



| Nursery | Knowledge:<br>To know that different emotions are portrayed in pictures.   | Skills:<br>Use a variety of marks.  |
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|         | To learn about the artist Kandinsky.   | Make continuous lines and closed shapes.  |
|         | To know the colour names.  | Draw with some detail, such as representing a face with a circle and including some details.  |
|         | To understand that different tools make different colour marks on paper.   | Show different emotions in their drawings.  |
|         | To know that some materials are malleable and some are rigid.  | Use a variety of paper and fabric.  |
|         | To know how to change the shape of materials by rolling and squeezing.   | Make simple prints using fingers, hands, feet and found objects.  |
|         | To know that materials can be cut and torn and joined together using glue.   | Mix colours; experimenting how they change.   |
|         | To know that there are different types of lines.   | Apply paint using a range of tools.   |
|         | To know that nature is used in Art and learn about Andy Goldsworthy.   | Join materials and explore textures.  |
|         | To know that rubbings can be created using natural materials.  | Manipulate materials to create an effect.   |
|         | To know feelings can be represented with marks and colours.  | Use drawing to represent ideas.   |
|         |  | Decide which materials to use, developing own ideas.  |
|         | <u>Vocabulary:</u><br>colours, shape, fabric, draw, pattern, texture, rolling, squeezing, playdough, clay, modelling, tools,<br>natural materials, bumpy, zigzag, curvy, dotty, print. | Create picture of people and places.  |
|         |  | How does this prepare them for the following years?<br>This prepares them for Reception, where they will develop their understanding of, and skills in<br>expressing themselves with, colour; the human form; malleable and modelling materials; creativity<br>and working with different materials: malleable; paper and fabric and paint and mark making. |
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| Reception | Knowledge:<br>Different types of art include painting, drawing, collage, textiles, sculpture and printing.   | Skills:<br>Represent different parts of the human body from observation, imagination or memory with<br>attention to some detail.  |
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|           | Different types of line include thick, thin, straight, zigzag, curvy and dotty.  | Investigate and use different types of lines.   |
|           | To know the names of the primary colours and you mix colours to create other colours.  | Create accurate drawings of people.   |
|           | Papers and fabrics can be used to create art, including tearing, cutting and sticking.   | Explore and use different textures.   |
|           | A painting of a place is called a landscape.   | Experiment with and use primary colours including mixing  |
|           | Natural materials can be used to make simple 2D and 3D art work.   | Draw or paint from observation or imagination.  |
|           | Prints can be made from a range of materials including rubbing.  | Use natural materials and loose parts to make 2-D and 3-D art.  |
|           | Vocabulary:  | Experiment with different forms of printing (rubbings, printing with block colours)   |
|           | Primary colours, cut, tear, fold, print, print block, roller, collage, observation, imagination, manipulate, dough, clay, rolling, squeezing, twisting, joining, clay, modelling, tools, natural materials, bumpy, | Cut, tear, fold and stick a range of papers and fabrics.  |
|           | zigzag, curvy, dotty   | Communicate their ideas as they are creating artwork.   |
|           |  | Share their creations with others, explaining their intentions and the techniques and tools they used   |
|           |  | Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.   |
|           |  | Communicate their ideas as they are creating artwork.   |
|           |  | Share their creations with others, explaining their intentions and the techniques and tools they used.  |
|           |  | Use a variety of drawing tools.   |
|           |  | How does this prepare them for the following years?<br>This prepares them for KS1 where they will be learning more in depth about primary and secondary colours, exploring how they mix primary colours to make secondary colours. The children will also develop their drawing skills as they learn sketching techniques and draw portraits. |





| Years   Autumn<br>Colours: Mix it   Spring<br>Colours: Mix it   Summer<br>Colours: Mix it   |                                      |
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| 1/2 Knowledge:<br>To know the primary colours. Knowledge:<br>To know what collagraphy and a motif is. Knowledge:<br>To know what collagraphy and a motif is.   Cycle A To know primary colours are mixed to create secondary<br>colours. To know what collagraphy and a motif is. To know what collagraphy and a motif is. To know what are mixed to create secondary<br>colours.   To know the names of the primary and secondary colours. To know what a print is. To know what collagraphy and a motif is. To know what primary colours are mixed to create secondary colours.   To know about the colour wheel. To compare how artists use colours in their work. To know how textural materials can be described and how different<br>textures can hold varying amounts of ink. To know what a mural is.   Skills:<br>To use primary colours. Skills:<br>To create their own collagraphy art, using ink and paint. To know what a print is.   To mix primary colours, secondary colours,<br>two or more pieces of art. Use different types of lines when drawing. Manipulate malleable materials by using<br>the layering technique to make their art.   Vocabulary:<br>Primary colours, secondary colours, colour wheel, colourful,<br>bright, vibrart, beautiful, well painted, abstract, happy, sad<br>feelings, technique to wars and applied throughout the<br>which is revised every two years and applied throughout the<br>which is revised every two years and applied throughout the<br>which is revised every two years and applied throughout the<br>the inservent for understanding colour theory<br>which is revised every two years and applied throughout the<br>thi   | ner                                  |
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| InterpretationPrimary colours, secondary colours, colour wheel, colourful,<br>bright, vibrant, beautiful, well painted, abstract, happy, sad<br>feelings, techniquesthe layering technique to make their art<br>Vocabulary:<br>Collography, natural, line, straight, curved, spiral, bumpy, texture,<br>ridged, rough, smooth, grainy, wrinkled, crumpledthe layering technique to make their art<br>Compare two pieces of art, using technic<br>Discuss and create initial drawings as part<br>How does this prepare them for the following years?the layering technique to make their art<br>Collography, natural, line, straight, curved, spiral, bumpy, texture,<br>ridged, rough, smooth, grainy, wrinkled, crumpledthe layering technique to make their art<br>Compare two pieces of art, using technic<br>Discuss and create initial drawings as part<br>How does this prepare them for the following years?the layering technique to make their art<br>Compare two pieces of art, using technic<br>Discuss and create initial drawings as part<br>How does this prepare them for the following years?This unit lays the foundation for understanding colour theory<br>which is revisited every two years and applied throughout theThis prepares them for lower KS2, where they will continue toManipulate, malleable, squeezing, pinch   |                                      |
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| feelings, techniquesCollography, natural, line, straight, curved, spiral, bumpy, texture,<br>ridged, rough, smooth, grainy, wrinkled, crumpledCompare two pieces of art, using technic<br>Discuss and create initial drawings as part<br>Discuss and create initial drawings as part<br>How does this prepare them for the following years?Compare two pieces of art, using technic<br>Discuss and create initial drawings as part<br>Discuss and create initial drawings as part<br>How does this prepare them for the following years?Compare two pieces of art, using technic<br>Discuss and create initial drawings as part<br>Discuss and create initial drawings as part<br>How does this prepare them for the following years?Compare two pieces of art, using technic<br>Discuss and create initial drawings as part<br>How does this prepare them for the following years?Compare two pieces of art, using technic<br>Discuss and create initial drawings as part<br>How does this prepare them for the following years?This unit lays the foundation for understanding colour theory<br>which is revisited every two years and applied throughout theThis prepares them for lower KS2, where they will continue toManipulate, malleable, squeezing, pinch   | r art work 3D.                       |
| How does this prepare them for the following years? How does this prepare them for understanding colour theory How does this prepare them for understanding colour theory Discuss and create initial drawings as particular to the following years?   This unit lays the foundation for understanding colour theory This prepares them for lower KS2, where they will continue to Vocabulary:   Manipulate, malleable, squeezing, pinch   |                                      |
| How does this prepare them for the following years? Discuss and create initial drawings as part them for the following years?   This unit lays the foundation for understanding colour theory which is revisited every two years and applied throughout the How does this prepare them for lower KS2, where they will continue to Vocabulary:   This unit lays the foundation for understanding colour theory which is revisited every two years and applied throughout the This prepares them for lower KS2, where they will continue to Manipulate, malleable, squeezing, pinch   | chnical vocabulary.                  |
| How does this prepare them for the following years?   This unit lays the foundation for understanding colour theory which is revisited every two years and applied throughout the   This prepares them for lower KS2, where they will continue to   | as part of their artist process      |
| This unit lays the foundation for understanding colour theory which is revisited every two years and applied throughout the This prepares them for lower KS2, where they will continue to Manipulate, malleable, squeezing, pinch   | is part of their artist process.     |
| which is revisited every two years and applied throughout the This prepares them for lower KS2, where they will continue to Manipulate, malleable, squeezing, pinch   |                                      |
|   | anching pulling proceing rolling     |
|   |                                      |
| develop their skins in the drawing and the difference techniques in   |                                      |
| printing.   |                                      |
|   |                                      |
| How does this prepare them for the follow   | following vears?                     |
| This prepares them for lower KS2 as they  |                                      |
| sketching skills, learn about malleable m   |                                      |
| drawings.   | ·                                    |





|         |  | -  |   |
|---------|--|--|---|
| Years   | Autumn   | Spring   | <u>Summer</u>   |
|         | Still Life   | Sketching and Sculpture: Flower Heads  | Drawing and Painting: Portraits and Poses                             |
| 1/2     | Knowledge:   | Knowledge:   | Knowledge:  |
| 1/2     | To analyse and evaluate art work based on subject matter,  | To know what a sketch is.  | To learn about the Tudor artist Hans Holbein the Younger.             |
|         | colour, shape, form and texture.   |  |   |
| Cycle B |  | To know what a landscape is.   | To know what a sketch is and that these can be done with pencil or    |
|         | To know what still life art work and a sketch are.   |  | charcoal.   |
|         |  | To know how malleable materials can be used to create effects (e.g.              |   |
|         | To know the difference between natural and man-made forms.   | imprints, creating texture).   | To know what a portrait is and how / why objects are used in          |
|         | To learn about the artists Paul Cézanne and Vincent van Gogh.  | To know how to use pencils, ink and charcoal can be used to create               | paintings.  |
|         | To learn about the artists Faul Cezanne and vincent van Gogn.  | tone and how this is different to texture.                                       | Art software can be used to make a simple line drawing.               |
|         | To know about primary and secondary colours and how they   |  | The solution of the used to make a simple file around.                |
|         | are made.  | To know what block print is.   | To know how portraits are different today than in the Tudor period.   |
|         |  |  |   |
|         | Composition is the placement or arrangement of visual  | To know about the artist Yayoi Kusama.   | Skills:   |
|         | elements.  |  | Explain why a painting, piece of artwork, body of work or artist is   |
|         |  | <u>Skills:</u>   | important.  |
|         | <u>Skills:</u>   | Make simple sketches to explore and develop ideas.                               |   |
|         | Analyse and evaluate art work using artistic vocabulary.   |  | Make simple sketches to explore and develop ideas                     |
|         | Identify and mix secondary colours.  | Draw or paint features of landscape, with some attention to detail.              |   |
|         | identity and this secondary colours.   |  | Represent the human form, including face and features, from           |
|         | Draw and paint natural forms from observation, imagination   | Press objects into a malleable material to make textures, patterns and imprints. | observation, imagination or memory.                                   |
|         | and memory.  | and imprints.  | Use different types of software.                                      |
|         |  | Use pencil, ink and charcoal to create effects.                                  |   |
|         | Make simple sketches to explore and develop ideas.   | ·····  | Analyse and evaluate their own and others' work using artistic        |
|         |  | Use materials, such as clay or polystyrene, to create a sculpture.               | vocabulary.   |
|         | Create a still life piece of art, using techniques learnt.   |  |   |
|         |  | Vocabulary:  | Create their own portrait, based on the skills learnt.                |
|         | Vocabulary:  | Sculpt, charcoal, ink, tone, thickness, texture, imprint, malleable,             |   |
|         | natural form, nature, observation, draw, paint, sketch, still life,  | sketches   | Vocabulary:   |
|         | composition, background  |  | Tudor, portrait, figure drawing, digital drawing, digital technology, |
|         | How does this prepare them for the following years?<br>This prepares them for KS2, where they will continue to | How does this prepare them for the following years?                              | analyse, evaluate   |
|         | develop creation techniques through experimentation, learn   | This prepares them for lower KS2, where they will learn about                    | How does this prepare them for the following years?                   |
|         | about natural art and warm and cool colours.   | hatching, cross-hatching and shading techniques and develop their                | This prepares them lower KS2 where they will learn how artist's       |
|         |  | sculpturing skills using malleable materials.                                    | work can express thoughts and feelings. They will also continue to    |
|         |  |  | develop the detail used when sketching and drawing.                   |
|         |  |  |   |





| Construction   Subtrant of Construction |         | -   |   |  |
|---|---------|---|---|--|
| View  | /ears   | Autumn  | Spring  | Summer   |
| To learn about tertiary colours, awarn and cool colours, complementary colours and analogous colours. To know what a preliminary sketch is and how they are done. To know the terms and techniques used in weaving (hoom, warp and weft, interlacing, loom weaving).   Yorke A How artists use colour in different ways to create effects. To know what a motif is. To know what a motif is.   How visual elements which include colour, line, shape, form, pattern and tone can be used to create effects. A two-colour print can be made in different ways (inking a roller, masking areas, cutting away areas) A two-colour print can be made in different ways (inking a roller, masking areas, cutting away areas)   Skills: To know the terms and techniques studied when using coloure paint to create effects. Skills: A two-colour print can be made in different ways (inking a roller, masking areas, cutting away areas) A two-colour print can be made in different ways (inking a roller, masking areas, cutting away areas)   Skills: Use tertiary colours, warm and cool colours, complementary or lours, warm and cool colours, complementary colours, warm and cool colours, soliting artwork (subject Compose a simple evaluation of their own work and suggest Skills:   Use tertiary colours, warm and cool colours, complementary have of at work. <td></td> <td>Colours: Contrast and Compliment</td> <td>Sketching and Printing: Ammonite</td> <td>Weaving and Printing: Beautiful Botanicals</td>  |         | Colours: Contrast and Compliment                                | Sketching and Printing: Ammonite                            | Weaving and Printing: Beautiful Botanicals                             |
| To learn about tertiary colours, warm and cool colours,<br>complementary colours and analogous colours. To know what a preliminary sketch is and how they are done. To know the terms and techniques used in weaving (loom, warp and<br>weft, interfacing, loom weaving)   Voce A How artists use colour in different ways to create effects. A two-colour print can be made in different ways (inking a roller,<br>masking areas, cutting away areas) To know the terms and techniques used in weaving (loom, warp and<br>weft, interfacing, loom weaving)   How visual elements which include colour, line, shape, form,<br>pattern and tone can be used to create effects. To know how malleable materials can change shape. A two-colour print can be made in different ways (inking a roller,<br>masking areas, cutting away areas)   State: Use tertiary colours, warm and cool colours, complementary<br>paint. To know the a preliminary sketches in a sketchbook to communicate an idea States:<br>Weave natural or man-made materials on cardboard looms, making<br>or experiment with a technique.   Wake suggestions for improving or adapting artwork (subject<br>mater structure, composition). Compase a simple evaluation of their own work and suggest<br>improvements. Cut and join wools, threads and dentify significant characteristics of the same<br>style of artwork through time.   Now does this prepare them for the following years? Tow does this prepare them for the following years? Work in the style of a significant artist.   Make suggestions for ways to adapt and improve a piece<br>artwork. Now closes this prepares them for the following years?   | 3/4     | Knowledge:  | Knowledge:  | Knowledge:   |
| Cycle A To know what a motif is. To know what a motif is.   How aritist use colour in different ways to create effects. To know what a motif is. Traditional approaches to botanical arit are mostly accurate, illustrative and sometimes scientific in style, whereas more control ways (inking a roller, masking areas, cutting away areas) Traditional approaches to botanical arit are mostly accurate, illustrative and sometimes scientific in style, whereas more control ways (inking a roller, masking areas, cutting away areas)   Skills: To know how malleable materials can change shape. A two-colour print can be made in different ways (inking a roller, masking areas, cutting away areas)   Skills: Use preliminary sketches in a sketchbook to communicate an lead or experiment with a technique. Make a two-colour print. Cut and join wools, threads and other materials to a loom.   Use tertiary colours, warm and cool colours, complementary colours and analogous colours to create effects in their own art work. Compare artist and identify significant characteristics of the same style of atrivork through time. Compare artists and identify significant characteristics of the same style of atrivork through time. Work in the style of a significant artist.   Make suggestions for ways to adapt and improve a piece of artwork. Yuceabulary: Make suggestions for ways to adapt and improve a piece of artwork. Work in the style of a significant artist.   Work does this prepare them for the following yeens? The kowdees theffolgowing yeens? The kowdees theffolgow   |         | To learn about tertiary colours, warm and cool colours,         | To know what a preliminary sketch is and how they are done. | To know the terms and techniques used in weaving (loom, warp and       |
| How artists use colour in different ways to create effects.<br>How to use watercolour paint to create bolder and stronger<br>effect by layering.Traditional apporabes to botanical art are mostly accurate,<br>illustrative and sometimes scientific in style, whereas more<br>contemporary botanical and samples can include more simplified<br>graphic or digital representations.Traditional apporabes to botanical art are mostly accurate,<br>ullustrative and sometimes scientific in style, whereas more<br>contemporary botanical and samples can include more simplified<br>graphic or digital representations.How visual elements which include colour, line, shape, form,<br>paint.To know how malleable materials can change shape.<br>To know how malleable materials can change shape.<br>To look at the work of artists Amy Cundall and Bridget Hunt.A two-colour print can be made in different ways (inking a roller,<br>masking areas, cutting away ares)Stills:<br>to look at the work of artists Amy Cundall and Bridget Hunt.Skills:<br>Weave natural or man-made materials on cardboard looms, making<br>wore patterns.Use tertiary colours, warm and cool colours, complementary<br>colours and analogus colours to create effects in their own<br>art work.Make a two-colour print.<br>Compose a simple evaluation of their own work and suggest<br>imater structure, composition).Compose a simple evaluation of their own work and suggest<br>improvements.Work hund by interving paint colours, structure, composition,<br>per leminary sketchesMake a two-colour print, join, soften, slip, hatching, create<br>a 3- form using day.Work in the style of a significant artist.<br>Make a two-colour print, using a different technique to Spring.Make suggestions for improving or adapting artwork (subject<br>matter structure, composition),<br>per leminary sketches<   | Cuele A | complementary colours and analogous colours.                    |   | weft, interlacing, loom weaving)                                       |
| InstructionA two-colour print can be made in different ways (inking a roller,<br>masking areas, cutting away areas)Illustrative and sometimes scientific in style, whereas more<br>comproport potational examples can include more simplified<br>graphic or digital representations.How visual elements which include colour, line, shape, form,<br>pattern and tone can be used to create effects.To look at the work of artists Amy Cundall and Bridget Hunt.A two-colour print can be made in different ways (inking a roller,<br>masking areas, cutting away areas)Stills:<br>Identify, mix and use techniques studied when using coloured<br>paint.Stills:<br>Use preliminary sketches in a sketchbook to communicate an idea<br>a reperiment with a technique.Stills:<br>Use preliminary sketches in a sketchbook to communicate an idea<br>woren pittures or patterns.Use tertiary colours, warm and cool colours, complementary<br>colours and analogous colours to create effects in their own<br>art work.Make a two-colour print.<br>Create a 3-D form using clay.Cut and join wools, threads and other materials to a loom.<br>Decorate a loom weaving using embelishments.Compare artists and identify significant characteristics of the<br>same style of artwork through time.Vocabulary:<br>Ammonite, fossil, shape, pattern, join, soften, slip, hatching, cross<br>hatching, shadingWork in the style of a significant artist.<br>Make a two-colour print, using a different technique to Spring.Vocabulary:<br>Analogous, condigenentary, harmonious, hue, primary colour,<br>secondary colour, colour wheel, tertiary colour, warre colour,<br>secondary colour, colour wheel, tertiary colour, warre colour,<br>secondary colour, subilis in this project prepares for upper KS2.Work in the style of a significant artist.<br>Make a two-colour print.<br>Compase   | Lycie A |   | To know what a motif is.                                    |  |
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| Identify, mix and use techniques studied when using coloured<br>paint.Use preliminary sketches in a sketchbook to communicate an idea<br>or experiment with a technique.Weave natural or man-made materials on cardboard looms, making<br>woven pictures or patterns.Use tertiary colours, warm and cool colours, complementary<br>colours and analogous colours to create effects in their own<br>art work.Make a two-colour print.<br>Create a 3-D form using clay.Cut and join wools, threads and other materials to a loom.<br>Decorate a loom weaving using embellishments.Make suggestions for improving or adapting artwork (subject<br>matter structure, composition).Compose a simple evaluation of their own work and suggest<br>improvements.Compose a simple evaluation of their own work and suggest<br>improvements.Work in the style of a significant characteristics of the same<br>style of artwork through time.Make suggestions for ways to adapt and improve a piece of<br>artwork.Modes this prepare them for the following years?<br>This prepares them for upper KS2, where they will continue to<br>develop their skills to create effects with pencils, ink, charcoal and<br>pen.Work and suggest<br>improvements.Vocabulary:<br>How does this prepare them for the following years?<br>This prepares them for upper KS2.How does this prepare them for the following years?<br>This prepares them for upper KS2, where they will continue to<br>per inting skills to traster effects with pencils, ink, charcoal and<br>pen.Work and suggest<br>improvements.How does this prepare them for the following years?<br>This prepares them for upper KS2.How does this prepare them for the following years?<br>This prepares them for upper KS2, where they will develop their<br>printing skills by transferring paint, ink and other art materials. <td></td> <td></td> <td>To look at the work of a tists Arry Curuan and Bruget Hunt.</td> <td></td>   |         |   | To look at the work of a tists Arry Curuan and Bruget Hunt. |  |
| Identify, mix and use techniques studied when using coloured<br>paint.Use preliminary sketches in a sketchbook to communicate an idea<br>or experiment with a technique.Weave natural or man-made materials on cardboard looms, making<br>woven pictures or patterns.Use tertiary colours, warm and cool colours, complementary<br>colours and analogous colours to create effects in their own<br>art work.Make a two-colour print.<br>Create a 3-D form using clay.Cut and join wools, threads and other materials to a loom.<br>Decorate a loom weaving using embellishments.Make suggestions for improving or adapting artwork (subject<br>matter structure, composition).Compose a simple evaluation of their own work and suggest<br>improvements.Compose a simple evaluation of their own work and suggest<br>improvements.Work in the style of a significant characteristics of the same<br>style of artwork through time.Make suggestions for ways to adapt and improve a piece of<br>artwork.Modes this prepare them for the following years?<br>This prepares them for upper KS2, where they will continue to<br>develop their skills to create effects with pencils, ink, charcoal and<br>pen.Work and suggest<br>improvements.Vocabulary:<br>How does this prepare them for the following years?<br>This prepares them for upper KS2.How does this prepare them for the following years?<br>This prepares them for upper KS2, where they will continue to<br>per inting skills to traster effects with pencils, ink, charcoal and<br>pen.Work and suggest<br>improvements.How does this prepare them for the following years?<br>This prepares them for upper KS2.How does this prepare them for the following years?<br>This prepares them for upper KS2, where they will develop their<br>printing skills by transferring paint, ink and other art materials. <td></td> <td>Skiller</td> <td>Skiller</td> <td>Skiller</td>   |         | Skiller   | Skiller   | Skiller  |
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| Make suggestions for improving or adapting artwork (subject<br>matter structure, composition).Compose a simple evaluation of their own work and suggest<br>improvements.Compore artists and identify significant characteristics of the same<br>style of artwork through time.Compare artists and identify significant characteristics of the<br>same style of artwork through time.Vocabulary:<br>Ammonite, fossil, shape, pattern, join, soften, slip, hatching, cross<br>hatching, shadingWork in the style of a significant artist.Make suggestions for ways to adapt and improve a piece of<br>artwork.Vocabulary:<br>How does this prepare them for the following years?<br>This prepare them for upper KS2, where they will continue to<br>develop their skills to create effects with pencils, ink, charcoal and<br>pen.Compose a simple evaluation of their own work and suggest<br>improvements.How does this prepare them for the following years?<br>The knowledge and skills in this project prepares for upper KS2This prepares for upper KS2Work and the privation, warp, weft, weave,<br>printHow does this prepare them for the following years?<br>This prepares them for the  |         | colours and analogous colours to create effects in their own    |   |  |
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| preliminary sketchesHow does this prepare them for the following years?How does this prepare them for the following years?This prepares them for upper KS2, where they will develop their<br>printing skills in this project prepares for upper KS2The knowledge and skills in this project prepares for upper KS2printing skills by transferring paint, ink and other art materials.   |         |   |   | print  |
| How does this prepare them for the following years?This prepares them for upper KS2, where they will develop theirThe knowledge and skills in this project prepares for upper KS2printing skills by transferring paint, ink and other art materials.  |         | cool colour, subject matter, structure, composition,            |   |  |
| The knowledge and skills in this project prepares for upper KS2 printing skills by transferring paint, ink and other art materials.   |         | preliminary sketches  |   |  |
| The knowledge and skills in this project prepares for upper KS2 printing skills by transferring paint, ink and other art materials.   |         | How does this prepare them for the following years?             |   |  |
| where children will learn about tints, tones and shades.  |         | The knowledge and skills in this project prepares for upper KS2 |   | printing skills by transferring paint, ink and other art materials.    |
|   |         | where children will learn about tints, tones and shades.        |   |  |





| Years   | Autumn   | Spring  | <u>Summer</u>  |
|---------|--|---|--|
|         | Sketching: People and Places                                     | Pen and Painting: Vista   | Clay Patterns and Motifs: Islamic Art  |
| 3/4     | Knowledge:   | Knowledge:  | Knowledge:   |
|         | Simple, fluid lines and shapes to add detail to figures.         | To explore the perspective (e.g. atmospheric) and viewpoints of art,                                      | To know the significance of historical art work.   |
| Cycle B |  | and how this has been used overtime to express ideas.   |  |
| CYCIE B | To know the distinctive features that artists have used,         |   | To know what motifs are (figurative, vegetal, abstract and   |
|         | exploring similarities and differences between art from the      | To know what a landscape is.  | geometric).  |
|         | same genre.  | To learn about the artists Paul Cezanne and Andre Derain, looking   | To know the importance of certain symbols in Islamic Art (e.g. stars).   |
|         | To know about the artist LS Lowry (1887–1976) and his work.      | at their landscape paintings.   | To know the importance of certain symbols in Islamic Art (e.g. stars).   |
|         | They will compare his work to the work of Leonardo da Vinci      |   | To know what a relief sculpture is.  |
|         | and Raffaello Sanzio da Urbino.                                  | To know how pen and ink can be used to create dark lines,   | To know what a relief sculpture is.  |
|         |  | contrasting with white paper and how techniques can be used to  | To know techniques used to create a 3-D form from clay, including  |
|         | To know techniques used to add texture and form (hatching,       | create effect (hatching, cross-hatching, random lines and stippling).                                     | coiling, pinching, slab construction and sculpting.  |
|         | cross-hatching and shading).                                     |   |  |
|         |  | To know how the use of warm colours and cool colours can make   | Carving, slip and scoring can be used to attach extra pieces of clay.  |
|         | <u>Skills:</u>   | people feel when viewing art.   |  |
|         | Draw a human figure in a variety of poses, using pencil.         | <u>Skills:</u>  | Mark making can be used to add detail to 3-D forms.  |
|         | Work in the style of a significant artist, showing scenes from   | Choose an interesting or unusual perspective or viewpoint for a landscape, using a viewfinder if desired. |  |
|         | their school and local area.                                     | landscape, using a viewinider if desired.   | <u>Skills:</u>   |
|         |  | Compare and contrast landscape artwork from different times and   | Explain the significance of art, architecture or design from history   |
|         | Compare artists and identify significant characteristics of the  | cultures.   | and create work inspired by it.  |
|         | same style of artwork, through time.                             |   | Develop techniques through experimentation to create different   |
|         |  | Use the properties of pen, ink and charcoal to create a range of  | types of art.  |
|         | Add tone to a drawing by using linear and cross-hatching, and    | effects in drawing.   |  |
|         | stippling.   |   | Use clay to create a detailed or experimental 3-D pattern / motif.   |
|         | Make suggestions for ways to adapt and improve a piece of        | Identify, mix and use warm and cool paint colours to evoke warmth<br>or coolness in a painting.           |  |
|         | artwork.   | or coorness in a painting.  | Give constructive feedback to others about ways to improve a piece   |
|         |  | Give constructive feedback to others about ways to improve a piece  | of artwork.  |
|         | Vocabulary:  | of artwork.   | <u>Vocabulary:</u>   |
|         | figure drawing, fluid lines, tone, line drawing, hatching, cross | Vocabulary:   | Motifs, figurative, vegetal, abstract, geometric, secular, tessellate  |
|         | hatching, shading  | Landscape art, warm and cool colours, viewpoint, viewfinder, urban  |  |
|         |  | and industrial landscapes, mountainous landscapes, cityscapes.  | How does this prepare them for the following years?  |
|         | How does this prepare them for the following years?              |   | This second these for some WC2 where the second second   |
|         | This prepares them for upper KS2 where they will develop         | How does this prepare them for the following years?   | This prepares them for upper KS2 where they will continue to<br>explain the significance of different artworks from a range of times |
|         | their sketching techniques learnt to add express into a portrait | This prepares them for upper KS2 where they will learn how to use   | and cultures and use elements of these to create their own   |
|         | and how to create perspective, light and shade.                  | pen and ink (ink wash) to add perspective, light and shade.   | artworks.  |
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|---------|---|---|---|
| Years   | Autumn  | Spring  | <u>Summer</u>   |
|         | Trailblazers, Barrier Breakers                                  | Environmental Artists   | Tints, Tones and Shades   |
| 5/6     | Knowledge:  | Knowledge:  | Knowledge:  |
|         | To know why certain art work is significant.                    | To know key terms and their meanings within art; perspective,       | To know what a tint, tone and shade are and how to use these                              |
| Cycle A |   | abstraction, figurative art and conceptual art.                     | effectively.  |
|         | To learn about significant black artists, including; Edmonia    |   |   |
|         | Lewis, Henry Ossawa Tanner, Elizabeth Catlett and Turgo         | Environmental art addresses social and political issues relating to | To know how different artists (Impressionists, Fauvists) and                              |
|         | Bastien.  | the natural and urban environment.                                  | movements (Realism, Pop Art) used colours in their paintings.                             |
|         |   |   |   |
|         | To know what a mood board is.                                   | To learn about significant environmental artists, including; Antony | To know how to paint a landscape including a foreground, a middle                         |
|         |   | Gormley, Olafur Eliasson and Edith Meusnier.                        | and a background.   |
|         | To know what a montage is.                                      | A 3-D form is a sculpture made by carving, modelling, casting or    | To know what the horizon line is and how to represent this in a                           |
|         | To know key terms and their meanings within art; perspective,   | constructing.   | drawing.  |
|         | abstraction, figurative art and conceptual art.                 | constructing.   | drawing.  |
|         |   | Skills:   | To understand strategies used to provide constructive feedback and                        |
|         | To understand in more depth how to analysis artwork.            | Compare and contrast artists' use of perspective, abstraction,      | reflection in art.  |
|         |   | figurative and conceptual art.                                      |   |
|         | To know how different artistic movements often use colour in    |   | Skills:   |
|         | a distinctive way (expressionist, impressionist, fauvist and    | Gather, record and develop information from a range of sources to   | Create sketchbooks to record their observations and use them to                           |
|         | naturalist artists).  | create a mood board or montage to inform their thinking about a     | review and revisit ideas.   |
|         | <u>Skills:</u>  | piece of art.   |   |
|         | Explain the significance of different artworks from a range of  |   | Use colour palettes and characteristics of an artistic movement or                        |
|         | times and cultures and use elements of these to create their    | Create a 3-D form using malleable materials in the style of a       | artist in artwork.  |
|         | own artworks.   | significant artist, architect or designer.                          |   |
|         |   |   | Draw or paint detailed landscapes that include perspective.                               |
|         | Gather, record and develop information from a range of          | Create art inspired by or giving an environmental message.          |   |
|         | sources to create a mood board or montage to inform their       |   | Adapt and refine artwork in light of constructive feedback and<br>reflection.             |
|         | thinking about a piece of art.                                  | Vocabulary:   | renection.  |
|         | Compare and contrast artists' use of perspective, abstraction,  | Conceptual art, ecosystem, marine debris, sustainability,           | Vecebuleru  |
|         | figurative and conceptual art.                                  | environmental, perspective, abstraction, figurative, conceptual,    | <u>Vocabulary:</u><br>Tint, tone, tonal, shade, light, shadow, horizon, hue, perspective, |
|         |   | sculpture, carving, modelling, casting, constructing.               | scale, preliminary sketches, landscape  |
|         | Use colour palettes and characteristics of an artistic movement |   | searcy premimury sketches, landscape  |
|         | or artist in artwork.   |   |   |
|         |   |   |   |
|         | Create innovative art that has personal, historic or conceptual |   |   |
|         | meaning.  |   |   |
|         | Vocabulary:   |   |   |
|         | Analysis, abstraction, figurative, conceptual, expressionist.   |   |   |
|         |   |   |   |





| /ears   | Autumn   | Spring  | <u>Summer</u>  |
|---------|--|---|--|
|         | Line, Light and Shadows  | Mixed Media   | Expression   |
| 5/6     | Knowledge:   | Knowledge:  | Knowledge:   |
|         | To know what a preliminary sketch is.                                  | To know the traditional crafting techniques using paper.                                | To know what a portrait is and how this can be created in different                                  |
| Cycle B |  |   | ways.  |
|         | To know what a continuous, or one-line, drawing is.                    | To know what papermaking is.  | The large state of the Francescie site attractions are set as the set of the set                     |
|         | To learn about the artist Pablo Picasso and the effect of his          | To know what a mixed media collage, photo collage and paper                             | To know about the Expressionist artistic movement and how they express feelings, moods and emotions. |
|         | continuous line drawings.  | collage are.  | express reenings, moous and emotions.  |
|         |  |   | Visual elements include line, light, shape, colour, pattern, tone,                                   |
|         | To know how to use pencil, pen and ink wash can be used to             | To know what applique technique is.   | space and form.  |
|         | create tonal perspective, light and shade.                             |   |  |
|         |  | To know how some artists use text or printed images to add                              | To learn about the Expressionist painter Edvard Munch.   |
|         | To know different shading techniques (cross-hatching, contour          | interest or meaning to a photograph.  |  |
|         | lines, stippling and scribbling).                                      | To know that surrealist images can combine real and imaginary                           | To know what tints and shades are.   |
|         | To know the effect of using white materials on black paper.            | images.   | To know how they use colour in Expressionist art.  |
|         |  |   | · · · · · · · · · · · · · · · ·  |
|         | How a black and white image effects the lines, shapes, forms           | <u>Skills:</u>  | Skills:  |
|         | and tones.   | Make and use paper to explore traditional crafting techniques.                          | Explore and create expression in portraiture.  |
|         | Photographs can be converted to line drawings using graphics           |   |  |
|         | Photographs can be converted to line drawings using graphics software. | Combine stitches and fabrics with imagination to create a mixed                         | Describe and discuss how different artists and cultures have used a                                  |
|         | Skills:  | media collage.  | range of visual elements in their work.  |
|         | Produce creative work on a theme, developing ideas through a           | Use applique to add decoration to a product or artwork.                                 | Mix and use tints and shades of colours using a range of different                                   |
|         | range of preliminary sketches.   |   | materials, including paint.  |
|         |  | Add text or printed materials to a photographic background.                             | , 31   |
|         | Review and revisit ideas and sketches to improve and develop           |   | Compare and comment on the ideas, methods and approaches in  |
|         | ideas.   | Compare and comment on the ideas, methods and approaches in their own and others' work. | their own and others' work.  |
|         | Use pencil, pen and ink (ink wash) to add perspective, light and       | their own and others' work.   |  |
|         | shade to a composition or model.                                       | Vocabulary:   | <u>Vocabulary:</u><br>Art movement, expressionist, expressionism, iconic, portrait,                  |
|         |  | casting, decoupage, collage, marbling, origami and paper making,                        | texture, tints, shades, emotions.  |
|         | Record and edit natural forms, animals and landscapes with             | abstract, embellish, pictorial, surreal, collage  |  |
|         | clarity, using digital photography and graphics software.              |   |  |
|         | Compare and comment on the ideas, methods and approaches               |   |  |
|         | in their own and others' work.   |   |  |
|         |  |   |  |
|         |  | 1   |  |





Vocabulary: Abstract, composition, contrast, form, opacity, shade, shadow, tone

#### How does this prepare them for the following years?

This prepares them for the Art and Design programmes of study in Key Stage 3, as they continue to develop the skills learnt:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day