



Staindrop CE Primary School Art & Design Curriculum



"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
- ☀️ become 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:
Know more, do more and remember more

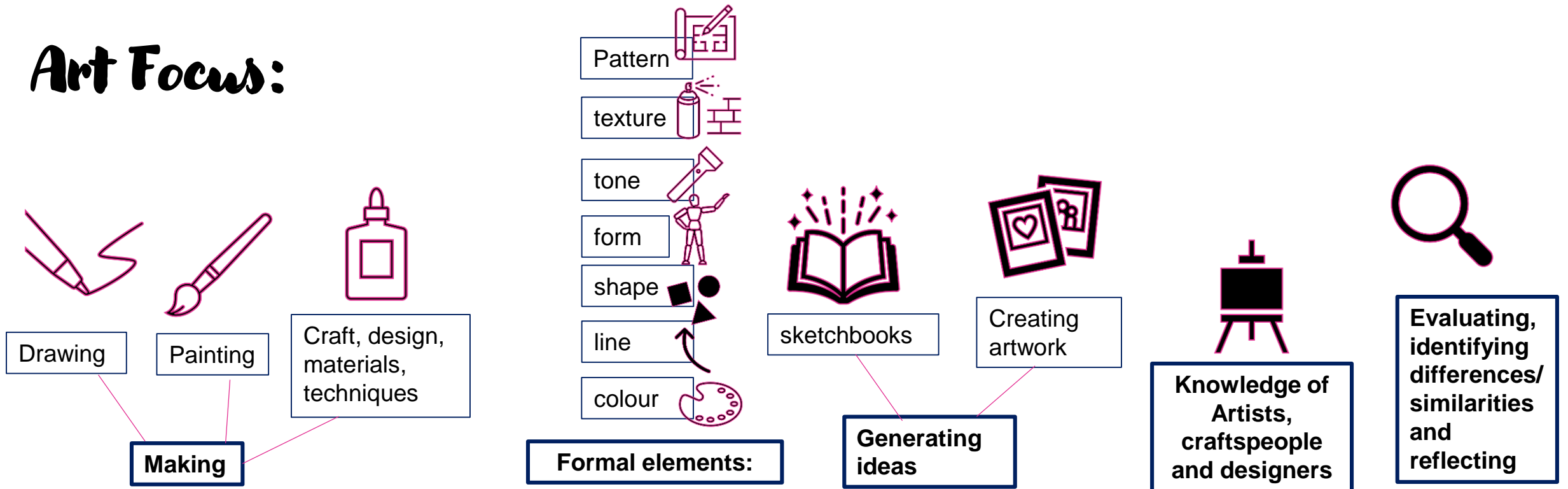
Curriculum aim: Meet people, go places and make things happen

Curriculum aim: Love of Reading

Curriculum Concepts:



Art Focus:



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

They safely use and explore a variety of materials, tools and techniques,
experimenting with colour, design, texture, form and function
Children use what they have learnt about media and materials in original
ways, thinking about uses and purposes • They represent their own ideas,
thoughts and feelings through design and technology, art, music, dance,
role-play and stories

Year 6

Year 5

Year 4

Year 3

Year 1

Year 2

EYFS

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
art






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 knowledge & Skills:	Making 	Formal Elements 	Generating Ideas 	Knowledge of Artists, crafts people & designers 	Evaluation, identifying similarities/ differences & Reflecting 
Y1	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Gogh Beatriz Milhazes Renoir Joaquin Sorolla Jenny Bloomfield	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art.
Y3	<ul style="list-style-type: none"> 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 dyeing, sewing and other craft skills to design and make products 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 Gogh Herman Rorschach Alberto Giacometti KEITH HARING	<ul style="list-style-type: none"> 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 knowledge & Skills:	Making 	Formal Elements 	Generating Ideas 	Knowledge of Artists, crafts people & designers 	Evaluation, identifying similarities/differences & Reflecting 
Y4	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. <p>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</p>	<p>Study the work of the artists: Ancient Greek Art Magdalene Odundo Giuseppe Arcimboldo Cezanne Victor Vasarelli Hokusai David Hockney William Morris Kandinsky Piet Mondrian Roman Mosaics</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>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</p>	<ul style="list-style-type: none"> • Develop a greater understanding of vocabulary when discussing their own and others' work • Regularly analysing and reflecting on their intentions and choices.
Y6	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>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</p>	<ul style="list-style-type: none"> • 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.

The Learning Journey...

Y1:

Drawing toys:



Can I draw my favourite toy?

Explore mark making, experiment with drawing lines and use 2D shapes to draw. Use, express and experiment with line for purpose, then use appropriate language to describe lines
Understand what tone is and how to apply this to their own work.

What shapes make a teddy bear?

Identify, describe and use shape for purpose



Can I paint a teddy bear?

Develop skill and control when painting. Paint with expression. Recognise and describe key features of their own and other's work.

AMANDA JACKSON

Can I make a teddy bear out of clay?

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.



Can I use Lego to print?

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

Understand patterns in nature, design and make patterns in a range of materials



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.

Northern Lights:



Whole Class project-junk model Igloo!

Which colours are hot or cold?

Remember the primary colours and how to mix them to create secondary colours.



Can I develop my painting techniques

Develop skill and control when painting. Paint with expression. Explore and create ideas for purposes and intentions

JASPER JOHNS

Numbers in Col



Can I create an Arctic picture with paint?

Develop skill and control when painting. Paint with expression. Create shades of a colour and choose and justify colours for purpose



How many ways can I draw a line?

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



Can I create the northern Lights with pastels and chalks?

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.



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

BEATRIZ MILHAZES

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

What textures are found at the beach?

Use materials to create textures. Learn a range of materials and techniques such as clay etching, printing and collage.

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



Can I improve my beach scene by adding poster paint?

To reproduce and apply an artist's colour range to their own work



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 use collage & paint techniques to complete my seaside scene?

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



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 about their work and the art of others.



Y2:

The Learning Journey...

GREAT FIRE OF LONDON:

What types of lines are used within artwork from the Great Fire of London?

- Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials



Can I use lines of different thickness and shapes to draw a Tudor house?

Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Experiment with pencils to create tone. Use tone to create form when drawing.



Can I use junk materials to create a 3d house?

Use a range of materials to design and make products. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.



Can I combine shapes, lines and colour to create a silk painting of the Great fire of London?

Further improve skill and control when painting. Paint with creativity and expression. Describe their colour selections



How can we produce images from rubbings (Frottage)?

Identify and describe different textures. Select and use appropriate materials to create textures. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.

MAX ERNST

How can we produce mono prints?

Use a range of materials to design and make products including printmaking.



Whole Class project-window mural

AFRICA:

What are African Masks like?

Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art. to record thoughts and ideas and to experiment with materials.

Can I create a mask from Geometric shapes and patterns?

Compose geometric designs by adapting the work of other artists to suit their own ideas. Use artist sources to develop their own original artwork.

PABLO PICASSO-Heads



Can I use collage and relief to create my own African mask

Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.

Can I explore African patterns

Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.

KENTE CLOTH



Can I create a patterned relief tile?

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

Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.

Can I create an African woven mat?

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



OUR AREA IN ART:

How did Beatrix Potter use water colours to create different shades?

Further improve skill and control when painting. Paint with creativity and expression. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.

BEATRIX POTTER



How can we create a background wash?

Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections



What effect does the size of brush have?

Further improve skill and control when painting. Paint with creativity and expression.



Can I compose a landscape of the Lake District using water colours?

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.

LUCY PITTAWAY



Can you design and make your own Raby gargoyle?

Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.



Can you use abstract 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 own original artwork.

PAUL KLEF- Castle and Sun

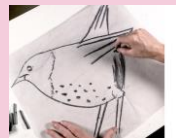


CAVE ART:

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 prehistoric animal 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.



How can 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 of wall 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.



Can we work 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 patterns of the



Can I create a piece of artwork inspired by stonehenge?



EXPRESSIONS OF MYSELF:

Can I create a personal mood board?
 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.



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 a range of materials, including drawing.



How can I represent myself in a pop art style?
 Express and describe organic and geometric forms through different types of line.
JULIEN OPIE



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).



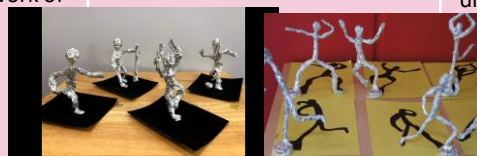
Can I use mixed media to create an Egyptian self-portrait?
 Identify, draw and label shapes within images and objects. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.



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 drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing.



ART TELLS A STORY:

Whole Class project-
Class story quilt-DT
Link

What do Greek vases tell us about ancient Greeks?

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

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

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.

MAGDALEN ODUNDO**Can I paint a pot to tell a story?**

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

**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 I create a story quilt?**

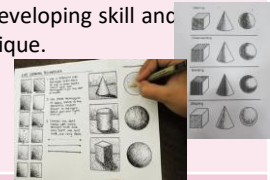
Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative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

FAITH RINGGOLD-STREET STORY**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**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 and technique.

**Can I draw a piece of fruit in 3 dimensions using oil pastels?**

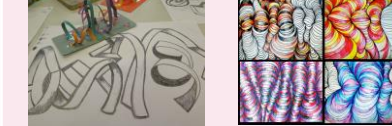
Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work. Use a range of materials to express complex textures.

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

PAUL GAUGUIN**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**How can art create the illusion of movement?**

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

Manipulate colour for print. Use a range of materials to express complex textures.

The Wave-Hokusai David Hockney The splash**What is an Agamograph and how does it work?**

Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives

**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.

**Can I create a mosaic using craft materials?**

Develop their ability to describe and model form in 3D using a range of material.

**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 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.

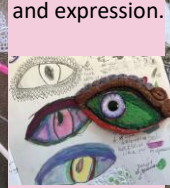
**KANDINSKY
PIET MONDRIAN**



3- DIMENSIONAL TEXTURE, PATTERN AND SHAPE

What are the key features of a dragon eye and what makes them unique?

CRESSIDA COWELL
Analyse and evaluate artists' use of shape. Develop ideas through sketches, enhance knowledge, skill and technique using experimental materials.



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

Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.

Can I create a clay dragon eyes using texture and depth?

Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.

What patterns and designs were common in Saxon crosses?

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 design and make dimensional saxon cross?

Create mixed media art using found and reclaimed materials. Select materials for a purpose. Construct patterns through various methods to develop their understanding.



FRIDA KAHLO

Who was Frida Kahlo and why is she significant?

Create mixed media art using found and reclaimed materials. Select materials for a purpose. Construct patterns through various methods to develop their understanding. Composing original designs by adapting and synthesising the work of others.



What are the key features of Mexican folk Art?

Jean Michelle Basquiat
Create mixed media art using found and reclaimed materials. Select materials for a purpose.



How can I create meaning/mood in art?

Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Select and mix more complex colours to depict thoughts and feelings. Extend and develop a greater understanding of applying expression when using line.



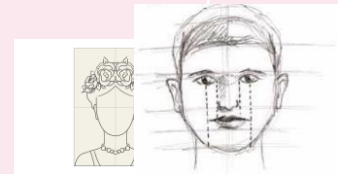
Can I create a tree of life picture in the style of Gustav Klimt?

Create mixed media art using found and reclaimed materials. Select materials for a purpose. 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.

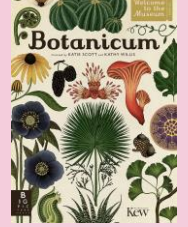


Can I create a portrait of Frida Kahlo?

Select and mix more complex colours to depict thoughts and feelings.



NATURE IN ART



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.



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 I create a realistic colour palette?

Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.



Can I create a piece of Botanical art in the style of Katie Scott?

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



Can I 'zoom' in to create art in the style of Georgia O'keefe?

Analyse and evaluate artists' use of shape



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.



FOSSILS & BIRDS



What do fossils look like?
Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.



Can I develop fossil drawings in my sketchbook?

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



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 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/watch?v=NnKMcN07cU>

How can I use. Overlapping Lino prints for effect?

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



INDUSTRIAL ART



Who was Lowry and what type of artist was he?
Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.



Can I recreate the people and buildings in Lowry's art?

CLARE CAULFIELD
Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form.



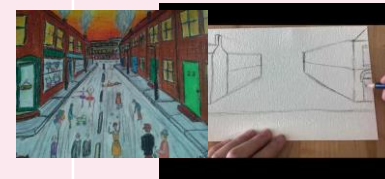
Can I recreate a Lowry scene using a computer program?

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



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

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



Can I create my own piece of lowry inspired artwork?

Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by painters.

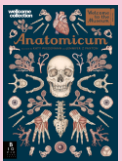


Can I compare Lowry's work with local artist Norman Cornish?

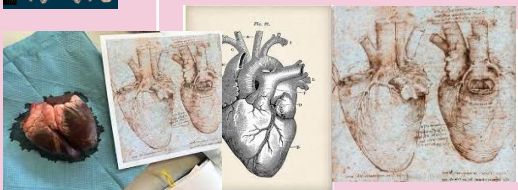
Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images



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.



What is abstract art and what can it represent? Create abstract compositions using knowledge of other artists' work. Understand how artists manipulate materials to create texture.



How can I create a personal 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 imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images

How can I draw the human body in proportion?

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



How can I capture bodies in motion?

Fluently sketch key shapes of objects when drawing. increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques




How can I use Chia Scurto 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





Vocabulary Progression


EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Colour Line Pencil Pen Draw Stick Paint Brush Print Repeat Pattern shape	<p>Formal Elements : Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p> <p>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. •</p> <p>Art & Design Skills : Geometry, Tudor, Great Fire of London, printmaking.</p>	<p>Formal Elements: Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern. •</p> <p>Art & Design Skills : Rollercoaster, free-flowing, precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay. •</p> <p>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.</p>	<p>Formal Elements: Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shaping, geometry, 3D, sketch.</p> <p>Art & Design Skills: Puppet, shadowpuppet, decorate, detail, observation, tint, shade, light and dark.</p> <p>Prehistoric Art: Negative, positive, tints, shades, natural form names, charcoal, scaling, texture, fixative.</p> <p>Craft: Running stitch, fabric, weave, over-and-under, woven, reverse, warp, weft, tie-dying, wax resist, mood board.</p>	<p>Formal Elements: Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making.</p> <p>Sculpture Lessons: Stomp, rhomboid, maracas, pitch, collage, recycled, geometric, contrasting, memorial.</p> <p>Art and Design Skills : Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiserie, op-art.</p>	<p>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.</p> <p>Every Picture Tells a Story Lessons: Democracy, law, rule, liberty, respect, tolerance, belief, emoji, symmetry, ceramics, ceramicist. •</p> <p>Design For A Purpose: Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.</p> <p>Art & Design Skills : Annotate, visualise, scale, collage.</p>	<p>Still Life Lessons: Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture. •</p> <p>Make My Voice Heard Lessons: Graffiti, contrasting, commissioned, Guernica, sculpture.</p> <p>Photography Lessons: Desaturate, truism, photomontage, abstract, self-expression, crop, contrast.</p> <p>Art & Design Skills Lessons: Impressionism, zentangle, prototype, appreciation</p>


<p>Year 1 ART assessment</p> <p>Topics: Toys Northern lights Seaside scenes</p>	<p>Art Themes covered:</p> 	<p>Prior Learning: Basic colours in EYFS Holding a paintbrush Simple shapes Feelings</p>		
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>		
	<p>Making</p> <ul style="list-style-type: none"> • 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. <p>Formal Elements</p> <ul style="list-style-type: none"> • 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. <p>Evaluation and Reflection</p> <ul style="list-style-type: none"> • Recognise and describe key features of their own and other's work. • Describe what they feel about their work and the art of others. <p>Change and continuity: Within clearly defined categories can identify simple similarities and differences between 2 fixed points.</p> <p>Enquiry: Can draw information from sources of evidence to make simple claims about events, places or people.</p> <p>Significance: Can discuss the impact of significant/important events and people in their own lives and describe how these led to changes/development in their own life.</p> <p>Cause and effect: Can identify and explain causes that led to an event including multiple causes</p> <table border="1" data-bbox="705 1021 1918 1360"> <tr> <td data-bbox="705 1021 1108 1360"> <p>Knowledge of artists, designers and crafts people: Study the work of the artists: Amanda Jackson Jasper Johns Vincent Van Gogh Beatriz Milhazes Renoir Joaquin Sorolla</p> </td> <td data-bbox="1108 1021 1918 1360"> <p>Key Knowledge: Remember the primary colours and how to mix them to create secondary colours. Name cold colours/ Know how to create patterns with line and in print Know how to cut coil and roll materials such as clay Know some ways to use ICT to create a picture Identify and name simple shapes and patterns Know how to compose a landscape scene Know how to paint with control Describe what collage is Ask questions about a piece of art Know how to create moods in artwork Know how to show how people feel in paintings and drawings</p> </td> </tr> </table>	<p>Knowledge of artists, designers and crafts people: Study the work of the artists: Amanda Jackson Jasper Johns Vincent Van Gogh Beatriz Milhazes Renoir Joaquin Sorolla</p>	<p>Key Knowledge: Remember the primary colours and how to mix them to create secondary colours. Name cold colours/ Know how to create patterns with line and in print Know how to cut coil and roll materials such as clay Know some ways to use ICT to create a picture Identify and name simple shapes and patterns Know how to compose a landscape scene Know how to paint with control Describe what collage is Ask questions about a piece of art Know how to create moods in artwork Know how to show how people feel in paintings and drawings</p>	
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<p>Year 2 ART assessment</p> <p>Topics:</p> <p>Great fire of London African Art Painting the Lake District</p>	<p>Art Themes covered:</p> 	<p>Prior Learning:</p> <p>Seaside landscapes Primary colours/hot and cold colours Painting with a range of brushes Patterns with line and print Representing mood and feelings in artwork</p>
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>
	<p>Making</p> <ul style="list-style-type: none"> 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 <p>Formal Elements</p> <ul style="list-style-type: none"> 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. <p>Evaluation and Reflection</p> <ul style="list-style-type: none"> Compare other's work, identifying similarities and differences. Describe choices and preferences using the language of art. <p>Change and continuity: Can identify developments over defined periods of time.</p> <p>Enquiry: Knows that we create our own interpretations of events by drawing inferences from evidence going beyond what sources say directly.</p> <p>Significance: Can explain significance by describing impact beyond personal experience and how this led to change in the wider world.</p> <p>Cause and effect: Can explain how different causes link together in chains of events.</p> <p>Health and well-being: Identify factors affecting health both positive and negative.</p> <hr/> <p>Knowledge of artists, designers and crafts people</p> <p>Study the work of the artists: Max Ernst Beatrix Potter Lucy Pittaway Paul Klee Pablo Picasso African Art Historical Art</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> KNOW HOW TO CREATE A PRINTED PIECE OF ART BY PRESSING, ROLLING RUBBING AND STAMPING KNOW HOW TO CREATE A PIECE OF ART IN RESPONSE TO ANOTHER ARTIST CHOOSE AND USE 3 DIFFERENT GRADES OF PENCIL WHEN DRAWING KNOW HOW TO USE CHARCOAL PENCIL AND PASTEL TO CREATE ART KNOW HOW TO USE A VIEW FINDER TO FOCUS ON A SPECIFIC PART OF AN ARTEFACT BEFORE DRAWING KNOW HOW TO CREATE BROWN PAINT SUGGEST HOW ARTISTS HAVE USED COLOUR, PATTERN AND SHAPE KNOW HOW TO MAKE A CLAY POT KNOW HOW TO CREATE ART IN RESPONSE TO THE WORK OF ANOTHER ARTIST KNOW HOW TO CREATE A PIECE OF WORK IN RESPONSE TO ANOTHER ARTIST KNOW HOW TO USE DIFFERENT EFFECTS WITHIN AN IT PACKAGE KNOW HOW TO CREATE TINTS BY ADDING WHITE AND TONES BY ADDING BLACK KNOW HOW TO CREATE A SIMPLE BACKGROUND WASH 	

<p>Year 3 ART assessment</p> <p>Topics: Cave Art Expressions of Myself</p>	<p>Art Themes covered:</p> 	<p>Prior Learning: Printing and charcoal drawing Watercolour landscape painting Collage and weaving</p>
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>
	<p>Making</p> <ul style="list-style-type: none"> 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 dyeing, sewing and other craft skills to design and make products <p>Formal Elements</p> <ul style="list-style-type: none"> 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. <p>Evaluation and Reflection</p> <ul style="list-style-type: none"> 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. <p>Change and continuity: Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations</p> <p>Enquiry: Can cross-reference (compare) sources to help make more secure claims.</p> <p>Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.</p> <p>Cause and effect: Can explain how different causes link together in a web of related causes or events,</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.</p> <p>Planning & Decision Making: Recognises that people may have different points of view and as a result may want/ take different decisions. Know that plans needs to meet at least some criteria but also need to make a coherent whole</p> <p>Health and well-being: Can classify factors e.g.environmental, social Understand that some factors can be controlled, and some cannot. Know that some factors have more influence and that this changes with our knowledge of living things and over time.</p> <p>Knowledge of artists, designers and crafts people Study the work of the artists: Stone Age art Julien Opie Andy Warhol Vincent Van Goh Herman Rorsach Alberto Giacometti Keith Haring</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> KNOW HOW TO USE GRADES OF PENCILS/CHARCOAL TO SHADE KNOW HOW TO USE SKETCHES TO PRODUCE A FINAL PIECE OF ART KNOW HOW TO RECOGNIZE WHEN ART IS FROM DIFFERENT HISTORICAL PERIODS KNOW HOW TO IDENTIFY TECHNIQUES BY DIFFERENT ARTISTS KNOW HOW TO RECOGNIZE WHEN ART IS FROM DIFFERENT CULTURES KNOW HOW TO CREATE EFFECTS USING A BACKGROUND WASH KNOW HOW TO USE A RANGE OF DIFFERENT BRUSHES 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 KNOW HOW TO CREATE ART KNOW HOW TO USE SKETCHES TO PRODUCE A FINAL PIECE OF ART 	
<p>% On Track :</p>		

<p>Year 4 ART assessment</p> <p>Topics:</p> <p>Art tells a story</p> <p>3-Dimensional Art</p> <p>Patterns from the past and future</p>	<p>Art Themes covered:</p> 	<p>Prior Learning:</p> <p>Natural colours and composition</p> <p>Developing portraits and facial expressions</p> <p>Still life drawing & human form</p>
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>
	<p>Making</p> <ul style="list-style-type: none"> • 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. <p>Formal Elements</p> <ul style="list-style-type: none"> • 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. <p>Evaluation and Reflection</p> <ul style="list-style-type: none"> • 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. <p>Change and continuity: Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations</p> <p>Enquiry: Can cross-reference (compare) sources to help make more secure claims.</p> <p>Significance: Can explain significance by discussing the duration and size of the impact a historical event or person led.</p> <p>Cause and effect: Can explain how different causes link together in a web of related causes or events.</p> <p>Migration: Can classify reasons for movement e.g. social, environmental, financial etc. Can recognize where reasons are chosen or forced.</p> <p>Planning & Decision Making: Recognises that people may have different points of view and as a result may want/ take different decisions. Know that plans needs to meet at least some criteria but also need to make a coherent whole</p> <p>Health and well-being: Can classify factors e.g. environmental, social Understand that some factors can be controlled, and some cannot. Know that some factors have more influence and that this changes with our knowledge of living things over time</p> <p>Knowledge of artists, designers and crafts people</p> <p>Ancient Greek Art Magdalene Odundo Giuseppe Arcimboldo Cezanne Victor Vaserelli Hokusai David Hockney William Morris Kandinsky Piet Mondrian Roman Mosaics</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • EXPLAIN SOME FEATURES OF ART FROM HISTORICAL PERIODS • KNOW HOW ARTISTS HAVE DEVELOPED THEIR SPECIFIC TECHNIQUES • KNOW HOW TO USE LINES AND PASTEL & PAINT EFFECTS TO SHOW TEXTURE IN ART • KNOW HOW TO USE SHADING TO CREATE 3D EFFECTS • KNOW HOW TO PRINT ONTO DIFFERENT MATERIALS AND USE SYMMETRY FOR EFFECT • USE SKETCHBOOKS TO EXPERIMENT WITH DIFFERENT TEXTURES • DESCRIBE THE STYLES USED BY OTHER ARTISTS • KNOW HOW ARTISTS DEVELOP THEIR OWN SPECIFIC TECHNIQUES • USE AND REPLICATE PATTERN INCLUDING GEOMETRIC COMPOSITIONS • KNOW HOW TO INTEGRATE DIGITAL IMAGES INTO ARTWORK • USE SKETCH BOOKS TO EXPERIMENT WITH DIFFERENT TEXTURE • KNOW HOW TO USE LINE, TONE, SHAPE AND COLOUR TO REPRESENT FORMS AND MOTION 	

<p>Year 5 ART assessment</p> <p>Topics:</p> <p>Texture, pattern and shape</p> <p>Frida Kahlo</p> <p>Art in Nature</p>	<p>Art Themes covered:</p> 	<p>Prior Learning:</p> <p>Patterns & symmetry</p> <p>3 -dimensional drawing and effects</p> <p>Pastel and paint effects</p> <p>Clay work-pots</p>
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>
	<p>Making</p> <ul style="list-style-type: none"> 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. <p>Formal Elements</p> <ul style="list-style-type: none"> 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. <p>Evaluation and Reflection</p> <ul style="list-style-type: none"> Develop a greater understanding of vocabulary when discussing their own and others' work Regularly analysing and reflecting on their intentions and choices. <p>Change and continuity:</p> <ul style="list-style-type: none"> Can define different types of change and their causes such as natural or human and understands that these are interwoven. <p>Enquiry:</p> <ul style="list-style-type: none"> Understands that the utility 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. <p>Significance:</p> <ul style="list-style-type: none"> Can explain and apply criteria to judge why an event or person may be considered significant <p>Cause and effect:</p> <ul style="list-style-type: none"> Understand that different causes have different levels of influence. <p>Migration:</p> <ul style="list-style-type: none"> Can identify the impacts of movement on places and people <p>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.</p> <p>Health and well-being: Understand ways in which our choices can impact our health both positively and negatively.</p> <p>Knowledge of artists, designers and crafts people</p> <p>Study the work of the artists:</p> <p>Anglo Saxon Crosses</p> <p>Elaina Wagner</p> <p>Frida Kahlo</p> <p>Gustav Klimt</p> <p>Katie Scott</p> <p>Kew Botanical Gardens</p> <p>Georgia O'Keeffe</p> <p>Victoria Bellas- Carter</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> KNOW HOW TO SCULPT CLAY AND OTHER MOLDABLE MATERIALS KNOW HOW TO USE LINES AND MARKS TO SHOW TEXTURE IN ART EXPERIMENT WITH SHADING TO CREATE MOOD AND FEELING RESEARCH THE WORK OF AN ARTIST AND USE THEIR WORK TO REPLICATE A STYLE KNOW HOW TO ORGANISE LINE, TONE, SHAPE AND COLOUR TO REPRESENT FIGURES AND FORMS KNOW HOW TO EXPRESS EMOTION IN ART EXPERIMENT BY USING MARKS AND LINES TO PRODUCE PATTERN EXPERIMENT WITH MEDIA TO CREATE EMOTION IN ART RESEARCH THE WORK OF AN ARTIST AND USE THEIR WORK TO REPLICATE A STYLE USE A RANGE OF PENCILS, PASTELS OR CHARCOAL TO CREATE OBSERVATIONAL ART EXPERIMENT BY USING MARKS AND LINES TO PRODUCE TEXTURE KNOW HOW TO USE IMAGES CREATED, SCANNED AND FOUND, ALTERING THEM TO CREATE ART 	

<p>Year 6 ART assessment</p> <p>Topics:</p> <p>Fossils and birds Industrial Art From the Heart</p>	<p>Art Themes covered:</p> 	<p>Prior Learning:</p> <p>Printing-mono printing Abstract folk art Still life drawing and watercolour techniques Clay sculpture and texture 3- dimensional drawing</p>		
<p>Pupils Working towards expected:</p>	<p>Skills/concepts Covered:</p>	<p>Pupils working at Greater Depth:</p>		
	<p>Making</p> <ul style="list-style-type: none"> 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. <p>Formal Elements</p> <ul style="list-style-type: none"> 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 <p>Evaluation and Reflection</p> <ul style="list-style-type: none"> 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. <p>Change and continuity: Understands that change can vary in rate, scale, extent, time and space including identification of critical incidents/turning points and trends.</p> <p>Enquiry: Can explain how the author, audience and purpose of evidence might affect its weight for a purpose.</p> <p>Significance: Can compare significance and use criteria to order events or people by significance.</p> <p>Cause and effect: Can rank or order causes according to their impact and recognizes the difference between primary and secondary effects.</p> <p>Migration: Can gather and describe differing viewpoints on migration and it's impacts.</p> <p>Planning & Decision Making: Knows that decision making creates conflict which can be resolved by a variety of methods.</p> <p>Health and well-being: Understand ways in which our choices can impact our health both positively and negatively. Gain a greater understanding of how health can relate to both the physical and mental.</p> <table border="1" data-bbox="639 1011 1974 1382"> <tr> <td data-bbox="639 1011 1014 1382"> <p>Knowledge of artists, designers and crafts people</p> <p>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</p> </td> <td data-bbox="1014 1011 1974 1382"> <p>Key Knowledge:</p> <ul style="list-style-type: none"> UNDERSTAND ART CAN BE VERY ABSTRACT AND WHAT THE MESSAGE IS THE ARTIST IS TRYING TO CONVEY RESEARCH THE WORK OF AN ARTISTS AND USE THEIR WORK TO REPLICATE A STYLE KNOW HOW TO OVERPRINT AND CREATE DIFFERENT PATTERNS KNOW WHICH MEDIA TO USE TO CREATE MAXIMUM IMPACT EXPLAIN WHY DIFFERENT TOOLS HAVE BEEN USED TO CREATE ART RESEARCH THE WORK OF AN ARTISTS AND USE THEIR WORK TO REPLICATE A STYLE UNDERSTAND WHAT A SPECIFIC ARTIST IS TRYING TO ACHIEVE IN A GIVEN SITUATION KNOW WHICH MEDIA TO USE TO CREATE MAXIMUM IMPACT KNOW HOW TO USE A RANGE OF E-RESOURCES TO CREATE ART UNDERSTAND ART CAN BE VERY ABSTRACT AND WHAT THE MESSAGE IS THE ARTIST IS TRYING TO CONVEY 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 </td> </tr> </table>	<p>Knowledge of artists, designers and crafts people</p> <p>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</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> UNDERSTAND ART CAN BE VERY ABSTRACT AND WHAT THE MESSAGE IS THE ARTIST IS TRYING TO CONVEY RESEARCH THE WORK OF AN ARTISTS AND USE THEIR WORK TO REPLICATE A STYLE KNOW HOW TO OVERPRINT AND CREATE DIFFERENT PATTERNS KNOW WHICH MEDIA TO USE TO CREATE MAXIMUM IMPACT EXPLAIN WHY DIFFERENT TOOLS HAVE BEEN USED TO CREATE ART RESEARCH THE WORK OF AN ARTISTS AND USE THEIR WORK TO REPLICATE A STYLE UNDERSTAND WHAT A SPECIFIC ARTIST IS TRYING TO ACHIEVE IN A GIVEN SITUATION KNOW WHICH MEDIA TO USE TO CREATE MAXIMUM IMPACT KNOW HOW TO USE A RANGE OF E-RESOURCES TO CREATE ART UNDERSTAND ART CAN BE VERY ABSTRACT AND WHAT THE MESSAGE IS THE ARTIST IS TRYING TO CONVEY 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 	
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