



Wincheap Foundation Primary School

Art and Design Curriculum, Progression of Knowledge and Skills, EYFS, KS1 and KS2

The National Curriculum for art and design aims to ensure that all pupils:

- 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

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

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the table below.

KS1	KS2
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history

Early Years Curriculum

This Early Years Foundation Stage (EYFS) framework is mandatory for school-based early years providers. There are seven areas of learning and development within the framework that set out what providers must teach the children. All areas of learning and development are important and inter-connected. Within this framework, 'art and design' falls within Expressive Arts and Design, an area which involves development of children's artistic and cultural awareness to support their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.. The level of development children should be expected to have reached by the end of the EYFS in each area is defined by the early learning goals (ELGs). The ELG relating to Expressive Arts and Design is as follows:

Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Information about the framework can be found here:

[Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Statutory_framework_for_the_early_years_foundation_stage_for_group_and_school_providers.pdf)

Additional non-statutory guidance in [Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#) supports delivery of the statutory EYFS framework. This guidance sets out the pathways of children's development in broad ages and stages and helps practitioners make informed decisions about what a child needs to learn and be able to do next. Children's learning related to Expressive Arts and Design is broken down within it as follows:

Children in reception will be learning to:	Examples of how to support this:
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Encourage them to think about and discuss what they want to make.</p>

Celebrating individuality, enabling every child to flourish and reach their full potential

	<p>Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>Visit galleries and museums to generate inspiration and conversation about art and artists.</p>
--	--

At Wincheap, we have created a curriculum for our children in the EYFS to enable them to meet the requirements of the framework as above for Expressive Arts and Design, which also draws on the guidance within *Development matters*. Our curriculum is tailored to meet the needs and interests of our children while ensuring they are ready for the next stage of their learning in KS1, with firm foundations in place for future learning in art and design.

Art and Design Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Autumn 1: All About Me Autumn 2: It's Cold Outside	Autumn 1: Pulling Faces (Class 3) Autumn 2: If Dinosaurs Came Back (Class 4)	Autumn 1: Balloon and Flying Cars (Class 5) Autumn 2: Art Splash (Class 6)	Autumn 1: Skeletons and Stencils (Class 8) Autumn 2: Stories and Pots (Class 9)	Autumn 1: Animal Art: Textures and Patterns (Class 10) Autumn 2: Ancient Egyptians (Class 11)	Autumn 1: Masks, Pop Ups and Puppets (Mixed Year 5 Class) Autumn 2: Mixing Potions (Mixed Year 5 Class)	Autumn 1: The Collector's Journey (Class 15) Autumn 2: A Different Viewpoint (Class 16)
Spring	Spring 1: Star Struck Spring 2: Once Upon A Time...	Spring 1: Animals Under Umbrellas (Class 3) Spring 2: Toy Story (Class 4)	Spring 1: Travelling Tales (Class 5) Spring 2: Bird's Eye View (Class 6)	Spring 1: Dancing People (Class 8) Spring 2: Spirals and Ammonites (Class 9)	Spring 1: Beneath The Waves (Class 10) Spring 2: Making Matisse (Class 11)	Spring 1: Rocky Road (Mixed Year 5 Class) Spring 2: Terrible Tudors (Mixed Year 5 Class)	Spring 1: Frozen Kingdoms (Class 15) Spring 2: Distortion And Abstraction (Class 16)
Summer	Summer 1: Pilgrims Summer 1: We Are Going To The Zoo	Summer 1: Streetwise (Class 3) Summer 1: Carnival Of The Animals (Class 4)	Summer 1: Right Royal Art (Class 5) Summer 1: Blooming Lovely (Class 6)	Summer 1: The Mosaic Makers (Class 8) Summer 1: Popping Pop Ups (Class 9)	Summer 1: Woven (Class 10) Summer 1: Bottoms Up (Class 11)	Summer 1: A Canterbury Murder (Mixed Year 5 Class) Summer 1: Allotments (Mixed Year 5 Class)	Summer 1: Time Traveller (Class 15) Summer 1: Mix It Up (Class 16)



Our art and design curriculum is designed around three strands of knowledge that interlink to form the foundation for children's art and design learning at Wincheap. These three key strands are: Core Knowledge (Knowing about), Procedural Knowledge (Knowing how) and Conceptual Knowledge (Thinking about).

Core knowledge (Knowing about...)

From knowing information about an artist or sculptor, understanding the different artistic movements to naming the different media or medium in which an artist works; 'Core Knowledge' is concerned with the knowing of facts about Art and Design

Procedural Knowledge (Knowing how...)

From painting to printing, 'Procedural knowledge' is concerned with the skills and techniques and the 'How to' of the different media of art and design.

Conceptual Knowledge (Thinking about...)

This refers to the knowledge children gain that helps them understand art and design as a discipline. When we look at a painting and think about how an artist creates mood using colour or uses line to show movement, this is 'Conceptual or disciplinary knowledge'. Pupils learn how different forms of art are studied, discussed and evaluated.

There is considerable interplay between these strands and the concepts within them.

Knowledge of Art and Artists

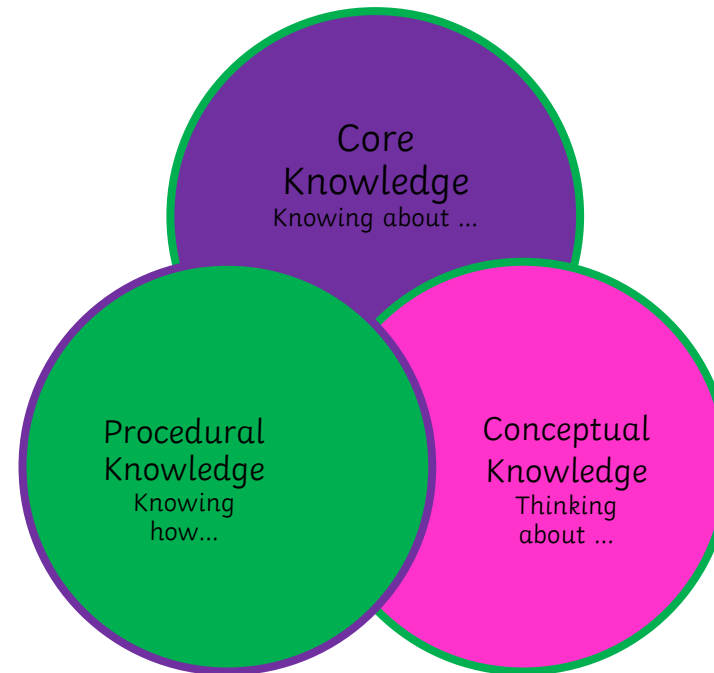
Artists, Movements and Periods
Meanings, Interpretations, Materials and Processes, Style, Themes, Medium

Practical

Methods and techniques;
Media and Materials;
Formal Elements:
Line, shape, colour, tone, pattern, form, texture

Art as a Discipline

Observation, Analysis, Reflection and Evaluation





Making Skills

Knowledge of artists

Evaluating and analysing

Generating Ideas

Using Sketchbooks

Drawing

Painting and Mixed Media

Sculpture and 3D

Craft

Design



Progression of Knowledge and Skills in Art and Design

EYFS - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Knowledge of Artists Knowledge</p> <ul style="list-style-type: none"> Artists use modelling materials like clay to recreate things from real life. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Sometimes artists are inspired by the seasons. Some art doesn't last long- it is temporary. Sometimes artists cut and stick photos to make new images. <p>Skills</p> <ul style="list-style-type: none"> Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things. <p>Vocabulary Observational drawing, imagination, memory, clay, plasticine, salt dough, pinch, stretch, pull, pressing, rolling, model, flatten, poking, squash, smooth, tear, hard, soft, pattern, printing, collage, 3D, natural objects, man-made objects, line, wavy, curved, zigzag, shape, colour, primary colour, texture,</p>	<p>Making: Drawing Children will know how to:</p> <ul style="list-style-type: none"> Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing <p>Making: Painting and Mixed Media Children will know how to:</p> <ul style="list-style-type: none"> Explore paint, using hands as a tool. Describe colours and textures as they paint. Explore what happens when paint colours mix. Make natural painting tools. Investigate natural materials eg paint, water for painting. Explore paint textures, for example mixing in other materials or adding water. Respond to a range of stimuli when painting. Use paint to express ideas and feelings. Explore colours, patterns and compositions when combining materials in collage. <p>Making: Sculpture and 3D. Children will know how to:</p> <ul style="list-style-type: none"> Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour. <p>Making - Children will know</p> <ul style="list-style-type: none"> Colour: The names of a wide range of colours. Colours can be mixed to make new colours. Form: Modelling materials can be shaped using hands or tools. Shape: The names of simple shapes in art. Line: Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'. Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it 	<p>What is art? Knowledge</p> <ul style="list-style-type: none"> Art is: Looking, listening, thinking, working together, collecting, arranging, choosing, shaping, changing, joining, cutting, drawing, painting, exploring skills <p>Skills</p> <ul style="list-style-type: none"> Talk about their artwork, saying what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why. <p>Pupils will develop their knowledge of the creative process through:</p> <ul style="list-style-type: none"> Using their own personal experiences to create art Recording ideas and experiences in a sketchbook. Using their imagination to create art Expressing feelings and emotions about their own art and the art of others Choosing appropriate media and materials with which to create their art Using lines to represent a shape or outline. Developing ideas linked to a topic they are interested in Comparing their art with iconic works of art by significant artists Talking about their art, explaining its meaning and their intentions Being able to identify ways in which to improve their artwork and the work of others

Celebrating individuality, enabling every child to flourish and reach their full potential

- Texture: Simple terms to describe what something feels like (eg. smooth).
- Tone: There are different shades of the same colour and colours can be 'light' or 'dark'

Making Skills

- Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art.
- Cut, thread, join and manipulate materials safely, focussing on process over outcome.
- Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)

EYFS – Termly Overview

Pupils in each class have alternate terms of art and design or design and technology (DT).

Pupils develop their knowledge and skills as above through creating and appreciating artwork linked to and inspired by their learning in class.

Autumn Terms 1 and 2

DT - Structures: Junk modelling

All About Me

Learning what a portrait is and how to create a self-portrait.

Using colours to create natural seasonal pictures.

Using lines and simple shapes to make animals.

Construction kits and loose parts to build walls, towers and frameworks.

Using tools safely.

Making observational drawings of toys.



It's Cold Outside

Making different lines to create patterns and pictures with an autumn theme.

Using a variety of tools to mark make paint.

Using sponges, natural objects, ice cubes etc.



Spring Terms 1 and 2

DT - Textiles: Bookmarks

Star Struck

Making collages of moons, rockets, and stars to create a wish on a star and a dream of flying.

Cutting, tearing and sticking to create a simple collage

Artist Focus: Vincent Van Gogh and Marc Chagall



Once Upon A Time...

Drawing and painting Bears. Goldilocks posters.

Printing trees.

Picnic collage.

Cutting, tearing and sticking to create a simple collage



Summer Terms 1 and 2

DT - Structures: Boats

Pilgrims

Looking at families and friends, things we might spot on the way to school or see around

Canterbury.

Exploring colour and different techniques



We Are Going To The Zoo

We will be creating ice creams, sunglasses, 'Bob the Artist' by Marion Denchars and lots of crazy animals!



Year 1 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Similarities and differences between pieces of art can include materials, subject matter, colour, shape and line. Words to describe colour, shape, materials and subject matter can be used to talk about works by significant artists. <p>Skills</p> <ul style="list-style-type: none"> Identify similarities and differences between two or more pieces of art. Describe and explore the work of a significant artist. <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Pupils will know about the style and works of art of a range of significant artists (living and dead), who explored how to use simple shapes to represent objects and people, e.g: Paul Klee, Lauren Child, Modigliani, Henri Rousseau, Jean-Michel Basquiat, Matisse, Van Gogh</p> <p>Vocabulary</p> <p>Observational drawing, imagination, memory, clay, plasticine, salt dough, pinch, stretch, pull, pressing, rolling, model, flatten, poking, squash, smooth, tear, hard, soft, pattern, printing, collage, 3D, natural objects, man-made objects, line, wavy, curved, zigzag, shape, colour, primary colour, texture,</p>	<p>Produce creative work, exploring ideas and recording experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Use a range of materials creatively to design and make products.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Malleable materials such as clay, plasticine and salt dough can be used to make 3D art. A collage is a piece of art made from layers of different materials stuck down. Natural materials, such as leaves, pine cones, seeds and flowers, can be used to make art that is not permanent and can be moved. <p>Skills</p> <ul style="list-style-type: none"> Make things from malleable materials by stretching, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Cut, tear and stick to create a simple collage. Make images and patterns using a range of man-made and natural materials. <p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Sketchbooks can be used to communicate and record initial ideas and making mistakes is a good way to improve and learn. Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). A human face has features, such as eyes, nose, mouth and eyebrows. Drawings or paintings of places and buildings can be inspired by observation, imagination and memory. Simple shapes can be used to represent faces, people and buildings. <p>Skills</p> <ul style="list-style-type: none"> Look at a variety of familiar and unusual objects to draw Communicate ideas simply before creating artwork. Design and make art to express ideas. Explore how to represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to features. Draw or paint a place or a building from memory, imagination or observation. Use simple shapes to represent faces, people and buildings. <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knowledge</p> <ul style="list-style-type: none"> The primary colours are red, yellow and blue. Soft pencils make darker lines. Hard pencils make lighter lines. Lines can be, wavy, curved, zigzag, thick and thin. 	<p>Pupils will begin to understand about the elements of art and be able to apply them to the creative process.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. <p>Skills</p> <ul style="list-style-type: none"> Say what they like about their own or others' work using simple artistic vocabulary. <p>Pupils will develop their knowledge of the creative process through:</p> <ul style="list-style-type: none"> Using their own personal experiences to create art Recording ideas and experiences in a sketchbook. Using their imagination to create art Expressing feelings and emotions about their own art and the art of others Choosing appropriate media and materials with which to create their art Using lines to represent a shape or outline. Developing ideas linked to a topic they are interested in Comparing their art with iconic works of art by significant artists Talking about their art, explaining its meaning and their intentions Being able to identify ways in which to improve their artwork and the work of others

- A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.

Skills

- Identify and use primary colour paints.
- Use soft and hard pencils to create different lines and shapes.
- Apply paint using a range of tools, e.g. brushes, rollers, pads and hands.
- Make different marks.
- Make simple prints and patterns.
- Develop pencil control, learning how to make patterns to support handwriting development.
- Create simple prints using a range of printing tools.

Year 1 – Termly Overview

Pupils in each class have alternate terms of art and design or design and technology (DT).

Pupils develop their knowledge and skills as above through creating and appreciating artwork linked to and inspired by their geography, history and science learning in class.

Autumn Terms 1 and 2

DT - Structures: Stable Structures

Pulling Faces (Class 3)

Studying faces for drawing.
Using simple shapes to draw people.
Printing some of the sights of London.
Designing a hat to meet a king.
Artist Focus: Lauren Child and Modigliani.



If Dinosaurs Came Back (Class 4)

Using simple shapes to create dinosaur pictures.
Designing pants for dinosaurs!
Artist Focus: Jean-Michel Basquiat



Spring Terms 1 and 2

DT - Textiles: Simple Stitches

Animals Under Umbrellas (Class 3)

Creating pictures of New Year fireworks and rainy days, drawing ideas from seasonal changes and hot and cold climates. Using simple patterns and marks, collage, painting and drawing to create images.
Artist Focus: Henri Rousseau, Matisse and Van Gogh



Toy Story (Class 4)

Lego printing.
Simple puppets.
Pop out cakes.
Ice cream trucks.



Summer Terms 1 and 2

DT - Cooking and Nutrition: Smoothies

Streetwise (Class 3)

Looking at art featuring towns and cities around the world, from cars to skyscrapers.
Artist Focus: Paul Klee, James Rizzi and Red Grooms



Carnival Of The Animals (Class 4)

Creating collage lions, clay birds, tiger masks, printed snakes and colourful toucans.



Year 2 - Progression of Knowledge and Skills







Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Common themes in art include landscapes, portraits, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Works of art are important for many reasons, e.g. <ul style="list-style-type: none"> They were created by famous or highly skilled artists They influenced the artwork of others They show a style or movement of art The subject matter is interesting or important They show the artist's ideas The artist created a large body of work. Sculpture is three-dimensional art. Printmaking is transferring an image from one surface to another. <p>Skills</p> <ul style="list-style-type: none"> Describe similarities and differences between artwork on a common theme. Explain why a painting, piece of artwork, body of work or artist is important. <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Pupils will be able to recognise and know about some significant works of art from the past 500 years and explain how they were created, e.g: Sonia Delaunay; David</p>	<p>Produce creative work, exploring ideas and recording experiences</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Use a range of materials creatively to design and make products.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Malleable materials, such as clay, are easy to shape. Other materials can be used to make textures, patterns and imprints e.g. tree bark, leaves and bubble wrap. Art papers have different weights and textures. Adding different media, e.g. pastels or watercolour paint, or rubbing can be reveal texture and create a range of effects. <p>Skills</p> <ul style="list-style-type: none"> Press objects into a malleable material to make textures, patterns and imprints. Use clay to make simple faces. Create a range of textures using the properties of different types of paper. Represent a still life and a portrait in collage / resist. <p>Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>Knowledge</p> <ul style="list-style-type: none"> A sketch is a quick or unfinished drawing which helps artists develop their ideas. Drawings can be made using simple shapes and simple steps. Different materials and techniques work well for different tasks, e.g. blocks for printing; black pencils and cartridge paper for lines and shading; poster paints, large brushes and thicker paper for large, bright paintings and clay, clay tools and slip for sculpting. The background of a scene is the part furthest away and helps create a sense of depth. Things in the background are smaller, duller and less detailed so they look further away. A drawing, painting or sculpture of a human face is called a portrait. A landscape is a piece of art that shows a scenic view. <p>Skills</p> <ul style="list-style-type: none"> Make simple sketches to explore and develop ideas and help remember initial ideas. Select appropriate materials and techniques to develop an idea. Develop painting skills and brush control, learning how to paint carefully Start to add background to paintings and drawings. Use simple step-by-step techniques to create a portrait. <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knowledge</p> <ul style="list-style-type: none"> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. 	<p>Pupils will begin to understand about the elements of art and be able to apply them to the creative process.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. <p>Skills</p> <ul style="list-style-type: none"> Say what they like about their own or others' work using simple artistic vocabulary. <p>Pupils will develop their knowledge of the creative process through:</p> <ul style="list-style-type: none"> Recording ideas and experiences in a sketchbook. Using their own personal experiences to create art Using their imagination to create art Developing ideas from a variety of starting points, e.g. natural and man-made objects and stories. Expressing feelings and emotions about their own art and the art of others Choosing appropriate media and materials to create their art Using lines to represent a shape or outline. Selecting and matching colours when painting, explaining how different colours make them feel. Comparing their art with iconic works of art by significant artists Talking about their art, explaining its meaning and their intentions

<p>Hockney, Yayoi Kusama, Tom Schulten, Georgia O'Keefe, Paul Cezanne</p> <p>Pupils will know and be able to identify some of the key painting genres, including: landscape, portrait, still-life and abstract.</p> <p>Vocabulary Portrait, landscape, background, wash, texture, material, printing block, still life, resist, outlining, zentangles, pastels, watercolours, rubbing, ink, abstract</p>	<p>Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash.</p> <ul style="list-style-type: none"> • A block print is made when a pattern is cut into a surface, e.g. clay or polystyrene, covered with ink, and pressed onto paper or fabric to transfer the ink. The block can be used to create a repeating pattern. <p>Skills</p> <ul style="list-style-type: none"> • Create secondary colours by mixing colours together. Make colours lighter or darker by adding white or black paint. • Use line and tone to draw shape, pattern and texture. • Use simple patterns (zentangles) to decorate work and ideas and support pencil control. • Create a simple block print. Make prints of flower and animal designs. • Create large-scale works with others. 	<ul style="list-style-type: none"> • Explaining the main successes and challenges encountered when completing a piece of artwork. • Being able to identify ways in which to improve their artwork and the work of others • Explaining what they like/dislike about an artwork, comparing it with other pieces of art.
---	--	--

Year 2 – Termly Overview

Pupils in each class have alternate terms of art and design or design and technology (DT).

Pupils develop their knowledge and skills as above through creating and appreciating artwork linked to and inspired by their geography, history and science leaning in class.

Autumn Terms 1 and 2		Spring Terms 1 and 2		Summer Terms 1 and 2	
DT - Structures: Baby Bear's Chair		DT - Mechanisms: Making a Moving Monster		DT - Mechanisms: Fairground Wheel	
<p>Balloons and Flying Cars (Class 5)</p> <p>Creating a balloon race around the world, decorating using patterns and colour. Observational drawings, looking at things from different angles. Printing leaves and butterflies. Creating scenes from different places. Artist Focus: Sonia Delaunay</p> 	<p>Art Splash (Class 6)</p> <p>Observing still life and creating paintings, collage, printing, and clay models. Artist Focus: Ana Blatman, Jane Hooper, Daniel Halksworth, Hope Olson and Cezanne</p> 	<p>Travelling Tales (Class 5)</p> <p>Creating landscapes, maps, patterns and mushrooms inspired by the work of various artists Artist Focus: David Hockney, Yayoi Kusama, Tom Schulten and Aboriginal art</p> 	<p>Bird's Eye View (Class 6)</p> <p>River maps Aboriginal song lines Flowers Fruit prints Artist Focus: Aboriginal art</p> 	<p>Right Royal Art (Class 5)</p> <p>Portraits, from punk to stamps, how and where we see our Kings and Queens and those naughty little corgis!</p> 	<p>Blooming Lovely (Class 6)</p> <p>Creating printed butterflies and flower shop flowers Artist Focus: Monet's water lilies and Georgia O'Keefe's poppies</p> 

Year 3 - Progression of Knowledge and Skills




Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Find out about great artists, architects and designers in history. Knowledge</p> <ul style="list-style-type: none"> Subject matter, technique, materials and ideas could be a focus in exploring similarities and differences between pieces of art from the same genre The work of significant artists, architects, cultures and designers has distinctive features, e.g. the subject matter that inspires them, the movement they belong to and their techniques and materials. <p>Skills</p> <ul style="list-style-type: none"> Compare artists and designers and identify significant characteristics of the same style of artwork, structures and products through time. Work in the style of a significant artist, architect, culture or designer. <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils will be able to recognise and know about some significant works of art from the past 500 years and explain how they were created, e.g: Julian Opie, Matisse, Alma Thomas, Hundertwasser, Mondrian Keith Haring, Tracey English, Claude Monet</p> <p>Pupils will know and be able to identify some of the key painting genres, including: abstract, Pop Art, Post-Impressionism, Fauvism, Street Art</p> <p>Vocabulary 3D forms, figures, papier-mâché, modroc, Impressionism, tone, hatching, shading, stippling, zentangle, mono print, Gelli</p>	<p>Produce creative work, exploring ideas and recording experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge</p> <ul style="list-style-type: none"> Preliminary sketches are quick drawings that can inspire a final piece of artwork. They are often line drawings in pencil. <p>Skills</p> <ul style="list-style-type: none"> Use sketchbooks to create quick initial ideas, for future reference, or to experiment with a technique <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Knowledge</p> <ul style="list-style-type: none"> Visual elements include colour, line, shape, form, pattern and tone. Malleable materials, e.g. clay, papier-mâché, Modroc, are easy to change into a new shape. Rigid materials, e.g. cardboard, wood or plastic, may need to be cut and joined using a variety of techniques. Contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are opposite each other on the colour wheel. Hatching, cross-hatching and shading are techniques artists use to add texture and form. A two-colour print can be made in different ways, e.g. by inking a roller with two colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again. Cyanotype is a photographic printing process, which produces prints that are blue. Nature and natural forms can be used as a starting point for creating artwork. Mosaic is the art of decorating a surface with pictures and patterns made of little pieces of stone, glass or tiles of different colours set into a substance such as wet cement. Artists draw, paint or sculpt human forms in active poses. An urban landscape is a piece of artwork that shows a view of a town or city. <p>Skills</p> <ul style="list-style-type: none"> Use and combine a range of visual elements in artwork. Create a 3-D form using malleable or rigid materials, or a combination of materials. Use a variety of materials to create a collage on a theme. Create figures using wire, straws or papier-mâché. Use a range of modelling materials and tools, choosing the most appropriate for a task. Identify, mix and use contrasting and complementary coloured paints. Add tone to a drawing by using linear and cross-hatching, shading and stippling. Make a two-colour print. 	<p>Pupils will begin to understand about the elements of art and be able to apply them to the creative process.</p> <p>Evaluate and analyse creative works using the language of art, craft and design. Knowledge</p> <ul style="list-style-type: none"> Subject matter, structure and composition; specific techniques or the uses of colour, line, texture, tone, shadow and shading can be included in suggestions for improving or adapting artwork. <p>Skills</p> <ul style="list-style-type: none"> Make suggestions for ways to adapt and improve a piece of artwork. <p>Pupils will develop their knowledge of the creative process through:</p> <ul style="list-style-type: none"> Using a sketchbook to record first-hand observations and developing ideas for creative work. Presenting ideas imaginatively in a sketchbook. Exploring and developing creative ideas from a range of starting points adapting and refining ideas as they progress. Identify interesting aspects of objects as a starting point for work. Explain the purpose of a given task and identify the ideal materials and tools for the job. Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. Creating original pieces that are influenced by studies of others and show a range of influences and styles. Using the properties of materials to enhance ideas.

<p>printing, layering, texturing, genre, quilt, stencil, colour wheel, cyanotype paper prints, cement, mosaic</p>	<ul style="list-style-type: none"> • Design and create printing blocks and stencils from initial sketchbook ideas and use to make repeating or complex patterns. • Create cyanotype paper prints. • Design zentangles to create patterns. • Design and create mosaics individually or in groups. • Create pictures of natural objects. • Draw, paint or sculpt a human figure in a variety of poses, using a range of materials. • Depict figures without much detail to create an 'impression'. • Draw, paint or photograph an urban landscape. 	<ul style="list-style-type: none"> • Use a range of artistic vocabulary to compare artworks of a particular genre or movement.
---	--	---

Year 3 – Termly Overview

Pupils in each class have alternate terms of art and design or design and technology (DT).

Pupils develop their knowledge and skills as above through creating and appreciating artwork linked to and inspired by their geography, history and science leaning in class.

Autumn Terms 1 and 2		Spring Terms 1 and 2		Summer Terms 1 and 2	
DT - Cooking and Nutrition: Eating Seasonally		DT - Structures: Product Packaging		DT - Textiles: Cross Stitch and Applique	
<p style="text-align: center;">Skeletons and Stencils (Class 8)</p> <p>Looking at skeletons and how to draw people. Making simple models and considering materials needed. Printing fruit. Using stencils. Artist Focus: Julian Opie and Stik, a graffiti artist</p> 	<p style="text-align: center;">Stories and Pots (Class 9)</p> <p>Observing Greek vases and exploring painting, drawing, printing, and clay to tell stories, both ancient and modern.</p> 	<p style="text-align: center;">Dancing People (Class 8)</p> <p>Looking at and creating street art with colour and patterns including drawing with scissors! Artist Focus: Matisse and Keith Haring</p> 	<p style="text-align: center;">Spirals and Ammonites (Class 9)</p> <p>Drawing spirals, creating patterns, paintings and lollipop trees. Artist Focus: Hundertwasser</p> 	<p style="text-align: center;">The Mosaic Makers (Class 8)</p> <p>Creating art using different things, from pasta to paint charts. Artist Focus: Alma Thomas and Mondrian.</p> 	<p style="text-align: center;">Popping Up Pops (Class 9)</p> <p>Perspective rooms, rocking birds, pop singer pictures, fairies and people.</p>

Year 4 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Find out about great artists, architects and designers in history.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone. Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. <p>Skills</p> <ul style="list-style-type: none"> Compare and contrast artwork from different times and cultures. Explain the significance of art, architecture or design from history and create work inspired by it. <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Pupils will be able to recognise and know about some significant works of art from the past 500 years and explain how they were created, e.g: Claire Young, Escher, Cheryl Cochran, Hokusai, Matisse, Gustav Klimt, the Bayeux Tapestry, Andy Warhol</p> <p>Pupils will know and be able to identify some of the key artistic genres, including: Ukiyo-e, abstract, tapestry, Pop Art</p> <p>Vocabulary Symbolise, political, expressive, vista, value, weaving, tapestry, warp, weft, art movements, perspective, tone, tint, blend, lay figure, style, mark-making, optical illusions</p>	<p>Produce creative work, exploring ideas and recording experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Artists use sketching to develop an idea over time. <p>Skills</p> <ul style="list-style-type: none"> Create a series of sketches over time to develop ideas on a theme or mastery of a technique. <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Knowledge</p> <ul style="list-style-type: none"> Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms. Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together. Different printmaking techniques include monoprinting, engraving, etching, screen printing and lithography. Some artists use text or photographic images to add interest or meaning to a print. Natural patterns from weather, water or animals skins are often used as a subject matter. Art can be developed that depicts the human form to create a narrative. Art can display interesting or unusual perspectives and viewpoints. <p>Skills</p> <ul style="list-style-type: none"> Develop techniques through experimentation to create different types of art. Use clay to create a detailed 3-D form. Use the properties of pen, ink and charcoal to create a range of effects in drawing. Add text or photographic samples to a print. Combine a variety of printmaking techniques and materials to create a print on a theme. Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins 	<p>Pupils will begin to understand about the elements of art and be able to apply them to the creative process.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Knowledge</p> <ul style="list-style-type: none"> Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece. <p>Skills</p> <ul style="list-style-type: none"> Give constructive feedback to others about ways to improve a piece of artwork. <p>Pupils will develop their knowledge of the creative process through:</p> <ul style="list-style-type: none"> Using a sketchbook to record first-hand observations and developing ideas for creative work. Presenting ideas imaginatively in a sketchbook. Exploring and developing creative ideas from a range of starting points adapting and refining ideas as they progress. Identify interesting aspects of objects as a starting point for work. Explain the purpose of a given task and identify the ideal materials and tools for the job. Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. Creating original pieces that are influenced by studies of others and show a range of influences and styles.







- Explore and develop art that uses the human form to create a narrative, using ideas from contemporary or historical starting points.
- Choose an interesting or unusual perspective or viewpoint for a landscape.

- Using the properties of materials to enhance ideas.
- Use a range of artistic vocabulary to compare artworks of a particular genre or movement.

Year 4 – Termly Overview

Pupils in each class have alternate terms of art and design or design and technology (DT).

Pupils develop their knowledge and skills as above through creating and appreciating artwork linked to and inspired by their geography, history and science leaning in class.

Autumn Terms 1 and 2		Spring Terms 1 and 2		Summer Terms 1 and 2	
DT Mechanical systems: Mechanical Cars		DT - Electrical systems: Torches		DT Structure: Helmets	
<p>Animal Art: Textures and Patterns (Class 10)</p> <p>Focus on patterns and textures, prints and resists. Paper birds.</p> <p>Making textures in clay. Looking at the work of artists:</p> <p>Artist Focus: Clare Young, Escher and Cheryl Cochran</p> 	<p>Ancient Egyptians (Class 11)</p> <p>Clay sarcophagus; hieroglyphics on papyrus; printing beetles and loads of decoration!</p> <p>Artist Focus: Artwork of the Ancient Egyptians</p> 	<p>Beneath The Waves (Class 10)</p> <p>Considering textures and patterns in drawing, painting and clay as well as sending a picture in a bottle and creating a portrait of a pirate!</p> <p>Artist Focus: Hokusai</p> 	<p>Making Matisse (Class 11)</p> <p>Leaf bowls. Stain glass collage. Still life fish. Collage compositions of birds and leaves</p> <p>Artist Focus: Matisse</p> 	<p>Woven (Class 10)</p> <p>From the Bayeux Tapestry to Gustav Klimt, weaving tales both familiar and imagined!</p> <p>Artist Focus: Gustav Klimt, Bayeux Tapestry weavers</p> 	<p>Bottoms Up (Class 11)</p> <p>Pop Art and the work of the artist Andy Warhol: soup cans, food art, coke bottles, word art and trainers.</p> <p>Artist Focus: Andy Warhol</p> 

Year 5 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Find out about great artists, architects and designers in history. Knowledge</p> <ul style="list-style-type: none"> Visual elements include line, light, shape, colour, pattern, tone, space and form. Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. <p>Skills</p> <ul style="list-style-type: none"> Describe and discuss how different artists and cultures have used a range of visual elements in their work. Investigate and develop artwork using the characteristics of an artistic movement. <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils will know about the style and works of art of a range of significant artists (living and dead), who explored how to use simple shapes to represent objects and people, e.g: Norval Morrisseau, Matt Sesow, Oliver Postgate, Clare Youngs, Mark Heard</p> <p>Pupils will know and be able to identify some of the key artistic genres, including: abstract, portrait art</p> <p>Vocabulary Portfolio, light and shade, lines of perspective, focal point, composition, horizon, vanishing point, point of perspective, tints, tones, shades, poses, mixed media, ink wash, collage, decoupage, relief, bas-relief</p>	<p>Produce creative work, exploring ideas and recording experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge</p> <ul style="list-style-type: none"> Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece. <p>Skills</p> <ul style="list-style-type: none"> Review and revisit ideas and sketches to improve and develop ideas and improve presentation <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Knowledge</p> <ul style="list-style-type: none"> Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture to explore ideas and techniques and plan what a final piece of art will look like. Relief sculpture projects from a flat surface, such as stone. High relief sculpture clearly projects out of the surface and can resemble a freestanding sculpture. Low relief, or bas-relief sculptures do not project far out of the surface and are visibly attached to the background. A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and papermaking. Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade. Warm colours include orange, yellow and red, reminding the viewer of warmth and sunlight – things that make people happy. They look like they are in the foreground. Cool colours include blue, green and magenta and remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background. A portrait is a picture of a person that can be created through drawing, painting and photography. Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world. <p>Skills</p> <ul style="list-style-type: none"> Develop ideas through a range of preliminary sketches/ models to produce creative work Create a relief form using a range of tools, techniques and materials. Mix and use tints and shades of colours using different materials, including paint. Make and use paper to explore traditional crafting techniques. 	<p>Pupils will begin to understand about the elements of art and be able to apply them to the creative process.</p> <p>Evaluate and analyse creative works using the language of art, craft and design. Knowledge</p> <ul style="list-style-type: none"> Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art. <p>Skills</p> <ul style="list-style-type: none"> Compare and comment on the ideas, methods and approaches in their own and others' work. <p>Pupils will develop their knowledge of the creative process through:</p> <ul style="list-style-type: none"> Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress Using a sketchbook to record first-hand observations and developing ideas for creative work Recording, annotating, and modifying work in a sketchbook from a variety of sources, including photographs and digital images Presenting ideas imaginatively in a sketchbook Understanding the importance of adapting and refining their work as it progresses Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey Creating original pieces that are influenced by studies of others and show a range of influences and styles

Celebrating individuality, enabling every child to flourish and reach their full potential

- Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.
- Add perspective, light and shade to a composition or model using pen and ink (ink wash)
- Explore and create expression in portraiture
- Use a range of materials to create imaginative and fantasy landscapes

- Using the qualities of materials to enhance ideas
- Commenting on artworks with a good grasp of visual language

Year 5 – Termly Overview

Pupils in each class have alternate terms of art and design or design and technology (DT).

Pupils develop their knowledge and skills as above through creating and appreciating artwork linked to and inspired by their geography, history and science leaning in class.

Autumn Terms 1 and 2

Spring Terms 1 and 2

Summer Terms 1 and 2

DT - Mechanical systems: Gears and Pulleys

DT - Electrical systems: Wobble Bots

DT - Cooking and nutrition: Developing A Recipe

Masks, Pop Ups and Puppets (Class 13)

Mixing Potions (Class 14)

Rocky Road (Class 13)

Terrible Tudors (Class 14)

A Canterbury Murder (Class 13)

Allotments (Class 14)

Simple pop-ups.
A scene in relief
Masks
Articulated figures
A spot of origami.

Golden Mayan faces
How artists draw and paint the sun
Mayan dragons and how to draw mandalas
Artist Focus: Ancient Maya art

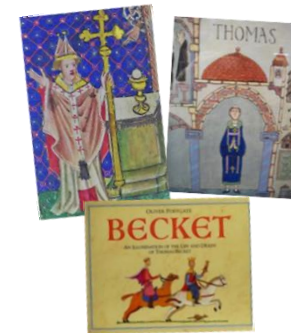
Indigenous art and patterns.
Painting feathers and birds, dream catchers, carpets, and drums all decorated with colours and shapes.
Artist Focus: Norval Morrisseau and Matt Sesow

Flattering portraits.
Symbols in art.
collage costumes.
Miniatures and playing cards.

Illuminating the life of Thomas Becket as depicted by local artist, Oliver Postgate.
Artist Focus: Oliver Postgate.

Vegetable patterns, collage techniques, zentangle sheep, and clay gardens.

Artist Focus: Clare Youngs, Mark Hearld



Year 6 - Progression of Knowledge and Skills

Core Knowledge (Knowing about...)	Procedural Knowledge (Knowing how...)	Conceptual Knowledge (Thinking about...)
<p>Find out about great artists, architects and designers in history. Knowledge</p> <ul style="list-style-type: none"> Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. <p>Skills</p> <ul style="list-style-type: none"> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils will know about the style and works of art of a range of significant artists (living and dead), who explored how to use simple shapes to represent objects and people, e.g: Ted Harrison, Olivia Pilling, Angie Lewin, William Morris, Kehinde Wiley, Naomi Vona</p> <p>Pupils will know and be able to identify some of the key artistic genres, including: abstract, Op Art, Cubism, Surrealism, Contemporary</p>	<p>Produce creative work, exploring ideas and recording experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge</p> <ul style="list-style-type: none"> A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. <p>Skills</p> <ul style="list-style-type: none"> Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Knowledge</p> <ul style="list-style-type: none"> In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece. A 3-D form is a sculpture made by carving, modelling, casting or constructing. Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Environmental art addresses social and political issues relating to natural and urban environments. In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. Perspective is the art of representing 3-D objects on a 2-D surface. <p>Skills</p> <ul style="list-style-type: none"> Create innovative art that has personal, historic or conceptual meaning. 	<p>Pupils will begin to understand about the elements of art and be able to apply them to the creative process.</p> <p>Evaluate and analyse creative works using the language of art, craft and design. Knowledge</p> <ul style="list-style-type: none"> Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. <p>Skills</p> <ul style="list-style-type: none"> Adapt and refine artwork in light of constructive feedback and reflection. <p>Pupils will develop their knowledge of the creative process through:</p> <ul style="list-style-type: none"> Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress Using a sketchbook to record first-hand observations and developing ideas for creative work Recording, annotating, and modifying work in a sketchbook from a variety of sources, including photographs and digital images Presenting ideas imaginatively in a sketchbook Understanding the importance of adapting and refining their work as it progresses Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey





Celebrating individuality, enabling every child to flourish and reach their full potential

<p>Vocabulary Observational drawing, imagination, memory, clay, plasticine, salt dough, pinch, stretch, pull, pressing, rolling, model, flatten, poking, squash, smooth, tear, hard, soft, pattern, printing, collage, 3D, natural objects, man-made objects, line, wavy, curved, zigzag, shape, colour, primary colour, texture,</p>	<ul style="list-style-type: none"> • Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. • Use colour palettes and characteristics of an artistic movement or artist in artwork. • Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. • Use line and tone to draw perspective. • Use the work of a significant printmaker to influence artwork. • Create art inspired by or giving an environmental message. • Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. • Draw or paint detailed landscapes that include perspective. 	<ul style="list-style-type: none"> • Creating original pieces that are influenced by studies of others and show a range of influences and styles • Using the qualities of materials to enhance ideas • Commenting on artworks with a good grasp of visual language •
--	---	--

Year 6 – Termly Overview

Pupils in each class have alternate terms of art and design or design and technology (DT).

Pupils develop their knowledge and skills as above through creating and appreciating artwork linked to and inspired by their geography, history and science leaning in class.

Autumn Terms 1 and 2		Spring Terms 1 and 2		Summer Terms 1 and 2	
DT - Textiles: Waistcoats		DT - Digital world: Navigating The World		DT 'Structures: Playgrounds'	
<p>The Collector's Journey (Class 15)</p> <p>Starting a journey diary. Botanical investigations. Making collections. Investigating insects. Creating a textile.</p>	<p>A Different Viewpoint (Class 16)</p> <p>Looking at some of the work of artists who mix observational drawings and patterns to create decorative, storytelling art . Artist Focus: William Morris, Kehinde Wiley and Naomi Vona</p> 	<p>Frozen Kingdoms (Class 15)</p> <p>Creating collage fish. Discussing and creating art involving landscapes, bears and the indigenous people through animals. Artist Focus: Ted Harrison, Olivia Pilling, Inuit art</p> 	<p>Distortion and Abstraction (Class 16)</p> <p>Painting and printing collage pages. Distorting regular things. Printing in two colours. Artist Focus: Angie Lewin</p> 	<p>Time Traveller (Class 15)</p> <p>From Picasso to Magritte and the very modern twist of Sandra Silberzweig, a whistle stop tour of colour, patterns and distortion! Artist Focus: Picasso, Magritte, Sandra Silberzweig</p> 	<p>Mix It Up (Class 16)</p> <p>Op Art, relic boxes, being in a picture, dolls heads and cartoons. Artist Focus: Kehinde Wiley</p> 