b></p> <p>The children will use line to sketch a landscape in the style of David Hockney. They will select colours that are either warm or cool and mix them using paint. They will build their painting up in stages.</p> <p><b>Working above:</b></p> <p>The children will use line to sketch a landscape in the style of David Hockney. They will select colours that are either warm or cool and mix different shades of each colour using paint. They will build on their painting in stages, painting with accuracy for a quality finish.</p>
<b>5</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Van Gogh Starry Nights –Painting</b> (Links to Science: Space) (Focused Artist Study)</p>	<p><b>Mechanical Art – Mono Printing</b> (Links to History: Industrial Revolution)</p>	<p><b>African Masks – Sculpture</b> (Links to Geography: Africa)</p>

	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p><b>To know that primary colours are red, blue and yellow, secondary colours are purple orange and green and tertiary colours are red-orange, yellow- orange, yellow-green, blue-green, blue-violet and red-violet and complimentary colours (red and green, purple and yellow, blue and orange) and how to use them for specific effects, such as choosing colours in the style of their chosen artist.</b></p> <p><b>To know about great artists and understand the historical and cultural development of their art forms, focusing on Van Gogh, Jackson Pollock, F. Hundertwasser, Andy Singleton</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating a still life painting based on <b>Van Gogh's 'Starry Night'</b>.</p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p>To understand that 'Impressionism' is a 19<sup>th</sup> Century art movement characterised by small yet visible brush strokes, an emphasis on light and focus on scenes from everyday life.</p>	<p><b>To develop a wide range of art and design techniques, such as using acrylic paint to create a Manchester landscape in the style of Van Gogh.</b></p> <p>To be able to evaluate and analyse creative works using appropriate language.</p> <p>To be able to self –evaluate their own work and identify ways to improve work.</p> <p>To mix colours to create appropriate shades.</p> <p><b>To use a range of brush strokes with acrylic paint to create depth in paintings.</b></p> <p>To apply experience of materials and processes to create a still life painting.</p> <p><b>Use primary, secondary and tertiary and complimentary colours for specific effects.</b></p> <p>Produce a painting that shows visual and tactile qualities that match their intentions.</p> <p>To be able to explain choices using art vocabulary.</p> <p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>To work more independently, making choices about tools and techniques they use to create their own work.</p>	<p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by <b>Deborah Harris, Eduardo Paolozzi, Michael Lang</b></p> <p>Explore the role and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating a print focusing on mechanical art.</p> <p>To know how to draw and develop a 2 colour Press print design using stencils.</p> <p><b>To know how to create a mono print plate using a variety of different line thicknesses and textures.</b></p> <p>To know how to create a printing tile with lines and shapes in varied widths and styles/convey texture/ layer colours/create multiple prints from one tile – pressprint.</p> <p>To use prior knowledge to choose the printing method appropriate for the task.</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>To compare ideas, methods and approaches in their own and others' work.</b></p> <p>To be able to explain choices using art vocabulary.</p> <p>To improve art and design techniques in the context of drawing and printing.</p> <p>To use a sketchbook to develop ideas.</p> <p><b>To know how to build up layers and colours and textures.</b></p> <p>To be able to use colours for specific effects.</p> <p><b>To be able to print carefully for a specific intention.</b></p> <p>To organise work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>To evaluate their work and discuss how they might develop it further.</p> <p>To compare ideas, methods and approaches in their own and others' work</p>	<p>Explore the role and purposes of artists, craftspeople and designers working in different times and cultures (<b>African art/masks</b>). <b>Sophie Ryder and Lorraine Guddemi</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p><b>To compare ideas, methods and approaches in their own and others' work, for example materials, patterns and symbols used on traditional African masks.</b></p> <p><b>To be able to explain choices using art vocabulary; form, composition, colour, tone, texture, perspective,</b></p> <p>To improve art and design techniques in the context of sculpting and painting. Building up clay to create shapes to add facial details.</p> <p>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p><b>To be able to create realistic plans based on the knowledge of a material when designing their own work.</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To compare ideas, methods and approaches in their own and others' work</p> <p>To be able to explain choices using art vocabulary.</p> <p><b>To improve art and design techniques in the context of sculpting and painting.</b></p> <p>Question and make thoughtful observations about starting points and processes to use in their work.</p> <p>Design an artefact using knowledge of techniques for a specific outcome.</p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p><b>To create individual 3D work.</b></p> <p>To be able to explain choices using art vocabulary.</p> <p>To be able to plan, design, make and adapt models. Discuss and evaluate their own work, identifying both areas of success and ways in which they could develop. Develop skills in using clay inc. slabs, coils, slips etc.</p>

	<p>To explore Impressionism and recognize it in Van Gogh's work of Starry Night and Sunflowers.</p> <p><b>Know that mixing all 3 primary colours makes a range of tertiary colours (browns, khaki, greys) Adding black to a colour results in a shade.</b></p> <p><b>Recognise the art of key artists and begin to place them in key movements or historical events.</b></p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p><b>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Start to develop their own style using tonal contrast and mixed media.</b></p> <p>To use acrylic paint with increasing confidence and explore the different textures that can be created with it.</p>	<p><b>To understand how to build up layers and colours/textures.</b></p> <p><b>To understand how to organise their work in terms of pattern, repetition, symmetry or random printing styles.</b></p> <p>Discuss and evaluate own work and that of others.</p>	<p>To be able to explain choices using art vocabulary.</p> <p><b>To be able to create a press print using a variety of different lines and textures.</b></p> <p><b>To be able to explore monoprinting as a technique – experiment with creating different lines and tones by using a variety of drawing implements eg, a sharp pencil, pen, rubbing with fingers and palm of hand.</b></p> <p>To draw and develop a 2 colour Pressprint design using stencils.</p> <p>Create a printing tile with lines and shapes in varied widths and styles/convey texture/ layer colours/create multiple prints from one tile – lino/polystyrene tiles/calligrams.</p> <p>To be able to combine prints and designs to create their own piece.</p> <p>To be able to evaluate and analyse creative works using appropriate language.</p> <p>To be able to self –evaluate their own work and identify ways to improve work.</p>	<p><b>To develop artistic language when discussing sculpture such as using the term form to discuss a 3D sculptural object.</b></p> <p>Discuss and evaluate own work and that of other sculptors.</p> <p><b>Use prior knowledge to make informed choices about creating different surface patterns and textures.</b></p> <p>Realise design ideas in a variety of materials/create a form to convey a message or style/create well-defined 3D forms/can successfully join shapes.</p>	<p><b>To be able to create a sculpture and constructions with increasing independence.</b></p> <p><b>Make a slab mask.</b></p> <ul style="list-style-type: none"> <li>• Use a rolling pin and clay guides to roll clay to an equal thickness.</li> <li>• Cut 2D shapes accurately to create a 3D form.</li> <li>• Mix their own slip and join several pieces of clay together securely.</li> </ul> <p><b>Use thumbs to smooth surfaces creating an aesthetic finish.</b></p> <p>To respond to artists work and experiment with their ways of working.</p> <p>To choose appropriate colours and mix them independently.</p> <p><b>To be able to evaluate and analyse creative works using appropriate language.</b></p> <p><b>To be able to self –evaluate their own work and identify ways to improve work.</b></p>
	<p><b>Key task:</b> Children create a piece of art based on Van Gogh's Starry Night.</p>		<p><b>Key task:</b> To create a mechanical art print using mono printing.</p>		<p><b>Key task:</b> To create own 3D African mask using clay.</p> <p>To plan a sculpture through drawing and other preparatory work.</p>	

	<p>To vary brush strokes to create movement and shading.</p> <p>To mix colours to create a range of shades.</p> <p>To create a simple skyline.</p>	<p>To build up layers, colours and textures using printing.</p> <p>To organise work in terms of pattern, repetition, symmetry or random printing styles.</p>	<p>To use clay and a range of techniques to create a sculpture.</p>
	<p><b>Working At:</b></p> <p>Children to use brush strokes to create texture in their painting.</p> <p>Children use just 2 chosen colours and create shades of each to use in their piece.</p> <p>Children to copy a simple skyline.</p> <p><b>Working above:</b></p> <p>Children to blend the colours together to create a wider variety of tones and shades.</p> <p>Children to create a more complex skyline based on their own design ideas/research.</p>	<p><b>Working at:</b></p> <p>To create a press print design focusing on cogs and mechanical pieces.</p> <p>To create a layered piece using 3 different colours.</p> <p>To use colours to reflect the industrial theme.</p> <p>To show control so that the repeating pattern is the same throughout.</p> <p>To use at least 2 different types of line thicknesses.</p> <p>TO use at least 2 different types of texture on the press print to create different effects.</p> <p><b>Working above:</b></p> <p>To create a more intricate pattern press print tile focusing on observations of cogs/mechanical pieces.</p> <p>TO create a layered piece using four different colours.</p> <p>To show control so that the repeating pattern is the same throughout.</p> <p>To use colours focusing on industrial theme.</p> <p>To create a textured background reflecting an industrial style.</p> <p>To use at least 4 different types of line thicknesses.</p> <p>TO use at least 3 different types of texture on the pressprint to create different effects.</p>	<p><b>Working at:</b></p> <p>Children create a plan of sculpture design which shows how it will be made using a given mould and with which materials and decorations they will use.</p> <p>Children to create a mask sculpture successfully joining piece to the base e.g. facial features.</p> <p>Children to be able to use a rolling pin to make the face base an even thickness.</p> <p>Children to join 3 pieces to their face base using slip.</p> <p>To be able to draw in a simple pattern using modelling tools onto the face piece.</p> <p><b>Working above:</b></p> <p>Children create a plan of sculpture design which shows how it will be made up using a given mould and with which materials and decorations they will use. To also include detailed measurements.</p> <p>Children to create several facial features and join them onto the base piece.</p> <p>TO consider adding texture thoughtfully and using patterns in areas to enhance the mask.</p> <p>Children to add texture to their mask using a variety of lines/patterns by drawing into the clay.</p>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>World War II Soldiers – Mixed Media focus on collage, observational drawing and layering</b>	<b>Sustainable Cushions</b>	<b>Enterprise Project</b>

6	(Links to History – WW2)		(Links to Sustainability topic/Outdoor Learning)		(Outcome different each year as child led focus)	
	Knowledge	To know how	Knowledge	To know how	Knowledge	To know how
	<p><b>To know which are primary, secondary and tertiary and complimentary colours and to know what the terms mean.</b></p> <p>To know how to create their own pallet of colours and use them for specific effects.</p> <p><b>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by Rhea Carmi, Mirian Schulman, Katy Hirschfeld, James Verbicky, Peter Clarke, Derek Gores and Peter Blake. Rebecca Horn, William Kentridge, Heath Robinson</b></p> <p>To know about the work of Miriam Schulman and that she uses a range of media and layering techniques.</p> <p>To know Miriam is 48 years old and lives in New York and is a modern artist.</p> <p><b>To understand how to create layers within art work to create different effects.</b></p> <p>Explore the role and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>To compare methods and approaches used by other artists and designers.</p> <p>To select and record from first-hand observation and to explore ideas for different purposes</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To compare ideas, methods and approaches in their own and others' work</p> <p>To be able to explain choices using art vocabulary.</p> <p>To improve art and design techniques in the context of using a mixed media approach.</p> <p>To create a war soldier out of poppies using a mixed media/collage approach.</p> <p>To experiment with different media, line, tone, colours and textures.</p> <p>To use primary, secondary and tertiary and complimentary colours for specific effects.</p>	<p><b>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by Cas Holmes and Isabel Dibden</b></p> <p>To begin to understand that we can make judgements about different works of art we may like or dislike.</p> <p>To know about different fabrics and make careful selections of fabrics based on its qualities and suitability for the task required.</p> <p>To know different textile processes and express feelings about them.</p> <p><b>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</b></p> <p><b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating a cushion</b></p> <p><b>To know the names of the types of different stitches which they could use e.g. running stitch, back stitch, cross stitch, chain stitch, herringbone, French knots, blanket stitch.</b></p> <p><b>To know how to add embellishments to work using different stitches, buttons, bead, sequins etc.</b></p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To select and record from first-hand observation and to explore ideas for different purposes</p> <p>To compare ideas, methods and approaches in their own and others' work</p> <p>Explore textiles artists for inspiration and plan a textiles piece linked to topic areas. Cas Holmes Isabel Dibden Wright, Ana Teresa Barboza and Kay Fassett.</p> <p>To be able to explain choices using art vocabulary.</p> <p>To improve art and design techniques in the context of textiles.</p> <p>Make careful selections of fabrics based on its qualities and suitability for the task required.</p> <p>To make an informed choice based on prior learning of stitches they want to use in their design.</p> <p>To confidently be able to use running stitch, back stitch, cross stitch, chain, herringbone, French knots, blanket stitch.</p> <p>Change threads and fabrics as needed.</p> <p>Explore a variety of techniques such as printing, dyeing, stitching and weaving to produce different textural effects.</p>	<p><b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context or creating their own enterprise product.</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To know how to arrange and adapt materials to improve the aesthetic appeal.</p> <p>To be expressive and analytical to adapt and extend and justify their work.</p> <p>Talk about the process involved in their enterprise work and suggest areas for development.</p> <p>Use language appropriate to skills and techniques - pattern, tone, shape, line.</p> <p>To use prior knowledge to make informed choices on materials needed/to use in their enterprise product.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>To compare ideas, methods and approaches in their own and others' work.</p> <p>To select and record from first-hand observation and to explore ideas for different purposes.</p> <p>To be able to explain choices using art vocabulary.</p> <p>To improve art and design techniques in the context of using a mixed media approach.</p> <p>Evaluate their work and that of others and explain how to further develop a piece of work.</p> <p>Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Choose appropriate art/design materials and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>To work more independently, making choices about tools</p>

	<p><b>To know how to use a range of materials to create layering effects with different media.</b></p> <p>To begin to understand that we can <b>make judgements about different works of art we may like or dislike.</b></p> <p>Develop a wide range of art and design techniques in using <b>colour, pattern, texture, line, shape, form and space in the context of creating a piece of mixed media art.</b></p> <p>To transfer language from WW2 (history) <b>To develop language to evaluate works of art such as tone, pattern, colour, mood etc.</b></p> <p>To know how to arrange and adapt materials to improve the aesthetic appeal.</p> <p>To consider how to affix collage materials depending on its qualities eg, use a PVA for fabrics, glue stick for papers.</p> <p>TO be expressive and analytical to adapt and extend and justify their work.</p> <p>Talk about the process involved in their collage work and suggest areas for development.</p>	<p>Produce a painting that shows visual and tactile qualities that match their intentions.</p> <p>To be able to use collage in sketchbooks to gather ideas and inspiration for designs.</p> <p>To tear, cut, layer and overlap a range of materials.</p> <p>Apply collage to a textured background of print, paint or drawing.</p> <p>Incorporate their own prints and paintings when creating collages.</p> <p>Layer textures and colours to create interest.</p> <p>Cut complex shapes in various sizes to represent ideas.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Apply tone to a drawing by observing light and shadows in a group of objects and explore ways of adding tone to depict this.</p> <p>Use with confidence, a range of drawing mediums (charcoal, pastels etc) and identify why they have chosen them for a piece of work.</p>		<p>Add embellishments to work using different stitches, buttons, beads, sequins etc. Evaluate their work and that of others and explain how to further develop a piece of work.</p> <p>To be able to evaluate and analyse creative works using appropriate language.</p>		<p>and techniques they use to create their own work.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Annotate work in sketchbooks.</p> <p>To develop design ideas and use these to make informed choices as part of a final design.</p>
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	<p>Use language appropriate to skills and techniques - pattern, tone, shape, line.</p>	<p>Use one-point perspective effectively.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Record more complex shapes and lines from observation.</p> <p>Observe and add finer details to drawings – landscapes and portraits.</p> <p>Use a viewfinder confidently to focus on small areas of the human form to support composition when planning their piece.</p> <p>Use scale and shading to show perspective.</p> <p>To be able to evaluate and analyse creative works using appropriate language.</p> <p>To be able to self –evaluate their own work and identify ways to improve work.</p> <p>To evaluate their work and discuss how they might develop it further.</p> <p>To compare ideas, methods and approaches in their own and others' work</p> <p>To be able to explain choices using art vocabulary.</p>				
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	Key Task: <b>To create a mixed media collage of a soldier.</b>	Key Task: <b>To create a sustainable cushion using a variety of stitches and sustainable materials.</b>	Enterprise Product to be made and sold as part of the project in school. This will be different each year due to child led project/ideas.
	<p><b>Working at:</b></p> <p>To use 3 different types of media in their piece to create a soldier. E.g. collage, paint, pastels, charcoal etc.</p> <p>To create an image that resembles a soldier with some degree of proportion.</p> <p>To have narrowed options and made adaptations in their final piece from work in their sketchbooks.</p> <p>To have given reasons for why they have adapted their work using subject specific language e.g. tone, pattern, texture, colour.</p> <p><b>Working above:</b></p> <p>To use 4 different types of media in their piece to create a multi layered soldier image.</p> <p>TO give reasons for the way in which they have used their media (annotate photographs of their work) that they are using and have evidence of how they have developed their idea.</p>	<p><b>Working at:</b></p> <p>To be able to use 3 different sustainable materials.</p> <p>To be able to use 4 different types of stitches.</p> <p>To be able to follow a plan accurately to create a final outcome.</p> <p>To be able to add 2 different embellishments.</p> <p>Choices justified</p> <p><b>Working above:</b></p> <p>To confidently use at least 5 different stitches and be able to give reasons for using them.</p> <p>To be able to use 4 or more different sustainable materials.</p> <p>To be able to follow a plan accurately and adapt/change where necessary giving reasons why.</p> <p>Extensive and effective use of stitches as appropriate Embellishments added to good effect</p> <p>Choices justified and areas for further development included.</p>	