

## Statement of Intent

*“Art enables us to find ourselves and lose ourselves at the same time.” – Thomas Merton*

The intent of our Art offer is to provide a curriculum which enables all children to **flourish**, that is rich with opportunities, stimulating creativity and imagination. It provides visual and tactile experiences and enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. As a result of this, every pupil will:

- ❖ Develop creativity and imagination through a range of experiences
- ❖ Develop their own ideas for use in their work
- ❖ Develop the ability to control materials, tools and techniques
- ❖ Develop increasing confidence in the use of visual and tactile elements and materials
- ❖ Be **inspired** to think critically and develop a more rigorous understanding of art and design and know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation
- ❖ 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
- ❖ **Learn** about great artists and understand the historical and cultural development of their art form

Our intent aims to encourage children to explore ideas and meanings through the work of a range of artists. Through exploration of the roles and functions of art, they can discover the impact it has on life today and that of different times and cultures. We endeavour that all of our pupils have an appreciation and **enjoyment** of how the visual arts enrich all of our lives.

## Implementation

We teach the National Curriculum and the EYFS framework, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of an artist throughout their time at Wantage CE primary School and do not just learn about the work of others. Through the following, we aim to provide a rich and broad experience in the study of Art.

### **Planning and Lesson**

From the long-term overview, teachers will plan a sequence of lessons using skills and progression. Art is taught in alternate weeks/terms, with Design and Technology. Teachers aim to provide a cross-curricular approach to develop a deeper understanding. Lessons are planned, using a range of technical skills and enquiry which builds on the previous year's learning. Pupils are encouraged to learn from famous artists and styles and take inspiration from them and the world around them. The work of famous local, national and international artists are explored to enhance children's learning. In developing their artistic skills, we present projects in the form of a question to engage pupils in their learning.

### **Enhancements**

We ensure that every pupil, regardless of need or ability, is able to participate in projects and access the curriculum. Pupils will experience a wide range of activities beyond the classroom. For example, every year group will be tasked with a creative project at least twice a year based around one of their main topics. For example, every Year 5 pupil will undertake a creative project based around their topic of Space. The children's learning is further enhanced with a whole school arts week in the summer term where the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists. Children showing extensive aptitude in art and design will be suggested as Art Ambassadors where these children will be selected for appropriate enrichment opportunities throughout the year.

### **Assessment**

FS Pupils are assessed against the EYFS Framework. Pupils in years 1-6 are assessed against the criteria in our progression and skills document. Pupils are assessed using the following criteria: B=Working well below the age-related expectations; WTS= Working towards the age-related expectations; ARE= Working at age-related expectations and GD= working at greater depth (above the age-related expectations)

## Impact

By the time our pupils leave us in Year 6, they should have developed;

- ❖ Gained knowledge of famous artists and techniques and critiqued their work
- ❖ Learnt to plan, construct and evaluate their own projects
- ❖ Developed their techniques through topic work including their control and use of material
- ❖ A respect for artists and have a knowledge of the historical and cultural development of their art forms

Skills Key: **Drawing** **Painting** **Printing** **3D** **Collage** **Use of IT** **Artist** **Sketchbook and Knowledge**

Year/ Term	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Nursery	Use a variety of materials for pattern making and printing Use clay. Make decorations	Focus on mixing colours and using colour for a purpose Focus on pattern making	Focus on adding detail to drawings. Use people, flowers, plants, shells etc Focus on texture and combining media. Collect wool and other collage materials from farm
Reception	Painting and drawing Exploring colours through autumn activities Creating texture with leaves Collaborative collage Mixed media firework pictures	Painting-colour mixing. Collaborative display Experimenting with different media. Collaborative mixed media pieces	3D art – dinosaurs/settings
Year 1	<p>Painting</p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To use a range of materials creatively to design and make products</li> <li>➤ Know 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.</li> <li>➤ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>➤ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul> <p><b>Artist Focus: Yayoi Kusama</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, Yayoi Kusama (artist, art and techniques)</li> <li>➤ Edit their own work in their sketchbook through discussions and labels</li> <li>➤ Know how to verbally record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Create a piece of work in response to another artist's work</li> </ul> <p><b>Drawing</b></p>	<p><b>How does nature inspire our Art?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To use a range of materials creatively to design and make products</li> <li>➤ Know 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.</li> <li>➤ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul> <p><b>Artist Focus: Andy Goldsworthy</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, Andy Goldsworthy (artist, art and techniques)</li> <li>➤ Edit their own work in their sketchbook</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Create a piece of work in response to another artist's work</li> </ul> <p><b>3D</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know that sculptures can involve a range of materials</li> <li>➤ Know that materials can be manipulated in different ways</li> </ul>	<p>Collage</p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To use a range of materials creatively to design and make products</li> <li>➤ Know 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.</li> <li>➤ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p><b>Artist Focus: Henri Matisse and Kate Cuthbert</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artists, Henri Matisse and Kate Cuthbert (artist, art and techniques)</li> <li>➤ Edit their own work in their sketchbook</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Create a piece of work in response to another artist's work</li> </ul> <p><b>Collage:</b></p> <p><b>Knowledge:</b></p>

	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Create a variety of lines.</li> <li>➤ Know that neat colouring fills all the space</li> <li>➤ Know the benefits of different mediums.</li> <li>➤ Know different ways of making lines and marks.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Add form to pictures e.g. body.</li> <li>➤ Add features into pictures.</li> <li>➤ Experiment with a range of mediums.</li> <li>➤ Use drawing to convey an idea or memory.</li> <li>➤ Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks.</li> <li>➤ Colour within the lines without any white</li> <li>➤ Use a pencil to draw and other media to colour.</li> <li>➤ Use imagination and memory to draw.</li> </ul> <p><b>Painting</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Name primary colours and place them on a colour wheel.</li> <li>➤ Name and create secondary colours and place them on a colour wheel.</li> <li>➤ Create, and use, textured paint.</li> <li>➤ Identify the correct brush.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Select, and use, appropriate equipment.</li> <li>➤ Identify where colours should match.</li> </ul>	<p>➤ Know that the surface of a material can be changed</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.</li> <li>➤ Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>➤ Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.</li> <li>➤ Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal.</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know how to create a variety of lines.</li> <li>➤ Know how to correctly hold a pencil</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Add form to pictures e.g. body.</li> <li>➤ Add features into pictures.</li> <li>➤ Draw different people, places and things</li> <li>➤ Experiment with a range of mediums.</li> <li>➤ Use drawing to convey an idea or memory.</li> <li>➤ Use imagination and memory to draw.</li> <li>➤ Use a pencil to draw and other media to colour.</li> </ul> <p><i>Link: Natural or Man-Made?</i></p>	<p>➤ Know that collage is a piece of art produced by sticking various materials onto a backing</p> <p>➤ Know how to use scissors to cut out different lines and shapes.</p> <p>➤ Know how to arrange and glue materials.</p> <p>➤ Know how to fold, crumple, tear and overlap paper and other materials.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Create images from a variety of media e.g. Magazines, fabric, crepe paper.</li> <li>➤ Sort, group and name materials by properties e.g. colour and textures.</li> <li>➤ Create and arrange shapes in different materials.</li> <li>➤ Select and use textured paper for an image.</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Create a variety of lines.</li> <li>➤ Know the benefits of different mediums.</li> <li>➤ Know different ways of making lines and marks.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Add form to pictures e.g. body.</li> <li>➤ Add features into pictures.</li> <li>➤ Name, match and draw different types of lines.</li> <li>➤ Observe and draw shapes from observation.</li> <li>➤ Use imagination and memory to draw.</li> </ul> <p><b>Use of IT</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Create a picture independently using an IT programme</li> <li>➤ Know how to use an effect within an IT package</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use colours and texture by using simple filters.</li> <li>➤ Use basic selection and cropping tools.</li> </ul>
Year 2	<p><b>How can we create a picture without a pencil?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p>	<p><b>How far can my eyes see?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p>	<p><b>What patterns can I see in nature?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p>

	<ul style="list-style-type: none"> <li>➤ To use a range of materials creatively to design and make products</li> <li>➤ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>➤ Know 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.</li> </ul> <p><b>Artist Focus: Jesse Treece</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, Jess Treece (artist, art and techniques)</li> <li>➤ Edit their own work in their sketchbook</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Set out their ideas, using 'annotation' in their sketch books</li> <li>➤ Create a piece of work in response to another artist's work</li> </ul> <p><b>Collage – Creating a 3D Collage</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know how to sort, group and name materials by their properties.</li> <li>➤ Know how to use scissors to cut out different lines and shapes.</li> <li>➤ Know how to arrange and glue materials to create an image or pattern</li> <li>➤ Know how to fold, crumple, tear and overlap paper and other materials to create an image.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Create images from a variety of media e.g. Magazines, fabric, crepe paper.</li> <li>➤ Sort, group and name materials by properties e.g. colour and textures.</li> <li>➤ Create and arrange shapes in different materials.</li> <li>➤ Select and use textured paper for an image.</li> <li>➤ Arrange and glue materials to form a background.</li> </ul> <p><b>3D – Creating 3D junk modelling collage</b></p>	<ul style="list-style-type: none"> <li>➤ To use a range of materials creatively to design and make products</li> <li>➤ Know 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.</li> <li>➤ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p><b>Artist Focus: Salvador Dali (Forgotten Horizon)</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, Salvador Dali (artist, art and techniques)</li> <li>➤ Edit their own work in their sketchbook</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Set out their ideas, using 'annotation' in their sketch books</li> <li>➤ Create a piece of work in response to another artist's work</li> <li>➤ Demonstrate ideas through photographs or drawings in their sketchbooks</li> <li>➤ Work in a sustained and independent way to create drawings</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Recognise shapes in objects.</li> <li>➤ Apply different pressure and mediums to create a drawing.</li> <li>➤ Create a variety of lines</li> <li>➤ Begin to know how to draw from observation.</li> <li>➤ Know that different mediums create different effects and have different properties</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Draw a selection of different people, places and things using shape guides.</li> <li>➤ Experiment with different mediums eg. Chalk, pastel, charcoal, colouring pens, colouring pencils, pencils etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To use a range of materials creatively to design and make products</li> <li>➤ Know 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.</li> <li>➤ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>➤ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul> <p><b>Artist Focus: James Mutisya</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, James Mutisya (artist, art and techniques)</li> <li>➤ Edit their own work in their sketchbook</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Set out their ideas, using 'annotation' in their sketch books</li> <li>➤ Create a piece of work in response to another artist's work</li> <li>➤ Demonstrate ideas through photographs or drawings in their sketchbooks</li> </ul> <p><b>Printing: Kenyan tea towel</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ How the quantity of paint affects the quality of the print.</li> <li>➤ Use natural and manmade materials to create geometric shapes to print.</li> <li>➤ How paint interacts with different surfaces.</li> <li>➤ How to use print to create irregular and regular patterns.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Create shapes to print.</li> <li>➤ Use found objects to create repeating and irregular patterns</li> </ul>
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	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Know that sculptures can involve a range of materials</li> <li>➤ Know that materials can be manipulated in different ways</li> <li>➤ Know that the surface of a material can be changed</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Explore sculpture with a range of materials</li> <li>➤ Experiment with constructing and joining materials.</li> </ul> <p><b>Use of IT</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Change their photographic images on the computer</li> <li>➤ Know how to use different effects within an IT package</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas.</li> <li>➤ Use eraser, shape, crop and fill tools.</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Recognise shapes in objects.</li> <li>➤ Apply different pressure to sketch.</li> <li>➤ Create a variety of lines</li> <li>➤ Begin to know how to draw from observation.</li> <li>➤ Know that different mediums create different effects and have different properties</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Draw a selection of different people, places and things using shape guides.</li> <li>➤ Begin to select the correct medium for the intended purpose.</li> <li>➤ Draw everyday objects from observation.</li> <li>➤ Start to recognise shapes in everyday objects</li> </ul> <p>What do you put on your Christmas tree?</p> <p>3D – Making Victorian Christmas Decorations with salt dough and paint</p>	<ul style="list-style-type: none"> <li>➤ Compare, and begin to understand when to use different mediums</li> <li>➤ Experiment tone by drawing light and dark lines, patterns and shapes</li> <li>➤ Can use drawing tools with increased control to investigate mark making</li> </ul> <p><b>Painting – Colour mixing to decorate salt dough</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Mix paints to make secondary and tertiary colours</li> <li>➤ Name, and create tertiary and neutral colours and place them on a colour wheel.</li> <li>➤ Identify complementary colours on the colour wheel.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use a range of paints and paintbrushes correctly e.g. watercolours, powder etc.</li> <li>➤ Use outlines to paint.</li> <li>➤ Select and use different brushes to explore and make marks of different thicknesses</li> <li>➤ Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture.</li> </ul>	<p><b>Drawing</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Recognise shapes in objects.</li> <li>➤ Apply different pressure and mediums to create a drawing.</li> <li>➤ Create a variety of lines</li> <li>➤ Begin to know how to draw from observation.</li> <li>➤ Know that different mediums create different effects and have different properties</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Draw a selection of different people, places and things using shape guides.</li> <li>➤ Begin to select the correct medium for the intended purpose.</li> <li>➤ Draw everyday objects from observation.</li> <li>➤ Start to recognise shapes in everyday objects</li> </ul>
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	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Add texture by using tools</li> <li>➤ Make different kinds of shapes</li> <li>➤ Cut, roll and coil materials such as clay, dough or plasticine</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.</li> <li>➤ Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal.</li> </ul> <p><b>Painting – Colour mixing to decorate salt dough</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Name, and create tertiary and neutral colours and place them on a colour wheel.</li> <li>➤ Identify complementary colours on the colour wheel.</li> <li>➤ Know how to create different texture paints and their effects.</li> <li>➤ Know how to work on different scales.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use a range of paints correctly e.g. watercolours, powder etc.</li> <li>➤ Use outlines to paint</li> <li>➤ Select and use different brushes to explore and make marks of different thicknesses..</li> </ul>		
Year 3	<p><b>How did we tell stories before we could write?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus: Richard Long and Traditional Cave Paintings</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p>	<p><b>Do artists make you want to visit Italy?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus: Vincent Van Gogh</b></p> <p><b>Knowledge and skills:</b></p>	<p><b>Anglo-Saxon Inspired Clay Shield</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus:</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p>

	<ul style="list-style-type: none"> <li>➤ Know about the artist, Richard Long and Traditional Works (artist, art and techniques)</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Know how to collect and convey ideas</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far.</li> </ul> <p><b>Painting – Cave Paintings and History of how they tell a story</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Understand analogous colours and create them on a colour wheel.</li> <li>➤ Understand and identify warm and cold hues.</li> <li>➤ Create an outline in different scales.</li> <li>➤ Understand that paint needs to dry</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Create a background using a wash</li> <li>➤ Use a range of brushes to create different effects in painting</li> <li>➤ Select appropriate brush for purpose.</li> <li>➤ Create a simple background and foreground.</li> <li>➤ Use groups of colours to colour a picture.</li> </ul> <p><b>Drawing- Cave Paintings and History of how they tell a story</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Identify horizon lines and vanishing points in picture and shapes.</li> <li>➤ Know that different grades of pencil create different lines.</li> <li>➤ Know that varying the pressure creates different effects and when to use them.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Find and use the horizon line and vanishing points in drawings.</li> <li>➤ Experiment with different grades of pencil to create lines and varying amounts of pressure</li> <li>➤ Explore shading to achieve a range of light and dark tones, black to white.</li> <li>➤ Experiment with different grades of pencils to draw different forms and shapes.</li> <li>➤ Develop ability to recognise shapes in objects.</li> </ul>	<p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, Vincent Van Gogh (artist, art and techniques)</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Know how to collect and convey ideas</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far.</li> </ul> <p><b>Printing – Print Van Gogh’s Sunflowers</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Use a selection of materials to create organic and geometric prints.</li> <li>➤ How paint interacts with different surfaces.</li> <li>➤ How to use print to create irregular and regular patterns.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Choose a range of objects to create a printed picture.</li> <li>➤ Use found objects to create repeating and irregular patterns</li> </ul> <p><b>Drawing- Print Van Gogh’s Sunflowers</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Draw a simple 3D shapes.</li> <li>➤ Know that different grades of pencil create different lines</li> <li>➤ Know that drawings can be refined, edited and altered.</li> <li>➤ Know that varying the pressure creates different effects and when to use them.</li> <li>➤ Begin to know that objects contain light and dark tones and this can be represented on paper.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use 3D shapes to draw a variety of pictures</li> <li>➤ Plan, refine and alter their drawings as necessary.</li> <li>➤ Use a selection of different media to draw objects from observation.</li> <li>➤ Begin to show control in how to shade with different media</li> <li>➤ Develop ability to recognise shapes in objects.</li> <li>➤ Draw objects from different viewpoints: above, below, front, back.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Know how to collect and convey ideas</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far.</li> </ul> <p><b>3D - Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Use scoring, blending and slip to join clay</li> <li>➤ Use a variety of methods to create patterns and shapes in clay</li> <li>➤ Combine materials and processes to design and make 3D form</li> <li>➤ Sculpt clay and other mouldable materials using tools</li> </ul> <p><b>3D - Skills</b></p> <ul style="list-style-type: none"> <li>➤ Join clay and construct a simple base for modelling other shapes</li> <li>➤ Explore cutting, shaping and impressing patterns into clay</li> <li>➤ Plan, design and make models from observation or imagination</li> </ul> <p><b>Drawing - Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Draw a simple 3D shapes.</li> <li>➤ Know that drawings can be refined, edited and altered.</li> <li>➤ Know that varying the pressure creates different effects and when to use them.</li> <li>➤ Begin to know that objects contain light and dark tones and this can be represented on paper.</li> </ul> <p><b>Drawing – Skills</b></p> <ul style="list-style-type: none"> <li>➤ Use 3D shapes to draw a variety of pictures</li> <li>➤ Draw objects from different angles.</li> <li>➤ Develop ability to recognise shapes in objects.</li> <li>➤ Draw objects from different viewpoints: above, below, front, back</li> </ul>
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	<p>➤ Draw objects from different angles and viewpoints: above, below, front, back.</p> <p>Link: <i>What lies beneath?</i></p>	<p>➤ Experiment with different grades of pencil to create lines and varying amounts of pressure</p> <p><b>Use of IT</b></p> <p><b>Knowledge</b></p> <p>➤ Know how to present recorded visual images using software e.g. Photostory, PowerPoint.</p> <p>➤ Know how to use different effects within an IT package with increased precision</p> <p><b>Skills</b></p> <p>➤ Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	
Year 4	<p>How far can the eye see?</p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus: Georgia O'Keeffe</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, Georgia O'Keeffe (artist, art and techniques)</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Know how to use skills learnt so far to produce unique artwork</li> <li>➤ Know how to design and annotate ideas using a sketch book.</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far.</li> <li>➤ Explore and compare a range of artists, art, techniques and compare to self.</li> <li>➤ Develop observational skills</li> </ul>	<p>What makes a village?</p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus:</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Know how to use skills learnt so far to produce unique artwork</li> <li>➤ Know how to design and annotate ideas using a sketch book.</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far.</li> <li>➤ Explore and compare a range of artists, art, techniques and compare to self.</li> <li>➤ Work from a range of sources including observation and photographs.</li> </ul>	<p>Are all leaves identical?</p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus: Henri Rousseau</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, Henri Rousseau (artist, art and techniques)</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Know how to use skills learnt so far to produce unique artwork</li> <li>➤ Know how to design and annotate ideas using a sketch book.</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far.</li> <li>➤ Explore and compare a range of artists, art, techniques and compare to self.</li> </ul>

	<p>➤ Work from a range of sources including observation and photographs.</p> <p><b>Painting:</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Understand how to change the tint, tone and shade of a hue and confidently create with them</li> <li>➤ Display colours on a value scale.</li> <li>➤ Choose appropriate type of paint for purpose.</li> <li>➤ Know that different brushes create different effects.</li> <li>➤ Know some painting techniques e.g. layering, adding texture.</li> <li>➤ Know how to compose foregrounds and backgrounds.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create a background and foreground using tones, tint and shade.</li> <li>➤ Use tint, tone and shade to colour a picture.</li> <li>➤ Use different scales to create artwork.</li> <li>➤ Select and use different brushes to explore and make marks of different thickness and using wet and dry paint techniques.</li> <li>➤ Begin to control the types of marks made with a range of painting techniques</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Identify shade in 3D shapes and real life objects.</li> <li>➤ Draw contour lines onto 3D shapes.</li> <li>➤ Use horizon line and vanishing point to draw one point perspective.</li> <li>➤ Know that objects and figures need to be drawn in proportion.</li> <li>➤ Know that sketching can include a range of shading techniques</li> <li>➤ Know about different types of shading and why we need to use them</li> <li>➤ Know that light creates shadow in objects and figures.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Draw from observation.</li> <li>➤ Draw objects with light from different angles.</li> <li>➤ Create pictures using one point perspective.</li> </ul>	<p><b>3D</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Experiment with and combine materials and processes to design and make 3D form</li> <li>➤ Create surface patterns and textures in a malleable material</li> <li>➤ Begin to sculpt mouldable materials</li> <li>➤ Know how to create different patterns and texture using different materials</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Manipulate materials to make a new 3D form e.g. human figure.</li> <li>➤ Use score, slip, stick and smooth methods to join malleable materials.</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Identify shade in 3D shapes and real life objects.</li> <li>➤ Draw contour lines onto 3D shapes.</li> <li>➤ Know that sketching can include a range of shading techniques</li> <li>➤ Know about different types of shading and why we need to use them</li> <li>➤ Know that light creates shadow in objects and figures</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Draw from observation.</li> <li>➤ Draw objects with light from different angles.</li> <li>➤ Experiment with simple shading techniques</li> <li>➤ Begin to show an awareness of scale and proportion in drawing</li> </ul> <p><b>Link:</b> <i>City or village: Where would you like to live?</i></p>	<p><b>Printing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Print using at least four colours</li> <li>➤ Create an accurate print design</li> <li>➤ Print onto different materials</li> <li>➤ How to combine printing materials.</li> <li>➤ Print organic shapes with different textures.</li> <li>➤ Know what monotyping is and how it can be adapted to create different pieces of artwork</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Choose a range of objects to create a textured picture.</li> <li>➤ Use complimenting colours to create a printed picture</li> </ul> <p><b>Collage</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Cut different shapes.</li> <li>➤ Layer different colours.</li> <li>➤ Embellish using pen.</li> <li>➤ Create a simple background.</li> <li>➤ Select, and cut, different materials.</li> <li>➤ Layer different textures.</li> <li>➤ Embellish using paint.</li> <li>➤ Collage a simple background.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use different types of paper to create a picture.</li> <li>➤ Use knowledge of colour to create a specific purpose.</li> <li>➤ Use different materials to create a picture.</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Identify shade in 3D shapes and real life objects.</li> <li>➤ Use horizon line and vanishing point to draw one point perspective.</li> <li>➤ Know that sketching can include a range of shading techniques</li> <li>➤ Know about different types of shading and why we need to use them</li> <li>➤ Know that light creates shadow in objects and figures</li> </ul> <p><b>Skills:</b></p>
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	<ul style="list-style-type: none"> <li>➤ Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>➤ Begin to show an awareness of scale and proportion in drawing objects and figures</li> <li>➤ Experiment with simple shading techniques</li> </ul>		<ul style="list-style-type: none"> <li>➤ Draw from observation.</li> <li>➤ Draw objects with light from different angles.</li> <li>➤ Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>➤ Begin to show an awareness of scale and proportion in drawing objects</li> </ul> <p><b>Use of IT</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ How to record and collect visual information using digital cameras and video recorders.</li> <li>➤ How to create shapes using effects</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Use a graphics package to create images and effects with lines</li> <li>➤ Create shapes by making selections to cut, duplicate and repeat</li> </ul> <p><b>Link:</b> <i>Why should we rescue the rainforests?</i></p>
<b>Year 5</b>	<p><b>What is outside the window?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus: Henri Matisse and Jeannie Baker</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, Henri Matisse and Jeannie Baker (artist, art and techniques)</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Know how to notice, and position, detail and light of objects with increasing accuracy.</li> </ul>	<p><b>Do you have to be a hero to be on a Greek vase?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus: Traditional Work and Kate Malone/ Lucca Biennale Cartasia</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about traditional Greek ceramics and how they have influenced artists today</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Know how to notice, and position, detail and light of objects with increasing accuracy.</li> </ul>	<p><b>Which style works for me?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus: Andy Warhol and Roy Lichtenstein</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Use their sketchbooks to express their feelings about a subject</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Know how to use a range of media, and techniques, to create a unique piece of art.</li> <li>➤ Explore and compare a range of artists' art, techniques and compare to self.</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far</li> </ul> <p><b>Collage</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>➤ Select, and cut, different materials.</li> <li>➤ Layer different textures.</li> <li>➤ Embellish using paint.</li> <li>➤ Collage a simple background.</li> <li>➤ Embellish using different textures.</li> <li>➤ Collage detail into a background.</li> <li>➤ Know some different techniques to create interesting colours and textures using a range of media.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Use different materials to create a picture.</li> <li>➤ Use different materials to add detail</li> <li>➤ Draw on a wider selection of shapes to show more control</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Draw organic shapes free form.</li> <li>➤ Experiment with a range of shading techniques.</li> <li>➤ Use horizon line and vanishing point to draw two point perspective.</li> <li>➤ Know how to notice, and position, detail of objects with increasing accuracy.</li> <li>➤ Notice how light affects an object and apply, some shading techniques to represent this.</li> <li>➤ Notice pattern and texture in drawings and know how to represent this.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Use knowledge of shape to create a line drawing/recognisable picture.</li> <li>➤ Create pictures using two point perspective.</li> <li>➤ Make line and shape drawings adding light and dark tone, colour and features.</li> <li>➤ Can use drawing tools with increased control.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know how to use a range of media, and techniques, to create a unique piece of art.</li> <li>➤ Explore and compare a range of artists' art, techniques and compare to self.</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far</li> <li>➤ Work in a sustained and independent way to create art</li> </ul> <p><b>3D – Making Greek Vases</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know how to create surface patterns and textures.</li> <li>➤ Know how to create simple objects or 3D models.</li> <li>➤ Know how to use some finishing techniques and their effects.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Design a 3D model and tile.</li> <li>➤ Manipulate clay to create a simple thumb pot.</li> <li>➤ Create surface patterns and textures on a tile.</li> <li>➤ Manipulate clay to create 3D models.</li> <li>➤ Add final finishes to models using paint/glazing techniques</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Draw organic shapes free form.</li> <li>➤ Experiment with a range of shading techniques.</li> <li>➤ Know how to notice, and position, detail of objects with increasing accuracy.</li> <li>➤ Notice how light affects an object and apply, some shading techniques to represent this.</li> <li>➤ Notice pattern and texture in drawings and know how to represent this.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Use knowledge of shape to create a line drawing/recognisable picture.</li> <li>➤ Make line and shape drawings adding light and dark tone, colour and features.</li> <li>➤ Can use drawing tools with increased control.</li> <li>➤ Apply simple use of pattern and texture in a drawing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know how to notice, and position, detail and light of objects with increasing accuracy.</li> <li>➤ Know how to use a range of media, and techniques, to create a unique piece of art.</li> <li>➤ Explore and compare a range of artists' art, techniques and compare to self.</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far</li> </ul> <p><b>Painting</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Understand how to change the tint, tone and shade of a hue.</li> <li>➤ Display colours on a value scale.</li> <li>➤ Choose appropriate type of paint for purpose.</li> <li>➤ Create different shades of a hue.</li> <li>➤ Change the saturation of a hue.</li> <li>➤ Work on different scales, composing foregrounds and backgrounds</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create a background and foreground using tones, tint and shade.</li> <li>➤ Use tint, tone and shade to colour a picture.</li> <li>➤ Use different scales to create artwork</li> <li>➤ Create a clear outline to paint.</li> <li>➤ Use shades and saturation of hues in painting.</li> <li>➤ Experiment with a range of painting techniques e.g. stippling.</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Draw organic shapes free form.</li> <li>➤ Experiment with a range of shading techniques.</li> <li>➤ Know how to notice, and position, detail of objects with increasing accuracy.</li> <li>➤ Notice pattern and texture in drawings and know how to represent this.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Use knowledge of shape to create a line drawing/recognisable picture.</li> <li>➤ Can use drawing tools with increased control.</li> <li>➤ Apply simple use of pattern and texture in a drawing</li> </ul>
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	<p>➤ Apply simple use of pattern and texture in a drawing</p> <p><b>Use of IT</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ How to present recorded visual images using software e.g. PowerPoint</li> <li>➤ Know how to use a range of graphics packages</li> <li>➤ Know how to import an image (scanned, retrieved, taken) into a graphics package</li> <li>➤ How to create layered images</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Use a graphics package to create and manipulate new images</li> <li>➤ Understand that a digital image is created by layering</li> <li>➤ Create layered images from original ideas</li> </ul>	<p><b>Link:</b> <i>How Greek Are We?</i></p> <p><b>Why do churches have stained glass windows?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history.</li> </ul> <p><b>Artist Focus:</b> Lawrence Lee and Flora Jamieson</p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Use their sketchbooks to express their feelings about a subject</li> <li>➤ Know how to notice, and position, detail and light of objects with increasing accuracy.</li> <li>➤ Know how to use a range of media, and techniques, to create a unique piece of art.</li> <li>➤ Explore and compare a range of artists' art, techniques and compare to self.</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far</li> </ul> <p><b>Knowledge and skills:</b></p> <p><b>Painting – Stained Glass Windows</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Understand how to change the tint, tone and shade of a hue.</li> <li>➤ Display colours on a value scale.</li> <li>➤ Choose appropriate type of paint for purpose.</li> <li>➤ Create different shades of a hue.</li> <li>➤ Change the saturation of a hue.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create a background and foreground using tones, tint and shade.</li> <li>➤ Use tint, tone and shade to colour a picture.</li> <li>➤ Use different scales to create artwork</li> </ul>	
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		<ul style="list-style-type: none"> <li>➤ Create a clear outline to paint.</li> <li>➤ Use shades and saturation of hues in painting.</li> <li>➤ Experiment with a range of painting techniques e.g. stippling.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Draw organic shapes free form.</li> <li>➤ Know how to notice, and position, detail of objects with increasing accuracy.</li> <li>➤ Notice how light affects an object and apply, some shading techniques to represent this.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Use knowledge of shape to create a line drawing/recognisable picture.</li> <li>➤ Can use drawing tools with increased control.</li> <li>➤ Apply simple use of pattern and texture in a drawing</li> </ul> <p><b>Link: RE</b></p> <p><b>Enrichment: Visit to Convent – Stations of the Cross</b></p>	
Year 6	<p><b>Why is the sea blue?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history</li> </ul> <p><b>Artist Focus: Claude Monet</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, Claude Monet (artist, art and techniques)</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Work from a range of sources including observation and photographs.</li> <li>➤ Work in a sustained way with independence and confidence</li> </ul>	<p><b>What does my dragon see?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history</li> </ul> <p><b>Artist Focus: Jose Vergara</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artist, (artist, art and techniques)</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Work in a sustained way with independence and confidence</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Explore and compare a range of artists art, techniques and compare to self</li> </ul>	<p><b>Do I need to repeat myself?</b></p> <p><b>National Curriculum:</b> <i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> <li>➤ To create sketch books to record their observations and use them to review and revisit ideas</li> <li>➤ 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]</li> <li>➤ About great artists, architects and designers in history</li> </ul> <p><b>Artist Focus: Sean Scully and Lesley Dumbrell</b></p> <p><b>Knowledge and skills:</b></p> <p><b>Sketchbook and Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know about the artists, Sean Scully and Lesley Dumbrell (artist, art and techniques)</li> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Work from a range of sources including observation and photographs.</li> <li>➤ Work in a sustained way with independence and confidence</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Explore and compare a range of artists art, techniques and compare to self</li> <li>➤ Start to develop their own style using mixed media</li> <li>➤ Develop close observational skills</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far.</li> </ul> <p><b>Painting – Watercolour Rivers</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Imply texture through painting techniques.</li> <li>➤ Confidently use a selection of brushes, and techniques, in a picture.</li> <li>➤ Confidently know how to mix colour, shades, tints and tones to achieve a desired effect.</li> <li>➤ Know how to create a painting from a drawing.</li> <li>➤ Know how artists use colour, texture and movement to express emotions.</li> <li>➤ Know how to use a range of effects to convey mood and feelings in their work.</li> <li>➤ Know how to use a range of painting techniques.</li> <li>➤ Confidently know how to select the appropriate paint and tools for a particular purpose.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create a clear outline to paint.</li> <li>➤ Use shades and saturation of hues in painting.</li> <li>➤ Experiment with a range of painting techniques e.g. stippling.</li> <li>➤ Create a more detailed outline.</li> <li>➤ Paint implied texture using chosen painting technique.</li> <li>➤ Mix colour, shades, tints and tones with confidence and to achieve an intended effect.</li> <li>➤ Use a range of effects to convey mood/feeling in their work.</li> <li>➤ Use painting techniques as part of a mixed media piece of art.</li> <li>➤ Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Start to develop their own style using mixed media</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far.</li> </ul> <p><b>3D - Clay modelling of dragon eyes</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Know how to create a sculpture using a frame.</li> <li>➤ How to use some finishing techniques and their effect.</li> <li>➤ Know how to add detail to a sculpture.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Add detail using a range of objects.</li> <li>➤ Develop skills in using clay including: slabs, coils, slips, etc.</li> <li>➤ Produce intricate patterns and textures in a malleable media</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Draw organic shapes free form with more detail.</li> <li>➤ Apply a range of shading techniques to artwork.</li> <li>➤ Know how to use different shading techniques for different purposes.</li> <li>➤ Know that objects and figures need to be drawn in proportion.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Confidently draw a range of free form pictures and apply appropriate shading.</li> <li>➤ Use different techniques for different purposes e.g. shading, hatching etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know how to record, and annotate skills, ideas and art using a sketch book.</li> <li>➤ Explore and compare a range of artists art, techniques and compare to self</li> <li>➤ Start to develop their own style using mixed media</li> <li>➤ Develop close observational skills</li> <li>➤ Create artwork from memory, imagination or observation using skills learnt so far.</li> </ul> <p><b>Printing – Lino Printing of Geometric Patterns</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ How to use line within prints to create pictures.</li> <li>➤ How to use line to add detail to images.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Create pictures to print experimenting with the effect of line, texture colour and repetition.</li> <li>➤ Create pictures to print with detail drawing on knowledge of line, texture, colour and shape.</li> </ul> <p><b>Drawing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Draw organic shapes free form with more detail.</li> <li>➤ Apply a range of shading techniques to artwork.</li> <li>➤ Know that objects and figures need to be drawn in proportion.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Confidently draw a range of free form pictures and apply appropriate shading.</li> <li>➤ Use different techniques for different purposes e.g. shading, hatching etc.</li> </ul> <p><b>Use of IT</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ How to use a graphics package to create and manipulate new images.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Use a range of effects and graphics within IT packages</li> </ul>
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	<p><b>Drawing</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Draw organic shapes free form with more detail.</li> <li>➤ Apply a range of shading techniques to artwork.</li> <li>➤ Apply one and two point perspective in a range of drawings.</li> <li>➤ Know how to use different shading techniques for different purposes.</li> <li>➤ Know that objects and figures need to be drawn in proportion.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>➤ Confidently draw a range of free form pictures and apply appropriate shading.</li> <li>➤ Identify when to use one or two point perspective in their artwork.</li> <li>➤ Develop awareness of scale and proportion in drawings of landscapes e.g. foreground, middle ground and background.</li> <li>➤ Use different techniques for different purposes e.g. shading, hatching etc.</li> </ul>		
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