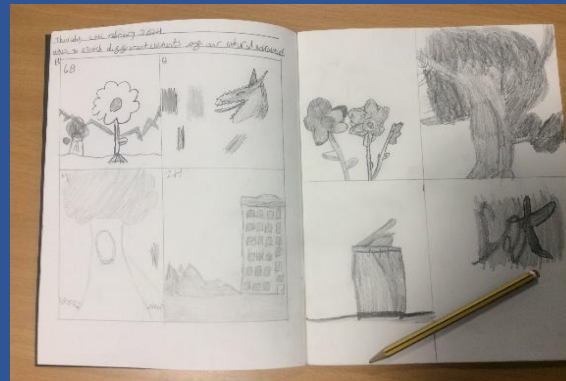
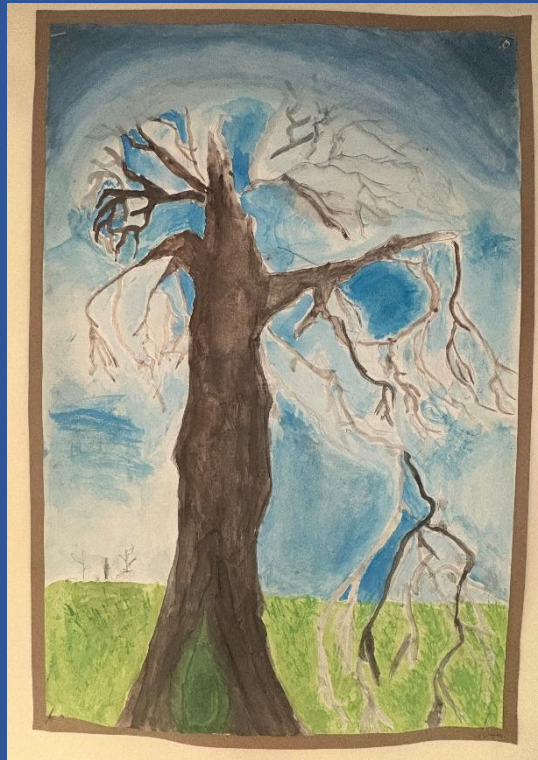




Art Curriculum Overview

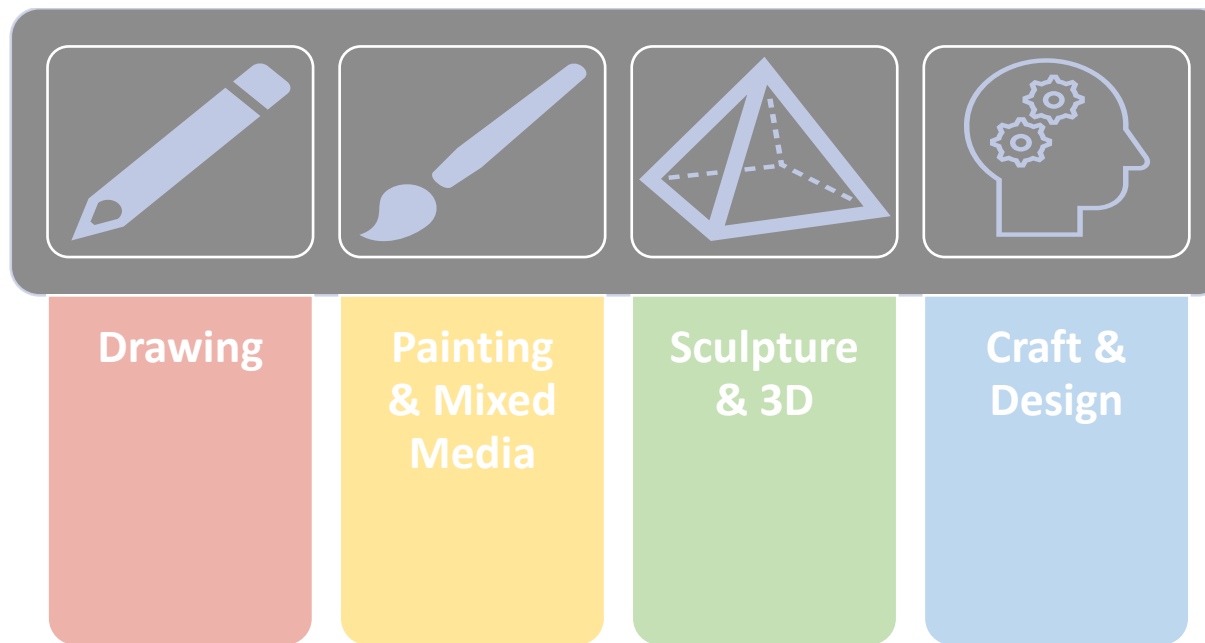


“Unique and precious in God’s eyes, be the best that you can be.”

Our Curriculum Design

We have based our curriculum on the **Access Art** materials. Our **cyclical** curriculum focuses on the 4 aspects below and our pupils revisit these aspects throughout their time in our school every year. Drawing and painting skills **weave throughout** our Sculpture/3-D and Craft & Design focused projects to **embed** and **secure** the cumulative knowledge of the different techniques looked at. Each time they revisit an aspect, it is with **increasing complexity** to build on their **prior knowledge**. Across each year group they develop a knowledge of different **artists and crafts people** to ensure they can compare and contrast these. Three art projects are completed across the year as a **half termly block** in each term as an hour a week from Y2-Y6, with Y1 completing their project as a block, reinforced across the half term with **continuous provision** access.. In

EYFS pupils start to develop their skills through the **Expressive Art & Design** strand of the EYFS framework with **both adult and child led activities**, reinforced through **continuous provision**. In addition, they use their **sketch books** from EYFS onwards to generate ideas, document their products and evaluate/analyse their developing skills. The school aims to raise pupils **cultural capital** through a range of planned visits across their time in school.





Our Big Ideas

Our curriculum is designed to enable our children to work towards an understanding of the 'big ideas' in art outlined below. This cumulative knowledge is developed over time through appropriate, age-related steps that enable pupils to develop a secure understanding.

1. Preliminary sketches are used to plan and explore what a final piece of artwork may look like
2. Constructive feedback (identifies strengths and weaknesses of a piece of artwork) and help focus where improvements can be made.
3. Malleable materials are used to form 3D sculpture made by carving, modelling, casting or constructing
4. Paper and fabric have different qualities and these are used to add texture to a piece of artwork
5. Colour theory: use primary colours to make secondary colours, and warm/cool colours and tints/tones
6. Printing techniques include mono-printing, engraving, etching, screen printing and lithography
7. Pencil, ink, charcoal and pen techniques are used to create different lines, textures, patterns, tones (lightness and darkness of colour) and adds perspective to shapes and forms
8. Observational drawings of landscapes and nature are used as a source of inspiration when artists create their artwork
9. Mixed media combines different media or materials to create unique pieces of artwork.
10. Significant artists, architects, cultures and designers have distinctive styles including the subject matter, the movement they belong to (including Expressionism, Realism, Pop Art, Renaissance and Abstract) and the techniques and materials used



Our Learning Cycles

Below is an overview of our unit titles, which are colour coded to show the overarching substantive concept that pupils make prior knowledge links to.

	AUTUMN		SPRING		SUMMER	
YN	Painting-Hands & Feet	Wax Crayon Collages	Model Magic Woodland Animals	Still Life Drawing of shells-Poster Paints	Building Bug Hotels	Playdough-Fruit Heads
YR	Mark Making & Self Portraits	Autumn Floor Textiles	Clay Woodland Animals-use of tools	Still Life Drawing of shells-Watercolours	Imaginary Landscapes-Collage and different materials	Plastercine-Fruit Heads
Y1 (A)	Drawing-Spirals Molly Haslund		Painting-Flora & Fauna Eric Carle		Sculpture & 3D-Playful Making Faith Bebbington	
Y2 (B)	Drawing-Explore & Draw Rosie James		Painting-Expressive Painting Charlie French		Craft & Design-Stick Transformation Project Chris Kenny	
Y3 (A)	Drawing-Gestural Drawing with Charcoal Laura McKendry		Painting-Exploring Still Life Paul Cezanne		Sculpture & 3D-Telling Stories through Drawing & Making Quentin Blake	
Y4 (B)	Drawing-Story Telling through Manga Naoki Urasawa		Painting-Cloth Thread & Paint Hannah Rae & Alice Kettle		Craft & Design-Working with Shape & Colour Henri Matisse	
Y5 (A)	Drawing-Topography & Maps Paula Scher		Painting-Exploring Identity Mike Barrett & Thandiwe Muriu		Craft & Design-Set Design Rae Smith & Tiny Inventions	
Y6 (B)	Drawing-2D drawing to 3D Making Lubaina Himid		Painting-Landscapes Henry Moore		Sculpture & 3D-Shadow Puppets Wayang Shadow Puppets	



YR	Autumn		Spring		Summer	
Knowledge & Skills	Mark Making & Self Portraits <ul style="list-style-type: none"> Use colour mixing and mix black and white to colours to create the colour they want to make to express their ideas and feelings. Create collaboratively, sharing ideas, resources and using a range of skills. Create representations of imaginary and real life events, people and objects. 	Autumn Floor Textiles <ul style="list-style-type: none"> Notice features in the natural world and describe the different shapes, textures and smells. Create representations of imaginary and real life events, people and objects. 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 	Clay Woodland Animals-use of tools <ul style="list-style-type: none"> Use hands to manipulate a range of modelling materials, including paper/card to explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. Select colours, shapes and materials to suit ideas and purposes, whilst developing skills in cutting and adding decoration. 	Still Life Drawing of shells- Watercolours <ul style="list-style-type: none"> Discuss how an artist creates their own representations. Draw lines and circles with meaning. Experiment with different media for making marks. Understand what a still life drawing is. 	Imaginary Landscapes- Collage Materials <ul style="list-style-type: none"> Talk about different things they can see in different landscape artwork as well as looking at landscapes in the local area. Experiment with ripping, folding and creasing paper to create a collage effect. Contribute to a whole class collage and then create own individual collages. 	Plastercine-Fruit Heads <ul style="list-style-type: none"> Use hands to manipulate a range of modelling materials, including paper/card to explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen. Select colours, shapes and materials to suit ideas and purposes, whilst developing skills in cutting and adding decoration.
Vocab	Create, cut, dab, design, dot, flick, glide, glistening, glossy, landscape, permanent, rip, shiny, silky, slimy, slippery, smooth, squelchy, stick, sticky, tear, temporary, transient art, wet, wipe	Crease, create, design, fix, join, pattern, pinch, plan, pull, push, roll, slot, snip, strip, sturdy, tape, thread, tie, wave	3D art, bend, clay, chop, collage, cut, evaluate, flatten, join, landscape, pinch, plan, poke, pull, push, reflect, roll, sculpture, silky, slimy, slippery, smooth, squash, Squelchy, sticky, stretch, twist, wet, tape, thread	Artist, bumpy, chalk, colours, drawing, hard, line, long, medium, observational drawing, oil pastel, pattern, ridged, rough, rubbing, short, soft, texture	Crease, collage, create, design, fix, join, pattern, pinch, plan, pull, push, roll, slot, snip, strip, sturdy, tape, thread, tie, weave	3D art, bend, clay, chop, collage, cut, evaluate, flatten, join, landscape, pinch, plan, poke, pull, push, reflect, roll, sculpture, silky, slimy, slippery, smooth, squash, squelchy, sticky, stretch, twist, wet, tape, thread
Continuous Provision	<ul style="list-style-type: none"> Children will have access to a range of art and design activities through the continuous provision. Regular enhancements will provide opportunity for building on developing artistic skills and ensure learning is embedded. Children will have the opportunity to produce creative and imaginative work linked to the different projects. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, printing, collage and 3D, as well as other selected craft skills. Easels will be available both indoors and outdoors for children to paint/draw freely. The malleable area will enable pupils to manipulate and create, whilst developing fine motor skills with different tools. 					



Y1	Autumn	Spring	Summer
Knowledge & Skills	<p style="text-align: center;">Drawing-Spirals</p> <p>Essential</p> <ul style="list-style-type: none"> Explore ways of drawing lines between two points. Experiment with how to hold a pencil when sketching. Discuss what a line is and use adjectives to describe lines. Experiment with pressure when drawing pencil lines. Investigate how to make different marks using sketching pencils. Make a choice about which pencil I need to use for a purpose. Experiment with different kinds of pencils and observe the different marks they make. Create different repeated line patterns. Comment on how drawings by different artists make them feel. Say what they like/dislike about different drawings. <p>Desirable</p> <ul style="list-style-type: none"> Comment on how different grades of sketching pencil make different marks. Discuss and comment on the texture in artwork. Apply a variety of techniques when drawing. Evaluate own work and the work of others to identify strengths/weaknesses. 	<p style="text-align: center;">Painting-Flora & Fauna</p> <p>Essential</p> <ul style="list-style-type: none"> Hold a paintbrush correctly when painting and know what 'loading' the paintbrush is. Experiment with different ways to make marks using a paintbrush. Name a variety of colours and choose a favourite colour to give reasons for my choices. Know what primary colours are needed to mix secondary colours. Know how to create lighter/darker shades of colour. Use paint to create artwork in the style of an artist studied. <p>Desirable</p> <ul style="list-style-type: none"> Know how to create a smooth sweeping brushstroke Use paint to create differently shaped lines. Use a paintbrush to create lines of different thicknesses. Explore how Kandinsky used different lines in his artwork. Discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds. Discuss the artworks of Paul Klee and say what is liked and disliked about them Spot different mark making techniques in Klee's work. Attempt to recreate some of the mark making in Klee's artwork 	<p style="text-align: center;">Sculpture & 3D-Playful Making</p> <p>Essential</p> <ul style="list-style-type: none"> Know that Faith Bebbington creates sculptures out of waste materials. Explore how sculptures are fixed together in terms of joins on shapes. Develop scissor/cutting skills when cutting out materials Use paper art to recreate an installation piece by Faith Bebbington. Use rolling and ripping techniques effectively to manipulate paper to sculpt. Experiment with different materials to make shapes. Make attempts to mimic the art of Faith Bebbington. Make visual observations to inform sketches. Describe and make observations on a piece of artwork's colour and pattern Make choices about the tools used when painting sculpted materials. <p>Desirable</p> <ul style="list-style-type: none"> Comment on the shape/form of 3-D objects and sculptures. Experiment with different mediums to create a polka dot pattern.
Key People	<p style="text-align: center;">Molly Haslund</p>	<p style="text-align: center;">Eric Carle</p>	<p style="text-align: center;">Faith Bebbington</p>
Vocab	<p>Spiral, movement, pressure, motion, continuous line, graphite, chalk, pen, oil pastel, dark, light, blending, mark making, pattern, observation, careful looking, drawing, Molly Haslund.</p>	<p>Colour, colour wheel, mixing, primary, secondary, transform, warm, cool, hues, brushes, paint, plan, design, create, lines, shapes, Eric Carle.</p>	<p>Sculpture, artist, three dimensional (3D), cylinder, curve, loop, tube, concertina, overlap, spiral, zig-zag, carving, mosaic, imagine, Faith Bebbington.</p>



Y2	Autumn	Spring	Summer
Knowledge & Skills	<p style="text-align: center;">Drawing-Explore & Draw</p> <p>Essential</p> <ul style="list-style-type: none"> Suggest ways to draw a word through marks. Use relevant language to describe how an object feels. Freely experiment with different tools, receiving encouragement when needed. Describe and then draw shapes that make up an object. Use good observational skills to add details to their drawing. Use an interesting range of marks that show an understanding of how to draw different textures. Make sketches, which may be of basic stick-like figures or may imply more shapes. Recount a story and select key events to draw. Create scenes from their own imagination, with some support. <p>Desirable</p> <ul style="list-style-type: none"> Suggest ways to create different textures through drawn marks. Develop sketches into a character, with some support, adding details to enhance their character. Demonstrate an understanding of how drawing facial features in different ways conveys expressions. 	<p style="text-align: center;">Painting-Expressive Painting</p> <p>Essential</p> <ul style="list-style-type: none"> Hold a paintbrush correctly when painting and know what 'loading' the paintbrush is. Know how to create a smooth sweeping brushstroke Use paint to create differently shaped lines. Use a paintbrush to create lines of different thicknesses. Experiment with different ways to make marks using a paintbrush. Name a variety of colours and choose a favourite colour to give reasons for my choices. Know what primary colours are needed to mix secondary colours. Know how to create lighter/darker shades of colour. Use a paintbrush to make basic marks using paint. Use paint to create artwork in the style of an artist studied. 	<p style="text-align: center;">Craft & Design-Stick Transformation Project</p> <p>Essential</p> <ul style="list-style-type: none"> Know that artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. Know that making art can be playful and fun. That we can create things for other people to enjoy/use. Know that we can use our imagination to help us shape the world. Know how to take a familiar object like a stick, and use their imagination to think about what it might become. Use their sketchbook to generate ideas and to test ideas. Use a variety of materials to transform my object thinking about form and colour. Cut materials with simple tools and fasten materials together to construct their sculpture. Take a photograph of their sculpture, thinking about focus. <p>Desirable</p> <ul style="list-style-type: none"> Share their sketchbook and sculpture with the class and talk about how they made it and what they liked. Listen to their classmates talk about their own artwork and share thoughts about their work.
Key People	<p style="text-align: center;">Rosie James</p>	<p style="text-align: center;">Charlie French</p>	<p style="text-align: center;">Chris Kenny</p>
Vocab	<p>Line, vertical, horizontal, diagonal, wavy, straight, cross-hatch, optical art, 2D shape, 3D shape, abstract, narrative, printing, shade, form, continuous, mark making, observe, dots, circle, lightly, firmly, texture, shadow, charcoal, pastel, chalk, blending, thick, thin, mark making, texture.</p>	<p>Gesture, gestural, mark making, loose, evocative, emotion, intention, exploration, reaction, response, energy, impression, texture, primary colours, secondary colours, tints, hues, medium, surface, texture, abstract, invent, discover, intention, composition, positive shapes, negative shapes.</p>	<p>Artist, cylinder, curve, imagine, imaginary, natural, fix, join, inspired, shape, texture, pattern, felt, fibre, viewfinder, abstract, composition, overlap, gallery, curator, design, design brief, evaluate</p>

Y3	Autumn	Spring	Summer
Knowledge & Skills	<p style="text-align: center;">Drawing-Gestural Drawing with Charcoal</p> <p>Essential</p> <ul style="list-style-type: none"> Experiment using charcoal to create different lines and shapes. Use soft, light sketching techniques to create a still life sketch. Adjust own pencil grip when sketching. Identify an artwork that is visually pleasing and explain why. Give own personal opinion of different gestural artwork. Listen to others' opinions of artworks, and try to see their point of view. Design own artwork and give reasons for own choices. <p>Desirable</p> <ul style="list-style-type: none"> Explain what gestural drawing is through commenting on different examples. Describe what a botanical illustration is and why they were first created. Discuss and respond to Van Gogh's artwork and how he used tones and colour. Understand how artists create the illusion of depth in their artwork 	<p style="text-align: center;">Painting – Exploring Still Life</p> <p>Essential</p> <ul style="list-style-type: none"> Create a still life painting in the style of Paul Cezanne. Use careful observation skills to create a still life sketch for printing inspiration. Understand how shading is linked to the light source in a drawing. Understand that Still Life artwork can be created using a number of different media, including drawing, painting, collage and relief. Discuss and respond to the work of Paul Cezanne, making appropriate observations. Understand that Still Life is an artist's response to static objects around them. <p>Desirable</p> <ul style="list-style-type: none"> Analyse an existing piece of artwork using language associated with Art and Design. 	<p style="text-align: center;">Sculpture & 3D-Telling Stories through Drawing & Making</p> <p>Essential</p> <ul style="list-style-type: none"> Experiment with different ways to join materials to make a 3-D piece of art. Select a suitable joining method when working with different materials. Look at different materials and make suggestions about how to use them in own artwork. Create a simple animal sculpture from recycled materials. Say if they like or dislike a piece of art and why. <p>Desirable</p> <ul style="list-style-type: none"> Use a material's existing shape to inspire own artwork. Select a suitable type of paint to finish own art work. Explore different pieces of sculpture that tell stories. Comment on the message that a piece of art might be portraying.
Key People	<p style="text-align: center;">Laura McKendry</p>	<p style="text-align: center;">Paul Cezanne</p>	<p style="text-align: center;">Quentin Blake</p>
Vocab	<p>Still life, gestural drawing, traditional, charcoal, arrangements, composition, background, foreground, tone, shadow, hue, tint, elements, pattern, texture, relationship, mark making, appearance, 2D, present, reflect, articulate, feedback, similarities, differences.</p>	<p>Pattern, mindful, exploratory, decorative, aesthetic, generate, explore, experiment, design, negative/positive shapes, shadow, surface pattern, repeating, composition, juxtaposition, collage, design, present, reflect, articulate, feedback, similarities, differences.</p>	<p>Visualization, two-dimensional (2D), three-dimensional (3D), organic shape, sculpture, tone, form, carving, model, hollow, figurative, abstract, quarry, texture, surface, join, pliers, template, secure, mesh, found objects, typography, welding, weaving</p>



Y4	Autumn	Spring	Summer
Knowledge & Skills	<p style="text-align: center;">Drawing-Story Telling through Manga</p> <p>Essential</p> <ul style="list-style-type: none"> Know that manga is any printed cartoon in Japan. Create areas of light and dark in sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling Vary shading further through use of pressure. Recreate patterns using oil pastels and ink. Use tracing to create a symmetrical piece of art. Create texture in artwork to reflect real-life buildings. Understand the role of an architect. Discuss the shapes and structures of famous buildings around the world. Say if they like or dislike the design of a building Explore the work of Naoki Urasawa and imitate this to create own piece of Naoki Urasawa inspired manga art. Evaluate own finished artwork and compare it to that of my peers <p>Desirable</p> <ul style="list-style-type: none"> Comment on the patterns created in the architecture of St Basil's Cathedral. Spot symmetry in the designs of famous buildings. 	<p style="text-align: center;">Painting-Cloth Thread & Paint</p> <p>Essential</p> <ul style="list-style-type: none"> Explore how artists combine media and use them in unusual ways to make art. Share own response to their work. Use their sketchbook to make visual notes capturing ideas that interest them. Use their sketchbook to test ideas and explore colour and mark making. Use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. Use thread and stitching to create textural marks over the top of their painted canvas, creating interesting marks which reflect my response to the landscape. Share their work with others and share their thoughts about the process and outcome. Listen to peers feedback and take it onboard. Share their feedback on peers work. Take photographs of their work, thinking about lighting and focus. <p>Desirable</p> <ul style="list-style-type: none"> Appreciate the work of their classmates enjoying the similarities and differences between their processes and outcomes. 	<p style="text-align: center;">Craft & Design-Working with Shape & Colour</p> <p>Essential</p> <ul style="list-style-type: none"> Explore an artwork through looking, talking and drawing. Use the "Show Me What You See" technique to help look closely, working in their sketchbook making drawings and notes using pencils and pens. Cut shapes directly into paper, using scissors, inspired by the artwork. Collage with cut elements, choosing colour, shape and composition to make own creative response to the artwork. Add to their collage, using line, colour and shape made by stencils. Take photographs of own work. Share work with the class. Reflect and share what they like, and what they would like to try again. Look at the work of their classmates and give useful feedback through class or small group discussion. <p>Desirable</p> <ul style="list-style-type: none"> Explore negative and positive shapes. Arrange and place shapes with precision
Key People	Naoki Urasawa	Hannah Rae & Alice Kettle	Henri Matisse
Vocab	Animate, animation, animator, character, movement, pose, action, gesture, intention, background, foreground, tools, manga	Portrait, landscape, shadow, tint, shade, texture, contrasting, vivid, muted, formal, patterned, abstract, detailed, figurative, technique, mark-making, composition, dabbing paint, stippling paint, paint wash, pointillism	Pattern, collage, tear, cut, stick, combine, manipulate, layer, shape, colour, convey, scale, imagery, design, technique, process, material, layout, audience, inform



Y5	Autumn	Spring	Summer
Knowledge & Skills	<p style="text-align: center;">Drawing-Typography & Maps</p> <p>Essential</p> <ul style="list-style-type: none"> Use observational skills to create a detailed sketch. Discuss how to represent typography/maps as a piece of art. Follow simple instructions to create a more realistic sketch. Understand the difference between tints, shades and tones. Create and use tints, shades and tones to match a given colour in own art work. Use colour and size to create the illusion of depth in own artwork. <p>Desirable</p> <ul style="list-style-type: none"> Understand that constant observation and attention to detail is important when creating a detailed sketch. Understand that patience is important when creating a detailed sketch. Compare a sketch from own imagination, and a visually informed sketch and evaluate the differences. Understand what depth in an artwork is. 	<p style="text-align: center;">Painting-Exploring Identity</p> <p>Essential</p> <ul style="list-style-type: none"> Explore the use of digital photography and digital painting. Compare and contrast digital photographs of subjects compared to painted or drawn portraits. Take and use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. Use a range of digital tools such as crop, filter, rotate and resize to manipulate digital images. Create photomontages/collages. Add paint to a sketched self-portrait to add colour and detail Choose colours to express aspects of own personality Choose colours to express aspects of communities belonged to. Describe who Mike Barrett & Thandiwe Muriu are and give a brief summary of their work. Give own opinion of a painting or artist, giving reasons for own ideas Express own opinion of cultural identity. <p>Desirable</p> <ul style="list-style-type: none"> Understand how artists use digital tools and compare/contrast to traditional media/techniques. Describe the differences between a portrait and a self-portrait Describe the aspects of colonialism and post colonialism in Yinka's work. 	<p style="text-align: center;">Craft & Design-Set Design</p> <p>Essential</p> <ul style="list-style-type: none"> Know that designers and makers design "sets" which form the backdrop/props to give context to drama. Know that we can use many disciplines including painting, making, drawing to create sets, as well as thinking about lighting, scale, perspective, composition, and sound. Know that we can create our own "sets" to create models for theatre design, or backgrounds for an animation. Explore how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. Respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys their interpretation of the mood/narrative of the original stimulus. Use their sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. Share their process and outcome with their classmates, articulating their ideas and methods. Listen to their feedback and take it on board. Appreciate the artwork made by their classmates and share their response to their work. Take photographs or film of their artwork thinking about presentation, lighting, focus and composition. Use their animation set as backdrop to an animation. <p>Desirable</p> <ul style="list-style-type: none"> Know that we can take our inspiration from the sources of literature or music to inform our creative response and to capture the essence of the drama.
Key People	<p style="text-align: center;">Paula Scher</p>	<p style="text-align: center;">Mike Barrett & Thandiwe Muriu</p>	<p style="text-align: center;">Rae Smith & Tiny Inventions</p>
Vocab	<p>Typography, lettering, graphics, design, communicate, purpose, intention, exploratory, visual impact, pictorial maps, identity, symbols, present, share, reflect, respond, articulate, feedback, similarities, differences</p>	<p>Identity, layer, constructed, portraiture, layering, digital art, physical, present, share, reflect, respond, articulate, feedback, similarities, differences.</p>	<p>Model, space, explore, experiment, collect, transform, paper, scale, photograph, architecture, aesthetic, scissors</p>



Y6	Autumn	Spring	Summer
Knowledge & Skills	<p style="text-align: center;">Drawing-2D drawing to 3D Making</p> <p>Essential</p> <ul style="list-style-type: none"> Collect a good range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of art. Generate symbols that reflect their likes and dislikes. Create a tile that is full of pattern, symbols and colours that represents themselves. Discuss ideas to create light and dark through drawing techniques. Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities and differences between different styles of art. Form their own opinions about what art is, justifying ideas. Identify a cause and decide what message they want to convey. Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image. Review and revisit ideas to develop their work. <p>Desirable</p> <ul style="list-style-type: none"> Respond to the meaning of a spirit animal through drawing. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. 	<p style="text-align: center;">Painting-Landscape Art</p> <p>Essential</p> <ul style="list-style-type: none"> Use vanishing points, horizon lines and construction lines to create perspective in own artwork. Sketch a landscape using linear perspective. Use lines and patterns to create abstract artwork. Experiment with different watercolor techniques to create effects. Paint a landscape using watercolours. Create and use tints and shades using a variety of different mediums. Comment on abstract landscapes and explain what they feel about them. Create a selection of lines and patterns in own sketchbook to inform own art work. Discuss landscape artwork by famous artists, saying what I think and feel about them Identify which medium has been used to create a piece of art. Make decisions about how to create a piece of landscape artwork based on the ideas gathered and techniques experimented with. <p>Desirable</p> <ul style="list-style-type: none"> Experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape. Identify vanishing points and horizon lines in landscape paintings Explain how artists use linear and atmospheric perspectives. 	<p style="text-align: center;">Sculpture & 3D-Shadow Puppets</p> <p>Essential</p> <ul style="list-style-type: none"> Know that the size and scale of three-dimensional artwork change the effect of the piece. How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Know how to use everyday objects to form a sculpture. Know how to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Know how a variety of artists and craftspeople use their interest in cutouts to generate imagery. Use own curiosity to think about how they might adapt techniques and processes. Use a sketchbook to record, generate ideas, test ideas and reflect. Construct a shadow puppet thinking about how the qualities of the materials affect the final outcome. Manipulate the materials using tools so that puppets have character and expression. Make puppets move in simple ways by articulating them. Photograph or film puppet performances. <p>Desirable</p> <ul style="list-style-type: none"> Know how to try out ideas on a small scale to assess their effect.
Key People	Lubaina Himid	Henry Moore	Wayang Shadow Puppets
Vocab	Aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerilla, imagery, impact, interpretation, mark making, mural, representative, street art, symbol, symbolic, technique, tonal, tone	Rotate, crop, enhance, filter, saturation, edit, composition, cloning, removal, combination, tools, software	Puppets, architecture, aspirational, visionary, environmental, movement, form, structure, materials, balance, scale, interior, design through making, model, present, share, reflect, respond, articulate, feedback, similarities, differences



Our Disciplinary Knowledge Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
What is art?	Know that art is looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting and exploring.	<p>Know art is made in different ways.</p> <p>Understand that art is made by all different kinds of people.</p> <p>Know that an artist is someone who creates.</p> <p>Understand that craft is making something creative and useful.</p>	<p>Know that artists choose different ways to do their art.</p> <p>Understand</p> <p>Be able to name a range of different artists studied up to this point.</p>	<p>Know that artists make art in more than one way.</p> <p>Understand there are no rules about what art must be.</p> <p>Know art can be purely decorative or it can have a purpose.</p>	<p>Know artists make choices about what, how and where they create art.</p> <p>Understand that art can be all different sizes and can be displayed inside or outside.</p> <p>Know art is interpreted differently depending on how it is displayed.</p> <p>Know that artworks can fit more than one genre.</p>	<p>Know that sometimes people disagree about whether something can be called 'art'.</p> <p>Understand that art doesn't always last for a long time; it can be temporary.</p> <p>Know that art, craft and design can be functional and affect human environments and experiences.</p>	<p>Know that art doesn't have to have a literal representation of something, it can sometimes be imagined and abstract.</p> <p>Know that art can represent abstract concepts, like memories and experiences.</p> <p>Know that art can be a digital art form like photography.</p>

<p>Why do people make art?</p>	<p>Know that people make art for fun and might also do it to decorate a space.</p>	<p>Know that people use art to tell stories.</p> <p>Understand that people make art about things that are important to them.</p>	<p>Know that people make art to share their feelings and/or explore an idea in different ways.</p> <p>Know that people make art to help others understand something.</p>	<p>Know people use art to tell stories and communicate.</p> <p>Understand that people can make art to express their views or beliefs.</p> <p>Know people make art for fun, and to make the world a nicer place to be.</p> <p>Recognise that people use art to help explain or teach things such as death or nature.</p>	<p>Know that art can be created to make money; being an artist is a job for some people.</p> <p>Know that art, craft and design affects the lives of people who see or use something that has been created.</p> <p>Explain that artists make work to explore right and wrong and to communicate their own beliefs.</p>	<p>Know that people make art to express emotion.</p> <p>Know that people make art to encourage others to question their ideas or beliefs.</p> <p>Know that people make art to portray ideas about identity.</p> <p>Recognise that people make art to fit in with popular ideas or fashions.</p>	<p>Know that sometimes people make art to express their views and opinions, which can be political or topical.</p> <p>Understand that sometimes people make art to create reactions.</p> <p>Know that people use art as a means to reflect on their unique characteristics.</p>
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<p>How do people talk about art?</p>	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Be able to say if they like an artwork or not and begin to form opinions by explaining why.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>Know that people can have their own opinions about art, and sometimes disagree.</p> <p>Understand that one artwork can have several meanings.</p> <p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem-solving process and make changes to improve their work.</p>	<p>Know art is influenced by the time and place it was made, and this affects how people interpret it.</p> <p>Know that artists may hide messages or meaning in their work.</p> <p>Know that artists evaluate what they make and talking about art is one way to do this.</p> <p>Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Know that people can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online.</p> <p>Know that some artists become well-known or famous and people tend to talk more about their work because it is familiar.</p> <p>Be able to talk about how plans for artwork or evaluating finished work, can help improve what artists create.</p> <p>Know that comparing artworks can help people understand them better.</p> <p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements.</p>	<p>Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</p> <p>Know that people can have varying ideas about the value of art.</p> <p>Know that art can be analysed and interpreted in lots of different ways.</p> <p>Know that everyone has a unique way of experiencing art.</p> <p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environment views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements.</p>
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<p>Colour</p>	<p>Know the names of a range of colours.</p> <p>Know that colours can be mixed to make new colours.</p>	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple</p>	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside.</p>	<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
<p>Form</p>	<p>Understand that modelling materials can be shaped using hands or tools.</p>	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page. Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional artwork changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>

<p>Shape</p>	<p>Know the names of simple shapes in art.</p>	<p>Know a range of 2D shapes and confidently draw these. Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>	<p>To know that negative shapes show the space around and between objects.</p> <p>To know that artists can focus on shapes when making abstract art.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition.</p>
<p>Line</p>	<p>Know that lines can be curved or straight and described in simple terms such as wiggly, straight or round.</p>	<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms.</p>
<p>Pattern</p>	<p>Be able to describe a pattern they have made with objects, colours or drawn marks.</p>	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add or make patterns.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p>	<p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.</p>	<p>To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>

<p>Texture</p>	<p>Use simple terms to describe what something feels like such as bumpy, soft or smooth.</p>	<p>Know that texture means 'what something feels like'.</p> <p>Know that different marks can be used to represent the textures of objects.</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p> <p>Know that painting tools can create varied textures in paint.</p>	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p>
<p>Tone</p>	<p>Know there are different shades of the same colour and identify colours as light or dark.</p>	<p>Know that 'tone' in art means 'light and dark'.</p> <p>Know that we can add tone to a drawing by shading and filling a shape.</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>



End Points	A Reception child working at the expected standard can: 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: Make use of props and materials when role playing characters in narratives and stories. 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, paint brushes and cutlery. Begin to show accuracy and care when drawing. (ELGs: Expressive Arts and Design Creating with Materials, Physical Development- Fine Motor Skills)	A Year 1 child working at the expected standard can explore ways of drawing lines and experiment with how to hold a pencil when sketching and use pressure when drawing lines. They can make different repeated line patterns and use rubbings to create texture. They can hold a paintbrush correctly. They can name and use a variety of colours. They can experiment with different ways to make marks using a paintbrush. They can use some other techniques such as collage. They can discuss art and say what they like and dislike.	A Year 2 child working at the expected standard can follow instructions to create a drawing/sketch and use their imagination to create a piece of art. They can experiment with materials, patterns and styles and hold a pencil correctly when sketching for different effects, as well as using sweeping strokes with a paintbrush. They can name a range of colours and shades and use/create them. They can talk about and recall other artists and their work. They can use the ideas of other artists in their own work.	A Year 3 child working at the expected standard can understand the concept of observation and use it to create different drawings. They can use soft, light sketching techniques and adjust their pencil grip for effect. They can recreate patterns and styles and describe what they can see. They can use different styles and colours, changing the value of a colour using tints and shades. They can use a variety of tools and mediums. They can say what they know about an artist and explain how they feel about a piece. They can apply what they have learnt to create their own piece of artwork. They can evaluate finished artwork and explain what they have tried to do.	A Year 4 child working at the expected standard has a solid understanding of using a pencil to sketch, adjusting grip and using a range of techniques including knowing that shading is linked to the light source in a drawing. They can recreate patterns and styles and describe what they can see using it as inspiration. They can use different styles and colours, changing the value of a colour using tints and shades. They can use a variety of tools and mediums. They can say what they know about an artist and explain how they feel about a piece. They can apply what they have learnt to create their own piece of artwork. They can evaluate finished artwork and compare it to their peers.	A Year 5 child working at the expected standard can use sketching and shading to add detail to their work. They can use visual information to make sketches of different styles and explain their work. They understand what a light source is and how this affects shading and can use their knowledge of proportions when drawing faces. They can use, discuss and describe different brush strokes and can practice them to improve their technique. They can choose colours for deliberate expression including to show mood. They can also select contrasting colours for effect. They can use different tools and techniques for effect in other mediums. They can discuss art, describe and summarise an artist's work and give reasons for their opinions.	A Year 6 child working at the expected standard can sketch their ideas and designs to build a portfolio. They can take light sources into account and use their preferred shading techniques. They can use vanishing points, horizon lines and construction lines to create perspective in their artwork and create abstract pieces. They can make careful and precise observations to accurately draw faces. They can experiment with different paints and with a variety of mediums. They can explain how colour can help to express different aspects of someone's personality and can identify emotions they feel linked to a colour and can use colour and shape to illustrate emotions, feelings and ideas to create their own colour theory. They can use a range of tools and techniques for effect. They can respond, comment and discuss different pieces of artwork and form their opinions with explanations.
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