

Curriculum Intent & Implementation

Subject Overview for – Art and Design



Purpose of Study – National Curriculum

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

St Peter's Curriculum Intent Statement for Art and Design

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness. We are clear that our curriculum, is a collection of academic subjects in which children learn about key concepts within the subject and develop a secure understanding of the subject discipline. At the point of planning we always ask '*What will children learn about Art and Design though the study of drawing?*'

Art and Design National Curriculum 2014 Aims and Subject Content

The national curriculum for art and design aims to ensure all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To use a range materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revisit ideas

- About the work of a range of artists, craft makers and designers, describing the differences between different practices and disciplines, and making links to their own work.

- To improve their mastery of art and design techniques; including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

Essential Characteristics of Learning in Art and Design (The learning characteristics of the subject over time)

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality
- The ability to communicate fluently in visual and tactile form
- The ability to draw confidently and adventurously from observation, memory and imagination
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media
- An impressive knowledge and understanding of other artists, craft makers and designers
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings
- Independence, initiative and originality which they can use to develop their creativity
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected
- The ability to reflect on, analyse and critically evaluate their own work and that of others
- A passion for and a commitment to the subject

Art and Design Enquiry Key Skills

Enquiry skills are necessary in order that children will become critical thinkers and learners.

These skills are woven through the curriculum to help children learn and retain the relevant subject knowledge.

- Ask questions to explore concepts and ideas
- Access and interpret primary and secondary sources of information
- Make connections between what is already known and new knowledge
- Take part in discussions and debates using known information
- Describe, compare and contrast knowledge and understanding regarding beliefs and practices
- Form an opinion through analysis, empathising and interpreting
- Present information to others

Subject Key Concepts (Threshold Concepts)

Threshold concepts are the 'big ideas' that shape children's thinking within each subject

<p style="text-align: center;">Develop Ideas</p> <p>This concept involves understanding how ideas develop through an artistic process.</p>	<p style="text-align: center;">Master Techniques</p> <p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p style="text-align: center;">Inspiration from the greats</p> <p>This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>
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Subject Key Concepts Progression from KS1 to KS2

Threshold Concept		Key Stage 1 (Year 1 and 2)	Lower Key Stage 2 (Year 3 and 4)	Upper Key Stage 2 (Year 5 and 6)
<p>Develop Ideas This concept involves understanding how ideas develop through an artistic process. <i>Developed within each unit</i></p>		<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop 	<ul style="list-style-type: none"> Develop ideas from starting points Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artwork using visual language 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses comment on artworks with a fluent grasp of visual language
<p>Master Techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Painting</p>	<ul style="list-style-type: none"> Use thick and thin brushes Mix primary colours to make secondary colours Add white to colours to make tints and black to colours to make tones Create colour wheels 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for background and then add detail Experiment with creating mood and colour 	<ul style="list-style-type: none"> Sketch lightly before painting to combine line and colour Create colour palettes based upon colours observed in the natural world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine, colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style, drawing upon ideas from other artists
	<p>Collage</p>	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued Sort and arrange materials 	<ul style="list-style-type: none"> Select and arrange materials for a striking effect Ensure work is precise 	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned)

	<ul style="list-style-type: none"> Mix materials to create texture 	<ul style="list-style-type: none"> Use coiling, overlapping, tessellation, mosaic and montage 	<ul style="list-style-type: none"> Combine visual and tactile qualities Use ceramic mosaic materials and techniques
Sculpture	<ul style="list-style-type: none"> Use a combination of shapes Includes lines and texture Use rolled up paper, straws, card and clay materials Use techniques such as rolling, cutting, moulding and carving 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting details 	<ul style="list-style-type: none"> Show real-life qualities and real-life proportions or, if more abstract, provoke different interpretations Use tools to carve and add shapes, textures and pattern Combine visual and tactile qualities Use frameworks (such as wire or moulds) to provide stability and form
Drawing	<ul style="list-style-type: none"> Draw lines of different sizes and thickness Colour own work neatly following the lines Show pattern and texture by adding dots and lines Show different tones by using coloured pencils 	<ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture annotate sketches to explain and elaborate ideas sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture 	<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspectives, shadow and reflections Choose a style of drawing suitable for the work (e.g. realist or impressionist) Use lines to represent movement
Print	<ul style="list-style-type: none"> Use repeating of overlapping shapes Mimic print from the environment (e.g. wallpapers) Use objects to create prints (e.g. fruit, vegetables or sponges) Press, roll, rub and stamp to make prints 	<ul style="list-style-type: none"> Use layers of two or more colours Replicate patterns observed in natural or built environments Make printing blocks (e.g. from coiled string glued to a block) Make precise repeated patterns 	<ul style="list-style-type: none"> Build up layers of colours Create an accurate pattern showing fine detail Use a range of visual elements to reflect the purpose of the work
*Textiles	<ul style="list-style-type: none"> Use weaving to create a pattern Join materials using glue and/or a stitch Use plaiting Use dip dye techniques 	<ul style="list-style-type: none"> Shape and stitch materials Use basic cross stitch and back stitch Colour fabric Create weavings Quilt, pad and gather fabric 	<ul style="list-style-type: none"> Show precision in techniques Choose from a range of stitching techniques Combine previously learnt techniques to create pieces
Digital Media	<ul style="list-style-type: none"> Use a range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created 	<ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations)

<p>Inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers • Use some of the ideas of artists studied to create pieces 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by studies of others 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers • Show how those studied was influential on both society and to other artists • Create original pieces that show a range of influences and styles
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*Blue boxes denotes units taught through our Design Technology Curriculum

“Concepts are ‘holding baskets’ for facts. They help to make sense of multiple pieces of information and this makes them efficient. Concepts are largely, but not exclusively expressions of important ideas within an academic discipline. Our pupils are entitled to know them and to use them. Concepts enable connections to be made across a disparate range of facts; they reside in the long-term memory and can be called on to make sense of new information. Concepts provide the intellectual architecture on to which new knowledge and insights can be pinned” (Mary Myatt)

Art and Design Long Term Plan (Intent – What and When)

Key Stage 1 - Year A 2022-2023, Year B 2023-2024

Key Stage 2 - Year A 2022 to 2023, Year B – 2023 to 2024, Year C – 2024 to 2025, Year D 2025 to 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2 Year A					Printing <i>Karen Lederer (Natural printing and overlaying)</i>	Sculpture (Clay) <i>Safari Animals</i>
Y1/2 Year B	Drawing <i>Self Portraits</i>		Digital Media <i>Abstract art - Mondrian</i>		Painting <i>(Including Colour Mixing) – blue and yellow</i>	Collage <i>Seaside</i>
KS2 Year A			Painting <i>Colour Palettes (greens) - Henry Rousseau</i>			
KS2 Year B	Painting and Drawing <i>Water Inspired painting – Claude Monet and Hokusai</i>		Sculpture (clay) <i>Pottery pinch pots canopic jars</i>	Printing <i>Hieroglyphics</i>	Drawing <i>Face and body perspective – Frida Kahlo</i>	
KS2 Year C	Drawing (observational) <i>Local Victorian Buildings – Lowry</i>				Collage <i>Anthony Gaudi and Henri Matisse</i>	
KS2 Year D	Drawing (charcoal) <i>Cave art</i>	Printing	Digital Media <i>Roy Liechtenstein</i>		Sculpture <i>Wire and soap – Anthony Gormley and Barbara Hepworth</i>	

Agreed Core Knowledge, Skills and Vocabulary by Unit	
Key Stage One	
Autumn Term – Year A	
Unit	

Agreed Core Knowledge		
Agreed Core Skills		
Key Concept Development		
Agreed Vocabulary		
Spring Term – Year A		
Agreed Core Knowledge		
Agreed Core Skills		
Key Concept Development		
Agreed Vocabulary		
Summer Term – Year A		
	Printing Karen Lederer – Natural Printing and Overlaying	Sculpture Clay Safari Animals
Agreed Core Knowledge	<ul style="list-style-type: none"> You can use different objects to make a print. For example, fruit and vegetables Describe how to make a stencil by drawing an outline and cutting Karen Lederer is a printer maker who combines both printing and painting in her work 	<ul style="list-style-type: none"> Describe how to use etching tools to create patterns on the clay That a sculpture can be made from different materials Describe how to mould clay. For example, 'I can mould the clay by adding water to make it malleable
Agreed Core Skills	<ul style="list-style-type: none"> Use controlled brush strokes of different sizes and thicknesses Combine different printing techniques. For example, overlapping and stencilling Include a repeated pattern 	<ul style="list-style-type: none"> Design a realistic animal sculpture Take inspiration from a real-life picture. For example, patterns on animal's skin Use different techniques to create an animal out of clay. For example, rolling and etching
Key Concept Development	<ul style="list-style-type: none"> Use repeating of overlapping shapes Mimic print from the environment (e.g. wallpapers) Use objects to create prints (e.g. fruit, vegetables or sponges) Press, roll, rub and stamp to make prints 	<ul style="list-style-type: none"> Use a combination of shapes Includes lines and texture Use rolled up paper, straws, card and clay materials Use techniques such as rolling, cutting, moulding and carving
Agreed Vocabulary	Printmaking, stencil, relief printing, stippling, stroking, overprint, length, thickness, techniques, repeated pattern, press, roll, rub, stamp	Pattern, etching tool, moulding, sculpture, design, malleable, clay, rolling, carving, cutting

Autumn Term – Year B		
Unit	Drawing Self-Portraits	
Agreed Core Knowledge	<ul style="list-style-type: none"> • A self-portrait is a portrait of themselves done by themselves • A self-portrait can be drawn by looking carefully in the mirror and drawing what you see in the mirror or using a photograph • Pablo Picasso and Paul Klee were famous portrait artists 	
Agreed Core Skills	<ul style="list-style-type: none"> • How to select appropriate colours for parts of the face. For example, eye colour, skin colour, hair colour • Draw lines of varying lengths and thicknesses using pencils and colouring pencils • Use a mirror or a photograph to help me to draw a realistic picture • Colour accurately within the lines 	
Key Concept Development	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour own work neatly following the lines • Show pattern and texture by adding dots and lines • Show different tones by using coloured pencils 	
Agreed Vocabulary	Colour, self-portrait, tone, texture, lines, realistic, length, thickness, accurate, neat, pattern, texture	
Spring Term – Year B		
	Digital Media Mondrian	
Agreed Core Knowledge	<ul style="list-style-type: none"> • Mondrian is an abstract painting artist who used squares and rectangles in his work • The primary colours are red, yellow and blue • Digital media is any form of media (art, music, photographs) created on a machine 	
Agreed Core Skills	<ul style="list-style-type: none"> • How to create straight lines and fill shapes using PowerPoint • Open PowerPoint and explore the tools to draw e.g. shapes, straight lines, drawing tool • Create shapes and lines of different lengths and thicknesses to create their own digital media version of a Mondrian piece • Use squares and rectangles and the primary colours taken as inspiration from Mondrian's work 	
Key Concept Development	<ul style="list-style-type: none"> • Use a range of tools to create different textures, lines, tones, colours and shapes • Describe the work of notable artists, artisans and designers • Use some of the ideas of artists studied to create pieces 	
Agreed Vocabulary	Primary colours – red, yellow, blue, square, rectangle, PowerPoint, lines, thickness, digital, digital media, shapes	
Summer Term – Year B		
	Collage Seaside Inspired	Painting Including Colour Mixing
Agreed Core Knowledge	<ul style="list-style-type: none"> • A collage is a piece of art made by sticking a variety of materials on to a backing • Describe how to hold and uses scissors safely – when you are passing scissors to someone else always have the blades 	<ul style="list-style-type: none"> • The primary colours are red, yellow and blue • The secondary colours are green, orange and purple • You can created shades of blue by adding black to create tone and adding white to create a tint

	closed and the blades facing away from the person you are passing them to	
Agreed Core Skills	<ul style="list-style-type: none"> • How to secure different materials to a background (paper) using PVA glue • How to use scissors safely • Cut materials into appropriately sized pieces • Position the materials to create a picture • Select appropriate colour and textured material • Sort and arrange materials to create an eye-catching design 	<ul style="list-style-type: none"> • Create a colour wheel that includes the primary and secondary colours • Add white or black to lighten or darken blue • Hold a paintbrush with control • Create thin and thick brush strokes
Key Concept Development	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued • Sort and arrange materials • Mix materials to create texture 	<ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary colours • Add white to colours to make tints and black to colours to make tones • Create colour wheels
Agreed Vocabulary	Collage, backing, scissors, safety, material, PVA glue, cutting, sticking, texture, colour, torn/tear, glued, eye-catching, design	Tone, tint, shades, red, yellow, blue, purple, green, orange, thick, thin, colour mixing, colour wheel, primary colours, secondary colours, lighten and darken

Agreed Core Knowledge, Skills and Vocabulary by Unit			
Key Stage Two			
Autumn Term – Year A			
Unit			
Agreed Core Knowledge			
Agreed Core Skills			
Key Concept Development			
Agreed Vocabulary			
Spring Term – Year A			
Painting			
Colour Palettes (Greens) – Henry Rousseau			
Agreed Core Knowledge	<ol style="list-style-type: none"> 1. Henry Rousseau was a French post-impressionist painter, many of his paintings were inspired by rainforests and were humorous 2. A colour palette is a combination of colours used by artists and designers 3. Green is a secondary colour 		

	<p>4. Tiger in a Tropical Storm was a famous painting by Henry Rousseau</p> <p>5. Describe how tone and tint has been created in the colour greens in Rousseau's work by adding black or white and how it effects the mood of a painting</p>		
Agreed Core Skills	<p>Year 3 and 4:</p> <ul style="list-style-type: none"> Mix various shades of green and add black and white to them to change the mood and shade Use a variety of brush techniques including thick and thin brush strokes to replicate some of the shapes, patterns and lines in Rousseau's work Create a painting inspired by Rousseau's Tiger in a Tropical Storm 	<p>Year 5 and 6:</p> <ul style="list-style-type: none"> Sketch lightly before painting an original piece inspired by Rousseau's Tiger in a Tropical storm. Combine colours, tones and tints to enhance the mood of the piece Create a pantone chart based up the green colour's seen in Rousseau's work and name the colour to reflect the mood of the colours Mix colours effectively using knowledge of tone and tints Use a variety of brush techniques and the qualities of acrylic paints to create texture Explain who influenced Rousseau and what his impact has been on the art world 	
Key Concept Development	<p>Year 3 and 4:</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Experiment with creating mood and colour Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others 	<p>Year 5 and 6:</p> <ul style="list-style-type: none"> Sketch lightly before painting to combine line and colour Create colour palettes based upon colours observed in the natural world Combine, colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities of paint to create texture Develop a personal style, drawing upon ideas from other artists Give details (including own sketches) about the style of some notable artists, artisans and designers Show how those studied was influential on both society and to other artists Create original pieces that show a range of influences and styles 	
Agreed Vocabulary	Tone, tint, colour palette, shade, texture, post-impressionist, inspired, nature, greens, primary, secondary, humorous, original piece		
Summer Term – Year A			
Unit			
Agreed Core Knowledge			
Agreed Core Skills			

Key Concept Development				
Agreed Vocabulary				
	Autumn Term – Year B			
Unit	Painting and Drawing Watercolour – Claude Monet and Hokusai			
Agreed Core Knowledge	<ul style="list-style-type: none"> • Claude Monet was an artist famous for being one of the founders of the impressionist movement. Many of his paintings were inspired by water • Water colours are colour pigments which are ground to powder and then bound together with glue or gum. They are applied to paper with water and a brush • Wet on wet and dry on wet are two techniques which can be used for painting with watercolours • Different pencils give different tones. Tone is a degree of lightness or darkness • Texture is the feeling, appearance or consistency of an object or material. • It can be natural or man-made, functional or decorative. Artists try to replicate the texture of the subject to make their work look as realistic as possible 			
Agreed Core Skills	Year 3 and 4: <ul style="list-style-type: none"> • Draw different textures of water using line and tone • Use Hokusai's The Great Wave as inspiration to draw a variety of different waves using different pencils to show line, tone and texture • Gradate watercolour using tone and tint to produce a background before adding detail • Use wet on wet and dry on wet techniques when creating a piece of watercolour art 	Year 5 and 6: <ul style="list-style-type: none"> • Create a piece of watercolour artwork that incorporates a variety of watercolour techniques to create bubbles • Draw different textures of water using line and tone • Use Hokusai's The Great Wave as inspiration to draw a variety of different waves using different pencils to show line, tone and texture, reflections, shadows, direction of sunlight • Gradate watercolour using tone and tint and apply this to create a visually interesting piece of watercolour art • Use wet on wet and dry on wet techniques when creating a piece of watercolour art 		
Key Concept Development	Year 3 and 4: <ul style="list-style-type: none"> • Use watercolour paint to produce washes for background and then add detail • Use different hardnesses of pencils to show line, tone and texture • sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow • Use hatching and cross hatching to show tone and texture 	Year 5 and 6: <ul style="list-style-type: none"> • Use the qualities of watercolour paints to create visually interesting pieces • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) • Use a choice of techniques to depict movement, perspectives, shadow and reflections • Choose a style of drawing suitable for the work (e.g. realist or impressionist) • Use lines to represent movement 		
Agreed Vocabulary	Gradate, watercolour, background, tone, tint, pigment, impressionist, natural, man-made, functional, decorative, texture, appearance, consistency, wet on wet, dry on wet, hardness			
	Spring Term – Year B			
Unit	Sculpture (Clay)		Printing (Mono Printing)	

	Canopic Jars		Hieroglyphics	
Agreed Core Knowledge	<ul style="list-style-type: none"> • Canopic jars were used by the Ancient Egyptians and were made to contain the organs after the mummification process • Canopic jars were made out of pottery • A pinch pot is a simple form of hand-made pottery. Jars can be formed or shaped by using a methodical pinching process in which the clay walls are thinned by pinching them with the thumb and finger. 		<ul style="list-style-type: none"> • The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals • Describe how you can use a mono printing process to layer different coloured inks to highlight key aspects or layers • When you print, the image is the opposite way around so you will need to draw your image backwards 	
Agreed Core Skills	Year 3 and 4: <ul style="list-style-type: none"> • Sketch a design using canopic jar artefacts as inspiration. • Use the pinch pot technique to create my canopic jar. • Using Ancient Egyptian patterns, decorate my pinch pot using clay carving and joining techniques. • Mix paint according to my design and carefully apply it to my jar. 	Year 5 and 6: <ul style="list-style-type: none"> • Sketch a design using canopic jar artefacts as inspiration. • Use the pinch pot technique to create my canopic jar. • Using Ancient Egyptian patterns, decorate my pinch pot using clay carving and joining techniques. • Mix paint according to my design and carefully apply it to my jar to reflect the meanings associated with them from Ancient Egyptian times • Evaluate my finished piece of artwork and reflect on what worked well and what I would change and refine next time. 	Year 3 and 4: <ul style="list-style-type: none"> • Sketch a hieroglyphic design backwards • Use a pencil to press into a Styrofoam printing block to create your design • To use clear mark making • To select appropriate backgrounds • To choose two or more contrasting colours or shades to layer your design to highlight key aspects 	Year 5 and 6: <ul style="list-style-type: none"> • Sketch a hieroglyphic design backwards that includes an accurate pattern and fine detail • Use a pencil to press into a Styrofoam printing block to create your design • To select appropriate backgrounds • To use lines and curves of different sizes and thicknesses to create your design and print • To choose contrasting colours or shades to build up layers of colours
Key Concept Development	Year 3 and 4: <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Include texture that conveys expression • Use clay and other mouldable materials 	Year 5 and 6: <ul style="list-style-type: none"> • Show real-life qualities and real-life proportions or, if more abstract, provoke different interpretations • Use tools to carve and add shapes, textures and pattern 	Year 3 and 4: <ul style="list-style-type: none"> • Use layers of two or more colours • Replicate patterns observed in natural or built environments • Make printing blocks 	Year 5 and 6: <ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern showing fine detail • Use a range of visual elements to reflect the purpose of the work

	<ul style="list-style-type: none"> Add materials to provide interesting details 	<ul style="list-style-type: none"> Combine visual and tactile qualities 		
Agreed Vocabulary	Canopic jars, clay, sculpture, pinch pot technique, carve, shapes, textures, patterns, mummification, sketching, colour wheel, hieroglyphics		sketch, layer, shade, line drawing, mono print, print roller, printing ink, background, pattern, detail, hieroglyphic	
Summer Term – Year B				
Unit	Drawing Face and Body Perspective – Frida Kahlo			
Agreed Core Knowledge	<ul style="list-style-type: none"> Frida Kahlo is an important artist of modern times. She was famous for painting self-portraits as strong women. She used lots of bright colours in her portraits to reflect the vibrant colours of Mexico, where she lived The core of a sketching pencil can either be hard or soft and produce different lines and effects Light tones can be produced with a 2H pencil, outlines and mid tones can be sketched with a HB pencil, dark tones can be produced with a soft 8B pencil 			
Agreed Core Skills	Year 3 and 4: <ul style="list-style-type: none"> Divide the outline of the face using faint lines into quarters to help with the placement of the facial features To use more than one grade pencil to produce different lines and effects To use sketching techniques such as cross-hatching and hatching Create their own self-portrait in the style of Frida Kahlo 	Year 5 and 6: <ul style="list-style-type: none"> Divide the outline of the face using faint lines into quarters to help with the placement of the facial features To use a variety of different grade pencils to produce different lines and effects To use sketching techniques such as graduated shading, blending, scumbling, cross-hatching and hatching Create their own self-portrait in the style of Frida Kahlo including some of the key features of her artwork such as flowers and animals in the background 		
Key Concept Development	Year 3 and 4: <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture annotate sketches to explain and elaborate ideas sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture 	Year 5 and 6: <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspectives, shadow and reflections Choose a style of drawing suitable for the work – modernist Use lines to represent movement 		
Agreed Vocabulary	Self-portrait, vibrant, sketching pencil, hard or soft, lines, effects, tone, shade, reflection, facial features, graduated shading, blending, scumbling, cross-hatching, hatching, 2B, HB, 8B			
Autumn Term – Year C				
Unit	Drawing Observation (Local Victorian Buildings) – Lowry			
Agreed Core Knowledge	<ul style="list-style-type: none"> Lowry was a Northern artist from Lancashire. He was famous for drawing urban landscapes An observational drawing is drawing what you can see A guideline or drawn grid can be used over a photograph of an original image which can then be copied square for square 			
Agreed Core	Year 3 and 4:		Year 5 and 6:	

Skills	<ul style="list-style-type: none"> To use shapes and lines to create an observational drawing of the front of our school building To observe and draw more than the obvious features of a building To use sketching techniques such as cross-hatching and hatching To use a at least two different grade pencils to produce different lines and effects Use a digital guideline to plan out an observational drawing and copy it square for square Blend light, medium and dark tones when shading 	<ul style="list-style-type: none"> To use shapes and lines to create an observational drawing of the front of our school building using perspective To observe and draw more than the obvious features of a building – including shapes within shapes and to add further dimension to contextualise the drawing To use sketching techniques such as graduated shading, blending, scumbling, cross-hatching and hatching To use a variety of different grade pencils to produce different lines and effects Use guidelines to plan out an observational drawing using grids which can be copied square for square Blend light, medium and dark tones when shading Use highlights and shadows
Key Concept Development	Year 3 and 4: <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture annotate sketches to explain and elaborate ideas sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture 	Year 5 and 6: <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspectives, shadow and reflections Choose a style of drawing suitable for the work – modernist Use lines to represent movement
Agreed Vocabulary	Urban, observational drawing, guideline, dimension, light, medium and dark tones, shadows, cross-hatching, hatching, blending, graduated shading	
Spring Term – Year C		
Agreed Core Knowledge		
Agreed Core Skills		
Key Concept Development		
Agreed Vocabulary		
Summer Term – Year C		
Unit	Collage Anthony Gaudi and Henri Matisse	
Agreed Core Knowledge	<ul style="list-style-type: none"> Collage is a technique of creating artwork by attaching different materials, such as paper and fabric, to a canvas or paper Henri Matisse was a French artist known for his use of colour and shape Embellishment can be used to add decorative detail or features to make a piece of artwork more attractive 	
Agreed Core Skills	Year 3 and 4: <ul style="list-style-type: none"> Improving skills of overlapping and overlaying, to place objects in front or behind. 	Year 5 and 6: <ul style="list-style-type: none"> Select and use cutting tools and adhesives with care to achieve a specific outcome.

	<ul style="list-style-type: none"> • Can cut multiple shapes with scissors and arrange/stick these on a surface for a purpose. • Experiment with creating mood, feeling, movement ad areas of interest using different media. • Can interpret stories, music, poems and other stimuli and represent these using mixed media elements. • Can use the natural environment as a stimulus for a mixed media work to convey meaning. • Can make a representational textured image from found textures that have been selected. 	<ul style="list-style-type: none"> • Embellish a surface using a variety of techniques, including drawing, painting and printing. • Embellish a surface using more layers of found materials to build complexity and represent the qualities of a surface or thing. • Select and use found materials with art media and adhesives to assemble and represent a surface or thing, e.g. water. 		
Key Concept Development	Year 3 and 4: <ul style="list-style-type: none"> • Select and arrange materials for a striking effect • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage • Observe and design textural art with growing confidence • Compare different fabrics and discuss how they suit their end purpose 	Year 5 and 6: <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques • Have a growing understanding of how artists use textiles in their work • Observe and design textural art with confidence • Make choices about the use of fabrics/embellishments by analysing their end purpose. 		
Agreed Vocabulary	Embellish(ment), collage, fabric, colour, shape, texture, rough, smooth, plain, patterned, visual, tactile, ceramic, mosaic, coiling, overlapping, tessellation, montage, precise, adhesives			
Autumn Term – Year D				
Unit	Drawing (Charcoal) Cave Art – use of archeological and historical images from the Stone Age to Iron Age Era	Printing (Fabric Block Printing – Repeating patterns)		
Agreed Core Knowledge	<ul style="list-style-type: none"> • Charcoal is often used for sketching and for outlining sketches before painting but can also be an art media on its own. • For many centuries, charcoal was only seen and used as a medium for quick sketches, before making a painting. This can be shown in examples of artwork found in caves. • Smudging can be used to show movement, by using your finger to smudge some of the shadows in the direction the object is moving. • To create depth in a charcoal drawing, you can use the variety of tones that charcoal offers. 	<ul style="list-style-type: none"> • There are different types of repeat pattern including repeat, half drop, full drop, random and layered. • Block printing is one of the oldest types of printmaking. Traditionally it was a way of forming patterns onto fabric in East Asia and China. • When you print, the image is the opposite way around so you will need to draw your image backwards 		
Agreed Core Skills	Year 3 and 4: <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Draw for a sustained 	Year 5 and 6: <ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs, digital image. 	Year 3 and 4: <ul style="list-style-type: none"> • Sketch a design backwards that links to nature • Use a pencil to press into a Styrofoam printing 	Year 5 and 6: <ul style="list-style-type: none"> • Sketch a design backwards that includes an accurate pattern and fine detail that links to nature

	<p>period of time at an appropriate level.</p> <ul style="list-style-type: none"> • Make lines and marks with a wide range of drawing implements - charcoal • Apply tone in a drawing in a simple way. 	<ul style="list-style-type: none"> • Work in a sustained independent way to create a detailed drawing. • Develop close observations skills using a variety of view finders. • Blend charcoal to create tones and layers for rich shades • Begin to develop an awareness of composition, scale and proportion in their drawings, e.g. foreground, background, middle ground and background. 	<p>block to create your design</p> <ul style="list-style-type: none"> • To use clear mark making • To select appropriate backgrounds • To use a repeat pattern on the fabric 	<ul style="list-style-type: none"> • Use a pencil to press into a Styrofoam printing block to create your design • To select appropriate backgrounds • To use lines and curves of different sizes and thicknesses to create your design and print • To experiment with a variety of repeat patterns and decide which is most effective and why before printing onto fabric
Key Concept Development	<p>Year 3 and 4:</p> <ul style="list-style-type: none"> • sketch lightly (no need to use a rubber to correct mistakes) • Use shading to show light and shadow 	<p>Year 5 and 6:</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) • Use a choice of techniques to depict movement, perspectives, shadow and reflections • Choose a style of drawing suitable for the work (e.g. realist or impressionist) • Use lines to represent movement 	<p>Year 3 and 4:</p> <ul style="list-style-type: none"> • Use a single layer of colour appropriate to the design • Replicate patterns observed in natural or built environments • Make printing blocks 	<p>Year 5 and 6:</p> <ul style="list-style-type: none"> • Use a single layer of colour appropriate to the design • Create an accurate pattern showing fine detail • Use a range of visual elements to reflect the purpose of the work
Agreed Vocabulary	Charcoal, reflections, shadows, light, movement, blending, smudging, tone depth, shading, outlining		repeat pattern, repeat, half drop, full drop, random, layered, block printing, traditional, fabric	
Unit	Spring Term – Year D			
	Digital Media			
	Roy Lichtenstein			

Agreed Core Knowledge	<ul style="list-style-type: none"> Roy Lichtenstein became famous for his colourful pop art paintings and comic book style – he used dots and just a few colours (mainly primary colours) within his artworks Pop art is art based on popular things of the time such as everyday objects and adverts Dots can be used to build colour and texture like a comic book Digital media is any form of media (art, music, photographs) created on a machine 	
Agreed Core Skills	Year 3 and 4: <ul style="list-style-type: none"> Use Sketchpad to create a comic themed digital piece of artwork inspired by the work of Roy Lichtenstein Use dots to build colour and texture To use a variety of lines of different thicknesses Use an appropriate background colour Use the paint, fill, sketching tools effectively Use the snipping tool To save and print work 	Year 5 and 6: <ul style="list-style-type: none"> Work from a variety of sources including observation, photographs, digital image. Use Sketchpad to create a comic themed digital piece of artwork inspired by the work of Roy Lichtenstein Use shades of coloured dots to build colour and texture Use a variety of lines of different thickness Use an appropriate background colour Use the paint, fill, sketching tools effectively Use the snipping tool To save and print work
Key Concept Development	Year 3 and 4: <ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created 	Year 5 and 6: <ul style="list-style-type: none"> Enhance digital media by editing (including sound, video, animation, still images and installations)
Agreed Vocabulary	Dots, colours, primary colours, secondary colours, pop art, digital media, shades, texture, paint, fill	
Summer Term – Year D		
Unit	Sculpture (Wire and Soap) Barbara Hepworth and Anthony Gormley	
Agreed Core Knowledge	<ul style="list-style-type: none"> Barbara Hepworth was a famous British abstract sculpture artist. She was inspired by the connection between people and nature and incorporated these connections within her artwork Anthony Gormley is a British sculpture. His work is inspired by the relationship between the human body and its surroundings. One of his most famous sculptures is the Angel of the North. 	
Agreed Core Skills	Year 3 and 4: <ul style="list-style-type: none"> Shape, form, model and construct (malleable and rigid materials). Show a developing understanding of different adhesives and methods of construction. Show a growing understanding of how form vs. aesthetics and how they can impact one another. Experience and explore surface patterns / textures. Be able to interpret natural and manmade forms of construction. Discuss own work and work of other sculptors and analyse these with growing confidence. 	Year 5 and 6: <ul style="list-style-type: none"> Shape, form, model and join with a variety of materials (Malleable and rigid). Understand properties of different media and why certain media suitable for some forms but not others. Observe work of other sculptures and use these observations, as well as their own imagination to inspire them. Plan and develop their ideas. Discuss and evaluate their own work and that of other sculptors.

Key Concept Development	Year 3 and 4: <ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) • Include texture that conveys feelings, expression or movement • Use clay and other mouldable materials • Add materials to provide interesting details 	Year 5 and 6: <ul style="list-style-type: none"> • Show real-life qualities and real-life proportions or, if more abstract, provoke different interpretations • Use tools to carve and add shapes, textures and pattern • Combine visual and tactile qualities • Use frameworks (such as wire or moulds) to provide stability and form
Agreed Vocabulary	Soap, wire, sculpture, carve, tools, 3D, malleable, rigid, form, model, construct, patterns, textures, abstract, shape, form, model, properties	