

"Through God's love, we are the rich soil where roots grow and seeds flourish"

Intent:

At Staindrop CE Primary School, the study of Art, craft and design embodies our school value of creativity. Our high-quality art and design education aims to 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.

Our Aims:

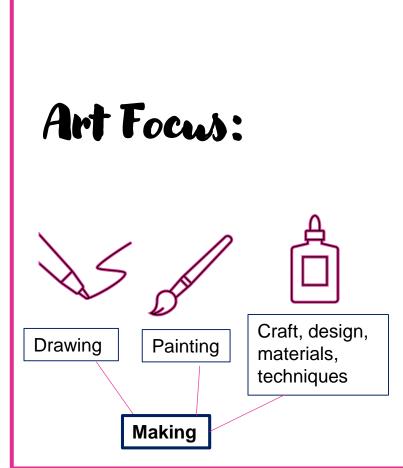
- 🗮 produce creative work, exploring their ideas and recording their experiences
- secome proficient in drawing, painting, sculpture and other art, craft and design techniques
- 🗮 evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

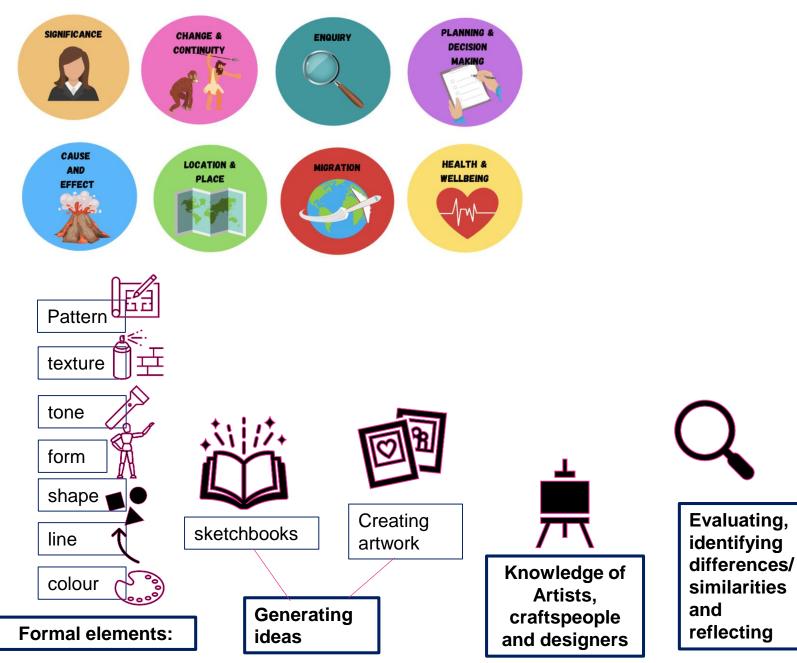
 Curriculum aim: Meet people, go places

 Curriculum aim:

rriculum aim: Meet people, go places and make things happen Curriculum aim: Love of Reading Curriculum aim: Know more, do more and remember more







Legend & superstition: Dragon eyes drawing, clay & glazes, patterns, sculpture, Saxon crosses

Frida Kahlo

portraiture, symbolism in art, colour, pattern, drawing, painting, COLLABORATIVE PIECE

Botanical art:

pattern in nature, drawing, shading, watercolour, scale

Cave Art: charcoal drawing, natural colours, mixed media, printing COLLABORATIVE PIECE

Expressions of Myself: mood board, collage, textile, portraiture, drawing, shading, photography, collage, inks

Drawing Toys: Drawing, Painting, Clay, Printing & pattern making

Northern Lights: Colour mixing, drawing, painting, abstract art, chalks/pastels, Sculpture COLLABORATIVE PIECE

Seaside scenes: landscape Drawing, painting & collage

Expressive Arts & Design

ways, thinking about uses and purposes • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance,



Fossils & birds

drawing, chalks & pastels, over -printing, collage, mixed media

Industrial Art:

perspective, drawing, colour, collage, ICT-Mixed media

From the Heart:

drawing, painting, collage, abstract art, graffiti art COLLABORATIVE PIECE

Art tells a story: etching, clay/mâché, painting, textile COLLABORATIVE PIECE

3-dimensional art:

sculpture, 3d drawing, still life, sketching/shading, chalks/pastels, symmetry, painting optical illusion

Patterns from the past & future: collage, ceramic tiles, printing, painting, geometric patterns

Great Fire of London: Drawing, sculpture, silk painting, frottage & mono printing COLLABORATIVE PIECE

Africa: portraiture drawing, painting, collage, weaving & mixed media

Our Area in Art: watercolour painting, shades/tones, clay, collage

Art knowle dge & Skills:	Making	Formal Elements	Generating Ideas	Knowledge of Artists, crafts people & designers	Evaluation, identifying similarities/ differences & Reflecting
Y1	 Explore mark making, experiment with drawing lines and use 2D shapes to draw. Develop skill and control when painting. Paint with expression. Learn a range of materials and techniques such as clay etching, printing and collage. 	 Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Learn about form and space through making sculptures and developing language. Use, express and experiment with line for purpose, then use appropriate language to describe lines Understand patterns in nature, design and make patterns in a range of materials. Identify, describe and use shape for purpose Use materials to create textures. Understand what tone is and how to apply this to their own work. 	 to record thoughts and ideas and to experiment with materials. Explore and create ideas for purposes and intentions 	Study the work of the artists: Amanda Jackson Jasper johns Vincent Van Goh Beatriz Milhazes Renoir Joaquin Sorolla Jenny Bloomfield	 Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.
Y2	 Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials Further improve skill and control when painting. Paint with creativity and expression. Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay 	 Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own. Compose geometric designs by adapting the work of other artists to suit their own ideas. Identify and describe different textures. Select and use appropriate materials to create textures. Experiment with pencils to create tone. Use tone to create form when drawing. 	 to record thoughts and ideas and to experiment with materials. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. 	Study the work of the artists: Max Ernst Beatrix Potter Lucy Pittaway Paul Klee Pablo Picasso African Art Historical Art	 Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art.
Y3	 Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase skill and control when painting. Apply greater expression and creativity to own paintings Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products 	 Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Further develop their ability to describe 3D form in a range of materials, including drawing. Express and describe organic and geometric forms through different types of line. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Analyse and describe texture within artists' work. Develop skill and control when using tone. Learn and use simple shading rules. 	 To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Create personal artwork using the artwork of others to stimulate them. 	Study the work of the artists: Stone Age art Julien Opie Andy Warhol Vincent Van Goh Herman Rorsach Alberto Giacometti KEITH hARING	 Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflect on their own work in order to make improvements.

Art knowle dge & Skills:	Making	Formal Elements	Generating Ideas	Knowledge of Artists, crafts people & designers	Evaluation, identifying similarities/ differences & Reflecting
Υ4	 Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Develop skill and control when painting. Paint with expression. Analyse painting by artists. Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. 	 Analyse and describe colour and painting techniques in artists' work. Manipulate colour for print. Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. Use a range of materials to express complex textures. Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work. 	 Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives 	Study the work of the artists: Ancient Greek Art Magdalene Odundo Giuseppe Arcimboldo Cezanne Victor Vaserelli Hokusai David Hockney William Morris Kandinsky Piet Mondrian Roman Mosaics	 Build a more complex vocabulary when discussing your own and Use their own and other's opinion of work to identify areas of improvement. others' art.
Y5	 Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Create mixed media art using found and reclaimed materials. Select materials for a purpose. 	 Select and mix more complex colours to depict thoughts and feelings. Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line Construct patterns through various methods to develop their understanding. Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Develop understanding of texture through practical making activities. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. 	 Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. 	Study the work of the artists: Anglo Saxon Crosses Elaina Wagner Frida Kahlo Gustav Klimt Katie Scott Kew Botanical Gardens Georgia O'Keeffe Victoria Bellas- Carter	 Develop a greater understanding of vocabulary when discussing their own and others' work Regularly analysing and reflecting on their intentions and choices.
Y6	 Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. 	 Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Industrialist painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Understand how artists manipulate materials to create texture. I increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques 	 Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images 	Study the work of the artists: Natural History museum Mary Anning Lowry Clare Caulfield Norman Cornish Leonardo Da Vinci Ken Wood-spirit of the blitz Nettie Moon-The spirit of london during the blitz	 Use the language of art with greater sophistication when discussing own and others art. Give reasoned evaluations of their own and others work which takes account of context and intention.

Drawing toys:

Y1:



Can I draw my favourite toy?

then use appropriate language to

Understand what tone is and how

to apply this to their own work.

Which colours are hot or

secondary colours.

describe lines

cold?

Explore mark making, experiment with drawing lines and use 2D Identify, describe and use shapes to draw. Use, express and shape for purpose experiment with line for purpose,



What shapes make a

teddy bear?

Northern Lights:



Whole Class project-junk model Igloo!

Seaside scenes: La Lavandou-Renoir Boy on the sand – Joaquin Sorolla Summer day at the beach of Skagen



Can I compose the key features of a seaside landscape with pencils? Explore mark making, experiment

with drawing lines and use 2D shapes to draw. Identify, describe and use shape for purpose

Can I develop my painting techniques Develop skill and control when

Remember the primary colours painting. Paint with and how to mix them to create expression. Explore and create ideas for

purposes and intentions JASPER JOHNS

Numbers in Co

at the beach?

textures.

BEACH

Use materials to create

techniques such as clay

VINCENT VAN GOH-**FISHING BOATS ON THE**

Learn a range of materials and

etching, printing and collage.



What textures are found Can I improve my beach scene by adding poster paint?

colour range to their own work

Can I paint a teddy bear?

Develop skill and control when

painting. Paint with expression.

features of their own and other's

Recognise and describe key

AMANDA JACKSON

Can I create an Arctic

Develop skill and control when

painting. Paint with expression.

Create shades of a colour and

choose and justify colours for

picture with paint?

work.



The Learning Journey...

Can I make a teddy bear out of clav?

Learn about form and space through making sculptures and developing language.

Learn a range of materials and techniques such as clay etching, printing and collage.

Use materials to create textures.

How many ways can I draw a line?

Use, express and experiment with line for purpose, then use appropriate language to describe lines



What are the shades and colours of the sea?

Create shades of a colour and choose and justify colours for purpose. Understand what tone is and how to apply this to their own work





Can I design & create my own **Russian doll?**

- Use, express and experiment with line for purpose, then use appropriate language to describe lines
- Understand patterns in nature, design and make patterns in a range of materials.
 - Describe what they feel about their work and the art of others.

Can I create the northern lights in an abstract way using collage? **BEATRIZ MILHAZES**



Can I show how people are feeling at the seaside?

- Jenny Bloomfield Recognise and describe
 - key features of their own other's work.
 - Describe what they feel a their work and the art of others.



•





To reproduce and apply an artist's



Can I use collage& paint techniques to complete my seaside scene? Learn a range of materials and techniques such as clay etching,

Can I use Lego to print?

printing and collage

range of materials

Learn a range of materials and

techniques such as clay etching,

Understand patterns in nature,

design and make patterns in a

Can I create the northern

Use, express and experiment

with line for purpose, then use

Understand patterns in nature

design and make patterns in a

Lights with pastels and

appropriate language to

chalks?

describe lines

range of materials.







Describe their colour selections Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. **BEATRIX POTTER**

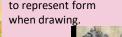


The Learning Journey...

natural world.

LUCY PITTAWAY

to create 3D sculptural forms and begin to understand how to represent form



How can we produce mono prints? Use a range of materials to design and make products including printmaking.



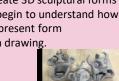
Can I create an African woven mat?

Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay



collage to recreate the Castle and sun? Compose geometric designs by adapting the work of other artists to suit their own ideas. Use artist sources to develop their ow n original artwork.











The Learning Journey...

Whole Class nroiect-wall

				TT	painting	
CAVE ART:	What was prehistoric Art like? Create sketchbooks to record their observations and use them to review and revisit ideas Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 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	Can I draw a prehistori- in natural materials? Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.	we make our own paint? Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products	Can I compose a piece or user art? Increase skill and control when painting. Apply greater expression and creativity to own paintings Create personal artwork using the artwork of others to stimulate them. Reflect on their own work in order to make improvements.	Collaboratively to create a group piece of cave art? Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world. Identify natural and man-made pat patterns of the	<section-header></section-header>
EXPRESSIONS OF MYSELF:	<section-header><section-header></section-header></section-header>	Can I express myself through my clothes? Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products	What do I look like? Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Develop skill and control when using tone. Learn and use simple shading rules. Further develop their ability to describe 3D form in range of materials, including drawing.	<section-header><text><text><text></text></text></text></section-header>	How can facial expression create emotion in art? Edvard Munch -the scream Create personal artwork using the artwork of others to stimulate them. Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Can I use mixed media to create an Egyptian self- portrait? Identify, draw and label shapes within images and objects. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.
	How can different people interpret shapes uniquely? Express and describe organic and geometric forms through different types of line. To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Create personal artwork using the artwork of others to stimulate them. HERMAN RORSACH	Can I create a human form in 3d? Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Alberto Giacometti	Can I draw on the style of Keith Haring Further develop their ability to describe 3D form in a range of materials, including drawing. Express and describe organic and geometric forms through different types of line. Develop awing skills by drawing om direct observation, plying and using geometry		the second secon	



EXPRESSIO OF MYSELF





ART TELLS A STORY:



Whole Class project-Class story quilt-DT Link

3-DIMENSIONAL ART:

How did Arcimboldo create 3d pictures? Can I create a 3d image?

Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. **GUISEPPE ARCIMBOLDO**



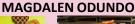
PATTERNS FROM THE **PAST & FUTURE:**

How did the Romans decorate using pattern?

Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.

What do Greek vases tell us Can I create a 3d clay pot?

Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.





Can I create 3 dimensions in my drawing? Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Use sketchbooks for planning and refining work, to record observations and ideas and developing skill anc technique.



Can I create a mosaic using craft materials? Develop their ability to describe and model form in 3D

using a range of material.

Can I paint a pot to tell a

story? Develop skill and control when painting. Paint with expression. Analyse painting by artists.



The Learning Journey...

Can I draw a piece of fruit in 3 dimensions using oil pastels? Use a variety of tones to create different effects. Understand tone in more

depth to create 3D effects. Analyse and describe use of tone in artists' work. Use a range of materials to express complex textures.

Use sketchbooks for planning and refining work, to record observations an



How can symmetry be used in printing?

Learn and apply linear/rotational symmetry to draw accurate shapes.

Analyse and describe how artists use line in their work.

Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Manipulate colour for print.

WILLIAM MORRIS



What story does the willow pattern plate represent?

Use literary sources to inspire art. Develop skill and control when painting. Paint with expression. Analyse painting by artists.



How can art create 3d illusions?

Analyse and describe how artists use line in their work.

Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.

VICTOR VASERELI



What is geometric art?

Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. Use a range of materials to express complex textures.

Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.

KANDINSKY PIET MONDRIAN

How can I create a story guilt?

Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning.

FAITH RINGGOLD-STREET STORY

How can art create the illusion of movement?

Analyse and describe colour and painting techniques in artists' work.

splash

how does it work? Manipulate materials to achieve desired effects. Represent ideas from

Agamograph and

multiple perspectives

What is an

Manipulate colour for print. Use a range of materials to express complex textures. The Wave-Hokusai David Hocknoy The





Y4

Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.

about ancient Greeks?

Use literary sources to inspire art. Use a range of materials to express complex textures.

The Learning Journey...

3- DIMENSIONAL TEXTURE, PATTERN AND SHAPE

What are the key features of a dragon eye and what makes then unique? CRESSIDA COWELL Analyse and evaluate artists' use of shape. Develop ideas through sketches, enhance

ledge, skill and technique using

Who was Frida Kahlo and why is she

Create mixed media art using found and

reclaimed materials. Select materials for

a purpose. Construct patterns through

various methods to develop

significant?

work of others.



detail and line.



How can I sketch a dragon eye? Further develop drawing from observation. Draw using perspective. mathematical processes, design Develop an increasing

sophistication when using tone describe obie

Which skills can be used in clay to create texture, depth and line?

Furt

How can I create

using perspective,

and feelings.

meaning/mood in art?

Further develop drawing

from observation. Draw

mathematical processes,

Select and mix more complex

Extend and develop a greater

colours to depict thoughts

understanding of applying

expression when using line.

design, detail and line.

Seability to form in 3D

painting. Paint with greater skill and expression.

Can I create a tree of

ct materials for a

Gustav Klimt?

work of others.

life picture in the style of

Greate mixed media art using

opose. Construct patterns

through various methods to

develop their understanding.

Composing original designs by

adapting and synthesising the

Ind and reclaimed materials.

Can I create a clay dragon eyes What patterns and designs using texture and depth? were common in Saxon Control brush strokes and crosses? apply tints and shades when

Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Construct patterns through various methods to develop their understanding. Composing original designs by adapting and synthesising the work of others.

Can I use scale and proportion when drawing a portrait? Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.





Can I design and make dimensional saxon cross?Create mixed media art using found and reclaimed



Can I create a portrait of Frida Khalo? Select and mix more complex colours to depict thoughts and feelings.





FRIDA KAHLO

What are the features of Botanical drawings?

Analyse and evaluate artists' use of shape. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.



What are the key features of Mexican folk Art? Jean Michelle Basquiet Create mixed media art using found and reclaimed materials. Select materials for a purpose.



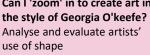
Can I draw the parts of a flower accurately? Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.



How can a create a realistic Can I create a piece of Botanial colour palette? art in the style of Katie Scott? Control brush strokes and Develop an increasing apply tints and shades when sophistication when using tone painting. Paint with greater skill to describe objects when and expression.









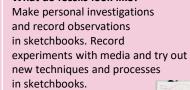
Can I use a viewfinder to create a piece of abstract art from nature? Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.



Y5

The Learning Journey...

FOSSILS & BIRDS



What do fossils look like?



Can I develop fossil drawings in my sketchbook? Learn and apply new

drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.



INDUSTRIAL ART



Can I recreate the people and Who was Lowry and what type of buildings in Lowry's art? artist was he? Make personal investigations CLARE CAULFIELD and record observations Learn and apply ne

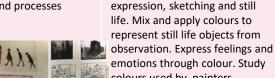
in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.



FROM THE HEART



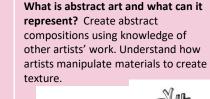
What are anatomical drawings? LEONARDO DA VINCI Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Fluently sketch key shapes of objects when drawing.



colours used by painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form.

negative drawing, chiaroscuro,

drawing technique





How can I use colour and tone to make fossils look realistic? Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.



Can I recreate a Lowry scene using a computer program? Create photomontages,

make repeat patterns using printing techniques, create digital art and 3D sculptural forms.



response in the theme of a heart? Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginati 3D forms to create meaning. Express ideas about art through messages, graphics, text and images

Can I make a 3-dimensional fossil picture?

Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

https://www.youtube.com/wat ch?v=NnkMCcN07cU

Can I use perspective and a vanishing point to create 3dimensional

artwork increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and

chiaroscuro techniques



body in proportion? Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still



How can I use. Overlapping Lino prints for effect? Create photomontages, make repeat patterns using

printing techniques, create

digital art and 3D sculptural

Can I create my own piece of

Paint with greater skill and

techniques and more complex

lowry inspired artwork?

own work. Mix and apply

objects from observation.

colours to represent still life

Express feelings and emotions

through colour. Study colours

ess of using tone to describe

Manipulate tone for halo and

light and shade, contrast,

highlight and shadow.

chiaroscuro techniques

control, applying tonal

colour theory to

used by painters.

forms.

Can I create a mixed media Darwin's bird? Create photomontages,

make repeat patterns using printing techniques, create digital art and 3D sculptural forms.



Can I compare Lowrys work with local artist Norman Cornish?

Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images



How can I use Chia Scuro to create a picture of the Biltz? Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and

chiaroscuro techniques



How can I draw the human How can I capture bodies in motion? Fluently sketch key shapes of obiects when drawing. increase awaren







Vocabulary Progression

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Colour Line Pencil Pen Draw Stick Paint Brush Print Repeat Pattern shape	 Formal Elements : Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours. Sculpture & Collage : Shells (exoskeletons) salt dough, plasticine, 3 dimensional, sculpture, natural materials carnivore, herbivore, omnivore, junk, creature. • Landscapes Lessons: Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape. • Art & Design Skills : Geometry, Tudor, Great Fire of London, printmaking. 	Formal Elements: Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern. • Art & Design Skills : Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay. • Human Form Lessons: Detail, modelling, facial features, outline, contours, collage, beauty, skull, decorate, proportion, pose, collaborate. • Sculpture & Mixed Media Lessons: Pastel, blend, shadow, paint wash, background, scale, explosion, action words, expression, mannequin.	 Formal Elements: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch. Art & Design Skills: Puppet, shadowpuppet, decorate, detail, observation, tint, shade, light and dark. Prehistoric Art: Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative. Craft: Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board. 	Formal Elements: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making. Sculpture Lessons: Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial. Art and Design Skills : Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseries, op-art.	Formal Elements Lesson: Pupils should make appropriate use of these words when discussing works of art: colour, line, tone, form, shape, pattern, texture, observation, monument, legacy. Every Picture Tells a Story Lessons: Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist. • Design For A Purpose: Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria. Art & Design Skills : Annotate, visualise, scale, collage.	Still Life Lessons: Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture. • Make My Voice Heard Lessons: Graffiti, contrasting, commissioned, Guernica, sculpture. Photography Lessons: Desaturate, truism, photomontage, abstract, self- expression, crop, contrast. Art & Design Skills Lessons: Impressionism, zentangle, prototype, appreciation

Year 1 ART assessment		Art Themes covered:	Prior Learning:
Topics:			Basic colours in EYFS
			Holding a paintbrush
Toys			
Northern lights			Simple shapes
Seaside scenes			Feelings
Pupils Working towards expected:		Skills/concepts Covered:	Pupils working at Greater Depth:
Pupils Working towards expected:	 Formal Elements Analyse and describe colour and painting Develop their ability to describe and mod form in their work. Learn and apply symmetry to draw accura Analyse and describe how artists use line Create original designs for patterns using geometric compositions using mathemati Use a range of materials to express comp Use a variety of tones to create different tone in artists' work. Evaluation and Reflection Recognise and describe key features of th Describe what they feel about their work Change and continuity: Within clearly defined categories can identify Enquiry: Can draw information from sources of eviden Significance: 	rawing lines and use 2D shapes to draw. Paint with expression. s such as clay etching, printing and collage. techniques in artists' work. Manipulate colour for print. lel form in 3D using a range of materials. Analyse and describe how artists use and apply ate shapes. in their work. geometric repeating shapes. Analyse and describe how other artists use pattern. Create ical shapes. Analyse and describe the use of shape in artist's work. lex textures. effects. Understand tone in more depth to create 3D effects. Analyse and describe use of heir own and other's work. and the art of others. simple similarities and differences between 2 fixed points. ce to make simple claims about events, places or people. ht events and people in their own lives and describe how these led to changes/development	Pupils working at Greater Depth:
	Renoir	Know how to compose a landscape scene	
	Joaquin Sorolla	Know how to paint with control	
		Describe what collage is	
		Ask questions about a piece of art	
		Know how to show how people feel in paintings and drawings	
% On Track :			

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	Year 2 ART assessment		Art Themes covered:	Prior Learning:	1		
	Topics:			Seaside landscapes	I		
	Great fire of London		•	Primary colours/hot and cold colours	I		
	African Art			Painting with a range of brushes	I		
	Painting the Lake Distict			Patterns with line and print	I		
				Representing mood and feelings in artwork	I		
					I		
					I		
	Pupils Working towards expected:		Skills/concepts Covered:	Pupils working at Greater Depth:			
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		Making	the device the former devices and the end of the left of the second of the second state.		1		
		 Explore drawing techniques, begin to apply tone Further improve skill and control when painting. 	to describe form, develop skill and control with a range of drawing materials		I		
			ducts including craft, weaving, printmaking, sculpture and clay		I		
		Formal Elements			1		
			using wet and dry media. Describe their colour selections		I		
			ral forms and begin to understand how to represent form when drawing.		I		
			nd nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.		I		
		 Compose geometric designs by adapting the wo 			I		
		Identify and describe different textures. Select a			I		
		Experiment with pencils to create tone. Use tone Evaluation and Reflection	e to create form when drawing.		I		
		 Compare other's work, identifying similarities an 	d differences		I		
		 Describe choices and preferences using the lange 			I		
					I		
		Change and continuity:			I		
		, , , , , , , , , , , , , , , , , , , ,	an identify developments over defined periods of time.				
		Enquiry:		I			
		Knows that we create our own interpretations of		I			
			ignificance: an explain significance by describing impact beyond personal experience and how this led to change in the wider world.				
		Cause and effect:	yong personal experience and now this led to change in the wider world.		I		
		Can explain how different causes link together in	chains of events.		I		
		Health and well-being:			I		
		Identify factors affecting health both positive and	negative.				
		Knowledge of artists, designers and crafts people	Key Knowledge:		I		
		Study the work of the artists:	KNOW HOW TO CREATE A PRINTED PIECE OF ART BY PRESSING, ROLLING RUBBING AND		I		
		Max Ernst Beatrix Potter	STAMPING KNOW HOW TO CREATE A PIECE OF ART IN RESPONSE TPO ANOTHER ARTIST		1		
		Lucy Pittaway	CHOOSE AND USE 3 DIFFERENT GRADES OF PENCIL WHEN DRAWING		I		
		Paul Klee	KNOW HOW TO USE CHARCOAL PENCIL AND PASTEL TO CREATE ARTKNOW HOW TO		I		
		Pablo Picasso	• USE A VIEW FINDER TO FOCUS ON A SPECIFIC PART OF AN ARTEFACT BEFORE DRAWING		I		
		African Art	KNOW HOW TO CREATE BROWN PAINT		1		
		Historical Art	SUGGEST HOW ARTISTS HAVE USED COLOUR, PATTERN AND SHAPE		1		
			KNOW HOW TO MAKE A CLAY POT		1		
			KNOW HOW TO CREATE ART IN RESPONSE TO THE WORK OF ANOTHER ARTISTKNOW HOW TO		1		
			CREATE A PIECE OF WORK IN RESPONSE TO ANOTHER ARTIST		1		
			KNOW HOW TO USE DIFFERENT EFFECTS WITHIN AN IT PACKAGE		1		
					1		
L			KNOW HOW TO CREATE TINTS BY ADDING WHITE AND TONES BY ADDING BLACK				
			KNOW HOW TO CREATE A SIMPLE BACKGROUND WASH				

Year 3 ART assessment		Art Themes covered:	Prior Learning:
			Printing and charcoal drawing
Topics:			Watercolour landscape painting
Cave Art			Collage and weaving
Expressions of Myself			conage and weaving
Pupils Working towards expected:		Skills/concepts Covered:	Pupils working at Greater Depth:
	Making		
	•	vation, applying and using geometry and tonal shading when drawing. Use a range of	
	drawing media.		
	 Increase skill and control when painting. Apply great Use materials such as paper weaking tie dving sow 	ter expression and creativity to own paintings ing and other craft skills to design and make products	
	Formal Elements		
		d applying colour, including use of natural pigments. Use aspects of colour such as tints and	
	shades, for different purposes.		
	Further develop their ability to describe 3D form in a		
	 Express and describe organic and geometric forms t Construct a variety of patterns through craft method 	ds. Further develop knowledge and understanding of pattern.	
	 Identify, draw and label shapes within images and o 		
	Analyse and describe texture within artists' work.		
	• Develop skill and control when using tone. Learn an	nd use simple shading rules.	
	 Evaluation and Reflection Discuss own and other's work using an increasingly 	sonhisticated use of art language (formal elements)	
	 Reflect on their own work in order to make improve 		
	Change and continuity:		
	Can identify changes (and where things have staye chronology or in a range of locations		
	Enquiry: Can cross-reference (compare) sources to		
	Significance: Can explain significance by discussin		
	Cause and effect: Can explain how different cause		
	Migration: Can classify reasons for movement e.g. Can recognize where reasons are chosen or forced		
	Planning & Decision Making: Recognises that per		
	decisions. Know that plans needs to meet at least s	some criteria but also need to make a coherent whole	
	Health and well-being: Can classify factors e.g.en		
	Understand that some factors can be controlled, an our knowledge of living things and over time.	d some cannot. Know that some factors have more influence and that this changes with	
	Knowledge of artists, designers and crafts people		
	Study the work of the artists:	Knowledge: KNOW HOW TO USE GRADES OF PENCILS/CHARCOAL TO SHADE	
	Stone Age art	KNOW HOW TO USE SKETCHES TO PRODUCE A FINAL PIECE OF ART	
	Julien Opie	KNOW HOW TO RECOGNIZE WHEN ART IS FROM DIFFERENT HISTORICAL PERIODS	
	Andy Warhol Vincent Van Goh	KNOW HOW TO IDENTIFY TECHNIQUES BY DIFFERENT ARTISTS	
	Herman Rorsach	KNOW HOW TO RECOGNIZE WHEN ART IS FROM DIFFERENT CULTURES	
	Alberto Giacometti	KNOW HOW TO CREATE EFFECTS USING A BACKGROUND WASH KNOW HOW TO USE A RANGE OF DIFFERENT BRUSHES	
	Keith Haring	KNOW HOW TO COMPARE WORK OF DIFFERENT ARTISTS	
		KNOW HOW TO SHOW FACIAL EXPRESSIONS IN ART	
		KNOW WHICH MATERIALS COULD BE USED TO MODEL IN 3D	
		KNOW HOW TO USE DIGITAL IMAGES AND COMBINE WITH OTHER MEDIA	
% On Track ·			

Topics: Patterns from the past and future Image: Image	Year 4 ART assessment	Art Themes covered:	Prior Learning:
Art telis a story Patterns from the past and facture Image: Control Story Patterns from the past and facture Developing portraits and facture persistion. Story Developing portraits and fac			c .
3-One-steam if Art Patterns from the path of future Image: Control in the path of future Image: Contro in the path of future Image: Cont	• ·		Developing portraits and facial
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Maining - Every still of from observation and for mark making. Further develop understanding of geometry and matternatical proportion when drawing. - Develop still and observation and for mark making. Further develop understanding of geometry and matternatical proportion when drawing. - Maine and form recyclem naturation, create subject many permateries. Analyse and describe how artists use and apply form in their work. - Maine and describe for other accurate shares. - Maine and describe how and state when in their work. - Maine and describe how and state when in their work. - Maine and describe how and state when in their work. - Maine and describe how and state when and state when and apply form in their work. - Maine and describe how and state when and state when and apply symmetry to draw accurate shares. - Maine and describe how and state when and state when and state in more depth to more 3D effects. Maine and describe how and state state when and state when and state when and state state state sta	Patterns from the past and future		Ũ
	Pupils Working towards expected:	Skills/concepts Covered:	Pupils working at Greater Depth:
		Making	
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KNOW HOW TO USE LINE TONE SHAPE AND COLOUR TO REPRESENT FORMS AND MOTION		Roman Mosaics	
	% On Track :		

Year 5 ART assessment	Art Themes covered:	Prior Learning:
Topics:		Patterns & symmetry
Texture, pattern and shape		3 -dimensional drawing and effects
Frida Kahlo		Pastel and paint effects
Art in Nature	, , ,	Clay work-pots
Pupils Working towards expected:	Skills/concepts Covered:	Pupils working at Greater Depth:
	Making Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Control bruchs strokes and apply tints and shades when painting. Paint with greater skill ack expression. Create mixed media art using found and reclaimed materials. Select materials for a purpose. Select and mix more complex colours to depict thoughts and feelings. Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line Construct patterns through various methods to develop their understanding. Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Evaluation and Reflection Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Evaluation and Reflecting of their intentions and choices. Change and continuity: Can define different types of change and their causes such as natural or human and understands that these are interwoven. Empuip: Understands that builty of a piece of evidence varies according to the focus of enquiry. Can explain how a source is useful and know it depends upon the task. Significance: Can identify the impacts of movement on places and pople Planning & Decision Making: Knows that collective decision making is determined by power. Knows that some groups or individuals have lots of power and some have very little. Knowledgeer and their different levels of influence. Migration: Can identify the impacts of movement on places and people Planning & Decision Making: Knows that collective decision making is determined by power. Knows that some groups or individuals	
	EXPERIMENT BY USING MARKS AND LINES TO PRODUCE TEXTURE	
	KINOW HOW TO USE INVIAGES CREATED, SCAININED AND FOUND, ALTERING THEIN TO CREATE ART	

Verse CART exceeded		Aut Thomas sources	Drier Leerning:
Year 6 ART assessment		Art Themes covered:	Prior Learning: Printing-mono printing
Topics:			Abstract folk art
Fossils and birds			Still life drawing and watercolour techniques
Industrial Art			Clay sculpture and texture
From the Heart			3- dimensional drawing
from the field t			S annensional aratming
Pupils Working towards expected:	Pupils Working towards expected: Skills/concepts Covered:		
			Pupils working at Greater Depth:
	Making	es such as negative drawing, chiaroscuro, expression, sketching and still life.	
		plying tonal techniques and more complex colour theory to own work.	
	•	atterns using printing techniques, create digital art and 3D sculptural forms.	
	Formal Elements		
	Mix and apply colours to represent still	life objects from observation. Express feelings and emotions through colour. Study colours used	
	by Industrialist painters.		
		age through sculpture. Analyse and study artists' use of form.	
	 Deepen knowledge and understanding other artists. 	of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of	
		gh patterns. Create sophisticated artwork using their knowledge of pattern.	
	• Fluently sketch key shapes of objects w		
	Create abstract compositions using known	owledge of other artists' work. Understand how artists manipulate materials to create texture. I	
		scribe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques	
	Evaluation and Reflection		
	0 0 0	phistication when discussing own and others art. n and others work which takes account of context and intention.	
	Change and continuity:		
	Understands that change can vary in rate, sca		
	Enquiry:		
	Significance:	rpose of evidence might affect its weight for a purpose.	
	Can compare significance and use criteria to	order events or people by significance.	
	Cause and effect: Can rank or order causes according to their in	mpact and recognizes the difference between primary and secondary effects.	
	Migration:		
	Can gather and describe differing viewpoints	on migration and it's impacts. ecision making creates conflict which can be resolved by a variety of methods.	
		ich our choices can impact our health both positively and negatively.	
	Gain a greater understanding of how health c		
	Knowledge of artists, designers and	Key Knowledge:	
	crafts people	UNDERSTAND ART CAN BE VERY ABSTRACT AND WHAT THE MESSAGE IS THE ARTIST IS TRYING TO CONVEY	
	Study the work of the artists:	RESEARCH THE WORK OF AN ARTISTS AND USE THEIR WORK TO REPLICATE A STYLE	
	Natural History museum	KNOW HOW TO OVERPRINT AND CREATE DIFFERENT PATTERNS	
	Mary Anning Lowry	KNOW WHICH MEDIA TO USE TO CREATE MAXIMUM IMPACT	
	Clare Caulfield	EXPLAIN WHY DIFFERENT TOOLS HAVE BEEN USED TO CREATE ART RESEARCH THE WORK OF AN ARTISTS AND USE THEIR WORK TO REPLICATE A STYLE	
	Norman Cornish	UNDERSTAND WHAT A SPECIFIC ARTIST S TRYING TO ACHIEVE IN A GIVEN SITUATION	
	Leonardo Da Vinci	KNOW WHICH MEDIA TO USE TO CREATE MAXIMUM IMPACT	
	Ken Wood-spirit of the blitz	KNOW HOW TO USE A RANGE OF E-RESOURCES TO CREATE ART	
	Nettie Moon-The spirit	UNDERSTAND ART CAN BE VERY ABSTRACT AND WHAT THE MESSAGE IS THE ARTIST IS TRYING TO CONVEY	
	of london during the blitz	USE A FULL RANGE OF PENCILS, CHARCOAL, PASTELS WHEN CREATING A PIECE OF OBSERVATIONAL ART	
		EXPLAIN WHY CHOSEN SPECIFIC TECHNIQUES HAVE BEEN USED	
		KNOW HOW TO USE FEEDBACK TO MAKE AMENDMENTS AND IMPROVE ART	

20 On Track .