



Hayes - Art Curriculum Progression Map

Hayes Curriculum Vision:

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: all children will live fulfilling and happy lives, being all they can be.

Curriculum Design for Art and Design

Art Intent:

Art, craft and design embodies some of the highest forms of human creativity. It should engage, inspire and challenge pupils of Hayes, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As they progress, they should be able to think critically and develop a more rigorous understanding of art and design.

Children will have a range of experiences to explore materials and mediums to provide high quality learning of art.

The children will explore ideas and meaning through the work of artists and designers. Additionally, as they learn about the history, roles and functions of art, they can explore the impact that it has on contemporary life and that of different times and cultures.

The National curriculum for art 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 Implementation:

At Hayes, children receive a balanced curriculum where they are exposed to a range of art, providing children with a real sense of purpose. We provide exposure and immersion opportunities to inspire and motivate the children to become young artists. Within the art curriculum, we celebrate and learn about the lives of famous artists and sculptures and what inspired their work and then use this to create our own final pieces. Throughout their art journey at Hayes, we make sure the children receive the opportunities to use watercolours, acrylics, pastels, charcoal, fabric, clay and mod roc, this allows children to have a broad approach to what art will encompass. We understand that progression is important and knowledge needs to be retrieved and revisited to build upon prior knowledge and skills that have been learnt (Sketchbooks). This is then measured through pupil voice, observations and monitoring of sketchbooks. Whilst at Hayes, we allow children to be all they can be in art and encourage them to embrace their mistakes through the Austin's Butterfly approach. Art sketchbooks are used from Year 1 - Year 6 to show progression over time (assessment tool) and the skills learned through art. In EYFS, this learning is captured in their class floorbooks.

Art Impact

A high-quality art education will help pupils gain confidence where they can independently use a range of resources and develop a sense of pride. They will think outside of the box to be creative and independent thinkers, discussing their own artistic choices. They will be able to provide feedback for others and review and discuss their own successes in achieving the lesson objectives that aim to meet the national curriculum. Through the use of art sketchbooks that will travel with them through school, there will be evidence of progression in knowledge and skills where they will be able to reflect on what they have learned and set their own targets. Planned end points for each key stage will form the basis of teacher assessment where pupil feedback will be given and will be reviewed by the art leader after strands of art are taught.



Our destination as Artists at Hayes will be:

Engaged children who can work independently or can work collaboratively, to produce a piece of art or a sculpture to celebrate and display with a sense of pride. They will be confident to experiment with different tools and materials to achieve their end piece. Children will be able to discuss their pieces using the correct vocabulary and retrieve their knowledge of vocabulary and skills over time.

Developing knowledge through prior learning and deepening thinking.

Our Art curriculum for KS1-KS2 follows four main themes of painting, drawing, sculpture and textiles work. There is an expectation that children will use their prior learning and build upon this as they journey through Hayes. Children will reach an end point where their understanding of art has been strengthened and deepened through this purposefully mapped out curriculum. In Early Years, children will encounter Art through 'Expressive Art and Design'. Here children have had plenty of opportunities to explore different materials and media through their continuous provision activities, developing their fine motor skills within the contexts of various creative processes.

Through art the children will be asked a big question which will be supported by little questions which correspond to each key concept, allowing the main question to be critically analysed and answered. By asking questions, it allows the children to retrieve prior knowledge and apply their inquiry skills, whilst also enabling children to develop a deeper understanding about the topic they are learning.

Adaptations:

Adaptation in art at Hayes, means to provide for each individual child's needs to ensure that they make progress throughout a one-off session or over time.

This can be done through:

Use of vocabulary/provision of word mats

Key words recorded in sketchbooks

3 level vocabulary tasks

Closed procedure for artist research (where appropriate)

3 level drawing for still life - simple, composition, more complex challenging

Use of a template

Small broken-down steps

Drawing out simple geometric shapes as a starting point

Different media - thicker pens for children with limited motor skills

Outcome (have a different expectation for those who are exceeding)

Extension tasks

Questioning

Peer support (ELF:ELF)

More able to be able to work with little or no instruction bringing higher level of knowledge to the task

What greater depth in art looks like:

Creating the opportunity for greater depth in Art and Design involves allowing pupils the independence to apply their learning at a deeper level. They are the pupils who show natural talent and are able to take an idea or a new skill and adapt it or develop it further independently.

This means that pupils working at Greater Depth will be able to:

- GD pupils will work independently.
- GD pupils will research an artist in greater depth and adapt ideas and process into their own art.
- GD pupils will display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own.



- When evaluating their work (SELF ELF), GD pupils are more analytical and work independently to assess and improve their art.
- GD pupils have a greater breadth of knowledge about artists and can explain, make judgements and offer personal opinions about works of art.

Progression of Knowledge:

Our Art curriculum for KS1 – KS2 follows three main strands – drawing, painting and collage, textiles and 3D sculptures. There is an expectation that children will use their prior learning and build upon this as they journey through art at Hayes. Children will reach an end point where their understanding of art, artists and artistic skills has been strengthened and deepened through this purposefully mapped out curriculum.

In Early Years, children will encounter art through Self-expression showing what they understand and know, through exploring materials, painting and sculpting.

The EYFS curriculum is mindful of how their curriculum can be used to create the foundations of prior knowledge which we build upon as children journey through Year 1 and KS1.

	Drawing		Painting				Collage, textiles and sculptures		
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn	All about me -	-We are special -Three little pigs - houses	Weather	Space	Oliver and the Seawig	Natural disasters	Shalkelton's journey	No Man's Land	
	Farming	Romp, stomp, swamp -clay				Greek pots - papier mache	Pop art	Mountain's collage	
	All about me- collage								
Spring	Space	Zoom, zap, pow	Egg box dragon - clay	Habitats - clay	Portraits			War animals - clay	
	Seasons							War animals	
Summer	Magic moments	Mud, Muck, Mess	Home	Great fire of London	Egyptian masks - Papier mache	Expressive portraits	Dragon eyes - clay		
		Where in the World- collage		Great fire of London - collage					
	End Points:		<u>By the end of Key Stage 1, children will:</u> ✓ Have started work on creating art sketch books with a portfolio of work. ✓ learnt to observe the landscape and their surroundings with a greater degree of reality.			<u>By the end of Key Stage 2, children will build on their prior knowledge and extend this further. Children will:</u> ✓ Complete an art portfolio of work through an art sketchbook. ✓ have learnt to draw portraits with a degree of accuracy. ✓ have learnt to draw scenes with a degree of technical accuracy, including using perspective.			



			<ul style="list-style-type: none"> ✓ Looked at the works of some famous artists and discussed what it was the artist wished to achieve as well as study the way that they worked. ✓ Have created work in paint that uses famous artists as its inspiration. ✓ Have created simple sculptures in a range of media. 	<ul style="list-style-type: none"> ✓ Being able to be creative and imaginative with the range of skills that they have learnt. ✓ Have a sound understanding of some of the works of a wide range of famous artists. ✓ Learnt to paint in a range of media including water colours and acrylic, as well as be able to use complimentary colours to enhance their work. ✓ Used 3D materials for a range of models and artistic pieces. This will have included the use of clay and textiles.
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Disciplinary Knowledge:

Art and design - Drawing			
Year group	Key skills and progression	Year group	Key skills and progression
Nursery	<u>Disciplinary knowledge:</u> -Experiment and explore with a range of mark making tools.	Reception	<u>Disciplinary knowledge:</u> -Observe their own face and to represent features of their face through drawing. -Explore different materials to draw – charcoal, pastels, chalk, pencil. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills (Taken from Development Matters Curriculum Guidance Sept 202)
Year 1	<u>Disciplinary knowledge:</u> -Develop the control of the pencil for detail in their pictures. -Know how to use charcoal and pastel to produce basic shapes when drawing. -Observe the shapes of bodies and begin to draw them more accurately. -Know that a face is composed of different shapes, observe these in isolation and practise drawing them.	Year 2	<u>Disciplinary knowledge:</u> -Begin to understand that there are different grades of pencil and they make different marks. -Draw for a sustained period, focusing on details on an object -Draw bodies, beginning to consider proportion. -Draw faces with more detail than previously shown, considering the size and position of e.g. features in relation to each other. -Control the types of marks made with a range of media (pencils, crayons, rubbers, pastels, felt-tips, charcoal, pens, chalk).



Year 3	<u>Disciplinary knowledge:</u> - Begin to use the side of the pencil to add shading to detail. -Begin to use shape and colour to represent reflection. -Plan, refine and alter their drawings as necessary. -Recognise the difference between hatching and cross-hatching. -Sketch lightly, know that there is no need to use a rubber to correct mistakes. -Use a sketchbook to plan, collect and develop ideas. Record media explorations and experimentations as well as try out ideas.	Year 4	<u>Disciplinary knowledge:</u> -Alter and refine drawings and describe the changes using the appropriate art vocabulary. -Explain the effect of different pencils. -Evaluate their work and make appropriate changes, using their sketchbooks to develop ideas.
Year 5	<u>Disciplinary knowledge:</u> -Experiment by using marks and lines to produce texture. -Work in a sustained and independent way from observation, experience and imagination. -Create a plan in sketchbooks and annotate this with opinions, thoughts and feelings. -Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works -Start to develop their own style using tonal contrast and mixed media.	Year 6	<u>Disciplinary knowledge:</u> Discuss when it is suitable to choose a particular technique. -Identify the differences between pencil grades and select for effect when producing sketches. -Use shading and perspective to create form and texture. -Observe the positions of people in action. -Develop ideas using different or mixed media. - Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.

Art and design – Painting

Year group	Key skills and progression	Year group	Key skills and progression
Nursery	<u>Disciplinary knowledge:</u> -Begin to hold a paintbrush near the top -To be able to match colours	Reception	<u>Disciplinary knowledge:</u> -Using a pincer grip to hold a paintbrush correctly, near the top. -Observe and select the appropriate colour to what is being represented. -Explore what happens when colours are mixed.



			<ul style="list-style-type: none"> -Begin to mix paints -Explore different mark making equipment with paint. -Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Year 1	<u>Disciplinary knowledge:</u> <ul style="list-style-type: none"> -Explore paintbrushes of different thicknesses to produce lines of different widths -Begin to explore watercolours and the effect it gives within the continuous provision -Explore paint mixing within the continuous provision. -Experiment with printing technique using block printing and a range of classroom resources to see the type of pattern they create -Make rubbings -Make repeated patterns and recognise these in the environment 	Year 2	<u>Disciplinary knowledge:</u> <ul style="list-style-type: none"> -Mix paints of an appropriate consistency and know how to rectify when the paint is too runny or too thick -Explore using different types of paint – poster, powder and water colour -Mix colours to match a picture -Choose and use the correct paintbrush when adding detail. -Explore how to print using a range of objects for effect. Use the block printing technique to work in the style of contemporary artists. -Design patterns of increasing complexity and repetition. -Press print using tiles to create repeating patterns. Explore how designers and printmakers can repeat the same pattern or can use techniques such as layering in their work.
Year 3	<u>Disciplinary knowledge:</u> <ul style="list-style-type: none"> -To apply knowledge of colour mixing the primary and secondary colours to produce shades appropriate to the task. -Explore with poster paint and water colours and select which to use appropriate to the desired artistic effect. -Describe colours by objects e.g. sunshine yellow, raspberry pink -Carry out resist printing techniques including marbling 	Year 4	<u>Disciplinary knowledge:</u> <ul style="list-style-type: none"> -Use primary colours to make secondary and tertiary colours effectively and apply when painting. -Blend with water colours. -Explore how blurred lines can be achieved by painting. -Mix and use tints, shades and tones.
Year 5	<u>Disciplinary knowledge</u> <ul style="list-style-type: none"> -Use complimentary and contrasting colours. -Use stippling technique learnt using pencil and apply to using paint. -Use primary colours to create secondary and tertiary colours and vary shades and tones appropriately to the task. -Apply the techniques of stippling, washing, splattering, underpainting and layering when using acrylic paint. -Work in a sustained and independent way from observation, experience and imagination. - Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for 	Year 6	<u>Disciplinary knowledge:</u> <ul style="list-style-type: none"> -Use shading and perspective to create form and texture. -Observe the positions of people in action. -Develop ideas using different or mixed media. -Use primary colours to create secondary and tertiary colours and vary shades and tones effectively. -Mix and use tints, shades and tones effectively. -Use scumbling technique over dry paint and wet paint and understand the difference in outcomes. -Use the skills of scumbling (blending), glazing, wet on wet (alla prima), blending when working with oil paints. -Be familiar with layering prints.



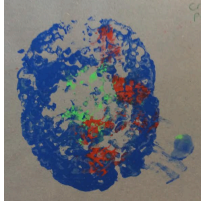
	<p>future work. Start to develop their own style using tonal contrast and mixed media.</p> <ul style="list-style-type: none"> -Explore printing on fabric, selecting the appropriate printing technique. -Research the work of an artist and use their work to replicate a style 		-Be confident with printing on paper and fabric.
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Art and design – collage, textiles and sculpture

Year group	Key skills and progression	Year group	Key skills and progression
Nursery	<p><u>Disciplinary knowledge:</u></p> <ul style="list-style-type: none"> -Explore sculpture through continuous provision using block play, construction in a small and large scale. -Make snips in paper with scissors 	Reception	<p><u>Disciplinary knowledge:</u></p> <ul style="list-style-type: none"> -Explore sticking different objects and textures to a backing to create a collage. -Explore sculpture through continuous provision using block play, construction in a small and large scale. -Cut shapes using scissors. -Use glue and masking tape to join and fasten. -Use rolled up paper, art straws and pipe cleaners to make structures, objects and sculptures.
Year 1	<p><u>Disciplinary knowledge:</u></p> <ul style="list-style-type: none"> -Use the appropriate amount of glue for a medium -Describes textures of materials -Use a variety of techniques e.g. weaving, binka to represent what they see. 	Year 2	<p><u>Disciplinary knowledge:</u></p> <ul style="list-style-type: none"> -Develop texture for effect. -Arrange materials before glueing into place. -Create textured collage from a variety of media.
Year 3	<p><u>Disciplinary knowledge:</u></p> <ul style="list-style-type: none"> -Plan, design and make models. -Use papier mâché to mould to the shape of the related artefact. -Experiment with a range of media (overlapping, layering etc). -Join clay adequately and work independently. -Construct a simple clay base for extending and modelling other shapes. -Name the tools and materials they have used. -Develop skills in stitching, cutting and joining. 	Year 4	<p><u>Disciplinary knowledge:</u></p> <ul style="list-style-type: none"> -Cut complex shapes from different mediums. -Decorate, coil and produce marquettes (rough draft or scale model) -Make informed choices about the 3D technique chosen. -Show an understanding of shape, space and form. -Plan, design, make and adapt models. -Talk about their work, understanding that it has been sculpted, modelled or constructed -Match the tool to the material -Combine skills more readily

			-Choose collage or textiles as a means of extending work already achieved.
Year 5	<u>Disciplinary knowledge:</u> -Decorate, coil and produce marquettes (rough draft or scale model - wire underlay) -Develop skills in using clay including slabs, coils, slips etc. -Use a range of media to create a collage. -Use recycled, natural and man-made materials to create sculpture. -Join fabrics in different ways including stitching -Use different grades of needle and threads -Plan a sculpture through drawing and other preparatory work. -Explore using Modroc as a means of making a simple 3D sculpture.	Year 6	<u>Disciplinary knowledge:</u> -Use a sketchbook to plan how to join parts of the sculpture. -Recognise sculptural forms in the environment: furniture, buildings. -Create models on a range of scales.

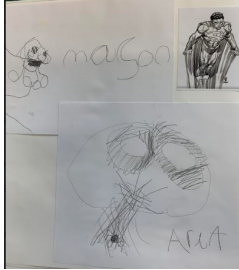



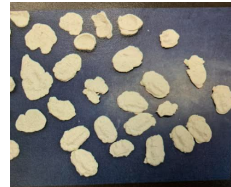

Vertically Integrated Curriculum:

Nursery			
Theme:	Drawing	Painting	Textiles, collage and sculpture
Term:	Autumn - All about me Summer - Magic moments	Autumn - Farming Spring - Space  Spring - Seasons Summer - Under the sea	Autumn - All about me
National Curriculum:	3-4 years	3-4 years	3-4 years To be interested in and describe the texture of things.



	<p>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. Draw lines and circles using gross motor movements. Use one handed tools and equipment. Hold the pencil between your thumb and two fingers, no longer using the whole hand grasp. Hold the pencil near the point between the first two fingers and thumb and use it with good control.</p>	<p>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects. Draw lines and circles using gross motor movements. Use one handed tools and equipment. To develop a preference for forms of expression. To explore colours and how colours can be changed. To capture experiences and responses with a range of media.</p>	<p>To capture experiences and responses with a range of media. Use one handed tools and equipment.</p>
Specific content Substantive Knowledge	<p><u>Substantive knowledge:</u> -Know that a pencil makes marks. -Know that the marks they make can represent objects familiar to them. -Know that different media make different marks and they begin to select these independently.</p>	<p><u>Substantive knowledge:</u> -Know that paints make marks. -Know that an easel can be used to hold paper for painting. -Know that paint pots hold different colour paints. -Know the colour names, red, yellow and blue, green and orange -Know that paintings need to dry on the drying rack</p>	<p><u>Substantive knowledge:</u> -Know that materials can be joined with glue or tape. -Know that malleable materials can be changed using squeezing, stretching, twisting, rolling, pinching and using tools. -Begin to understand tools need to be used safely.</p>
Sequencing Knowledge	<p><u>Prior knowledge:</u> Can mark make</p> <p><u>Future knowledge:</u> Can draw different lines</p>	<p><u>Prior knowledge:</u> Can hold a paint brush and make a mark</p> <p><u>Future knowledge:</u> Can name primary and secondary colours</p>	<p><u>Prior knowledge:</u> Can stick materials with glue or tape</p> <p><u>Future knowledge:</u> Can create a collage and know objects can be used to make art.</p>
Vocabulary: Show and Grow words	<p><u>Grow words:</u> straight, circle, round, shades, pattern</p> <p><u>Show words:</u> blend, dull, texture,</p> <p><u>Further vocabulary:</u> pencil, lines, pastel, chalk, crayon, paint colour</p>	<p><u>Grow words:</u> colour names, dry, wet</p> <p><u>Show words:</u> easel, marks, match,</p> <p><u>Further vocabulary:</u> Paint, paint pot, brush, dry, wet, paper, picture</p>	<p><u>Grow words:</u> roll, glue, tape, stick, sticky, build, make</p> <p><u>Show words:</u> pinch, stretch, squeeze, twist</p> <p><u>Further vocabulary:</u> scissors, glue stick</p>
Artists/sculptures studied	<u>Artist:</u>	<u>Artist:</u>	

	Eric Carl Joseph Mallard	William Turner Lauren child Nicolas Poussin Katsushika Hokusai Claude Monet Yvonne Coomber	
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Reception			
Theme:	Drawing	Painting	Textiles, collage and sculpture
Term:	<p>Spring - Zoom, Zp, Pow!</p> 	<p>Autumn - We are special</p>  <p>Summer - Mud, Muck, Mess</p>  <p>Autumn - Houses (three little pigs)</p> 	<p>Spring - Romp, Stomp, Swamp (clay fossils)</p>  <p>Summer - where in the world</p> 
National Curriculum:	ELG	ELG	ELG







	<p>Represent their own ideas, thoughts and feelings through art.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used (Taken from EYFS Statutory Framework Sept 2023)</p>	<p>Represent their own ideas, thoughts and feelings through art. Develop their own ideas through selecting and using materials and working on processes that interest them. They talk about the features of their own work.</p> <p>Talk about the ideas and processes which have led them to make designs or images.</p> <p>They handle equipment and tools effectively.</p> <p>To safely use and explore a variety of tools, materials and techniques, experimenting with function, colour, design, texture and form.</p>	<p>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; - Taken from EYFS Statutory Framework Sept 2023</p> <p>To experiment to create different textures</p> <p>To understand that different media can be combined to create new effects.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>To construct with a purpose in mind, using a variety of resources.</p> <p>To use simple techniques confidently and appropriately. To select the appropriate resources and adapt work where necessary.</p> <p>To use simple tools to effect changes to materials.</p> <p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To use what they have learnt about media in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings. They handle equipment and tools effectively.</p>
<p>Specific content</p> <p>Substantive Knowledge</p>	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> -Know that the spaces they create with lines can represent objects familiar to them. 	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> -Know that an easel can hold paper when painting. -Know that paint pots hold different colour paints. -Know that different colours can be combined to produce a new colour. -Know that paint brushes need to be washed before changing colour. -Know that water needs to be changed once dirty to avoid tainting the colour. -Know the colour names – red, yellow, pink, green, orange, blue, black, white, brown, grey, silver, gold 	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> -Know that the shape of malleable materials can be changed and manipulated for a purpose and that they can change it to represent an image or object. -Know that reclaimed items can be used to create different forms and functions. -Know that boxes (e.g. cereal boxes) need to be turned inside out, reassembled and then painted. -Know that collage is a piece of art that is created by sticking materials to a background. -Know that any object can be used to create art, including natural materials, food, reclaimed items and block play. -Know that clay is different to dough, that clay needs to be wet.



		-Know why a colour has been chosen	-Know that objects can be used for decoration. -Know how tools need to be handled.
Sequencing Knowledge	<p><u>Prior knowledge:</u> Can use lines to create objects and begin to select these for a purpose (face features).</p> <p><u>Future knowledge:</u> Can use a range of lines for a specific purpose such as curves, zig-zags, dashes and straight lines in different angles.</p>	<p><u>Prior knowledge:</u> Know the names of colours and begin to mix them.</p> <p><u>Future knowledge:</u> Can add black and white to colours and know that this changes them from their pure colour. Can name and identify primary and secondary colours.</p>	<p><u>Prior knowledge:</u> Can manipulate materials by rolling, twisting or folding as stick together with glue or tape.</p> <p><u>Future knowledge:</u> Can manipulate clay and know patterns and shapes can be added for detail</p>
Vocabulary: Show and Grow words	<p><u>Grow words:</u> line, straight, round</p> <p><u>Show words:</u> wavy, dull, blend, texture</p> <p><u>Further vocabulary:</u> Pencil, pastel, crayon</p>	<p><u>Grow words:</u> thick, thin, wash, dirty, fresh, clean, runny</p> <p><u>Show words:</u> strokes, tainted, mix</p> <p><u>Further vocabulary:</u> Painting, easel, wet, , colour names, wet, dry, paintbrush</p>	<p><u>Grow words:</u> stretch, stick, collage, tols, decoration, wet, dry,model</p> <p><u>Show words:</u> transient art, block play, build, construct, impress, sculpture,</p> <p><u>Further vocabulary:</u> change, pinch, twist, roll, rolling pin, cutters, fix, tape, making tape, glue, glue stick, box modelling, inside out, clay, scissors, cut, paper, art straws, pipe cleaners</p>
Artists/sculptures studied	<p><u>Artist:</u> James Romita</p>	<p><u>Artist:</u> Pablo Picasso Vincent Van Gogh Ester Mahlangu Yvonne Coomber</p>	<p><u>Sculpture and artist:</u> Giuseppe Arcimboldo Charles R Knight Chiekh Mbacke Sow</p>





Year 1			
Theme:	Drawing	Painting	Textiles, collage and sculpture

Term:	<p>Summer - Homes</p>  <p>Walk around the local area looking at houses for shape, line, etc...</p>	<p>Autumn - Weather</p> 	<p>Spring - Egg Box Dragon 3D Sculpture</p>  <p>Textiles</p> 
National Curriculum:	<p><u>National Curriculum:</u> NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p><u>National Curriculum:</u> NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p><u>National Curriculum:</u> NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials to design and make products
Specific content Substantive Knowledge	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> -Know how to use pencils to create lines of different thickness in drawings. -Know how to correctly hold and use tools for drawing, using a pincer grip. -Know how to draw lines that are curved, straight, looped, wavy, zig-zag, dashed, dotted. 	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> -Know that red, yellow and blue are the primary colours. -Know how to make green, orange and purple by combining primary colours. -Know what happens when white and black are added to primary colours. -Know that different sized paintbrushes make different strokes and lines. -Know that before the brush is added to a new colour, excess water needs to be blotted. -Know that if 2 wet paint colours are next to each other they will run into each other. 	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> -Know how to cut, roll and coil materials -Know that patterns can be incorporated into their product. -Know that texture can be used for effect. -Know that clay dries out and becomes harder to manipulate, so it needs to be kept damp. -Know how to make an imprinted piece of art by rolling, rubbing, stamping -Know how to create and arrange shapes appropriately using clay. -Know how to make models using balls of paper, tubes and masking tape, using tissue paper to cover. -Know how to slot cards together.



Sequencing Knowledge	<p><u>Prior knowledge:</u> Can use line and shape to create facial features.</p> <p><u>Future knowledge:</u> Can create facial features with accurate positioning and proportions. Can focus on finer details selecting different lines.</p>	<p><u>Prior knowledge:</u> Can explain that when different colours are added together they make a new colour.</p> <p><u>Future knowledge:</u> Can create tints by adding only white Can create shade by adding only black Can state that 'hue' is the term for a pure colour.</p>	<p><u>Prior knowledge:</u> Can explain that malleable shapes can be manipulated and used to create art. Can join materials.</p> <p><u>Future knowledge:</u> Can observe art and use this to create own objects. Can strengthen art products with clay, newspaper, etc..</p>
Sticky knowledge	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> know how to show how people feel in paintings and drawings. know how to use pencils to create lines of different thickness in drawings. 	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> Know the names of the primary and secondary colours. Know how to create a repeating pattern in print Describe what can be seen and give an opinion about the work of an artist Ask questions about a piece of art 	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> know how to cut, roll and coil materials Know how to incorporate patterns into their own products know how to use IT to create a picture Know vocabulary for describing materials
Vocabulary: Show and Grow words	<p><u>Grow words:</u> curved, dotted, zig-zag</p> <p><u>Show words:</u> dashed, looped pattern</p> <p><u>Further vocabulary:</u> pencil, pencil grip, lines, shapes, straight, wavy</p>	<p><u>Grow words:</u> brush, grip, mix</p> <p><u>Show words:</u> primary colours, secondary colours, blot</p> <p><u>Further vocabulary:</u> Paint, colour names,</p>	<p><u>Grow words:</u> pattern, imprint, model, slot, stamp, shape, coil</p> <p><u>Show words:</u> sculpture, structures, textures, arrange</p> <p><u>Further vocabulary:</u> Cut, roll, clay, dry, imprint, roll, rub, cut, damp</p>
Artists/sculptures studied	<p><u>Artist:</u></p> <p>LS Lowry</p>	<p><u>Artist:</u></p> <p>Vincent Van Gogh (starry night)</p>	<p><u>Sculpture:</u></p> <p>Anthony Gormley</p>




Year 2			
Theme:	Drawing	Painting	Textiles, collage and sculpture
Term:	Summer - Great Fire of London	Autumn - Space	Summer - Habitats

			<p>3D sculpture (mini beasts)</p>  <p>Textiles (Natural Sculptures)</p> 
National Curriculum:	<p><u>National Curriculum:</u> NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p><u>National Curriculum:</u> NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p><u>National Curriculum:</u> NC Pupils should be taught:</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products
Specific content Substantive Knowledge	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> - Know how to use charcoal, pencil and pastel to create art. - Know that a pencil can be applied using a variation in pressure (pincer grip) to create different densities of line - Know how to begin to add pattern and texture by adding dots and lines. - Know how to select and use lines for different purposes - spiral, vertical and horizontal lines. 	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> - Know how to mix secondary colours from the primary colours - Know how to create tints by adding only white - Know how to create shade by adding only black - Know that a 'hue' is the term for the name of the primary and secondary colours without tints or shades added - Know how to create brown with paint - Know that colours can elicit an emotional response; some colours are 'warm' colours and some colours are 'cold' colours. 	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> - Know that collages can be made by sticking onto a background to develop a picture, form or function. - Know that when clay dries out it's form cannot be changed. - Know how to use tools and everyday objects to add texture to clay. - Know how to use a variety of reclaimed objects to create a sculpture of an identified object (robots, lighthouses) using observation. - Know how to fold, tear, crumple and overlap papers. - Know how to strengthen models by adding newspapers to boxes.





	-Know how and why to select and use three different grades of pencil when drawing	Make conscious colour choices when painting -Know that water can be mixed with primary or secondary colours to dilute colour and create a wash. -Understand that when working with paint that sometimes an artist needs to produce the piece of work in stages to allow the paint to dry before adding on the next colour. -Understand how a wash can be applied over other media e.g. wax, oils to make a resist image	
Sequencing Knowledge	Prior knowledge: Can control a pencil with accuracy. Can select and draw specific lines for a purpose. Can create lines with a different thickness. Future knowledge: Can draw facial expressions to show emotions. Can add shades for tones and textures Can use hatching techniques.	Prior knowledge: Can mix primary colours to make secondary colours. Can add white and black Can select the thickness of a brush for purpose. Future knowledge: Can show that grey makes a tone Can make tertiary colours. Can use a range of paints (powder, water colour, poster).	Prior knowledge: Can add patterns and textures to their products with imprints, rolling, rubbing, etc... Future knowledge: Can construct models by coiling, tearing, folding, layering.
Sticky knowledge	Sticky Knowledge: <ul style="list-style-type: none"> choose and use three different grades of pencil when drawing (charcoal, pencil, pastel) know how to use charcoal, pencil and pastel to create art know how to use a viewfinder to focus on a specific part of an artefact before drawing it 	Sticky knowledge: <ul style="list-style-type: none"> know how to mix paint to create all the secondary colours know how to create brown with paint know how to create tints with paint by adding white and know how to create tones with paint by adding black suggest how artists have used colour, pattern and shape know how to create a piece of art in response to the work of another artist 	Sticky knowledge: <ul style="list-style-type: none"> know how to create a printed piece of art by pressing, rolling, rubbing and stamping know how to make a clay pot and know how to join two clay finger pots together know how to use different effects within an IT paint package
Vocabulary: Show and Grow words	Grow words: spiral, vertical, grade (of pencil), size, facial features,	Grow words: primary colours, secondary colours, water colour, wash, warm colours, cold colours	Grow words: Collage, texture, object, tear, crumple, fold, arrange Show words:

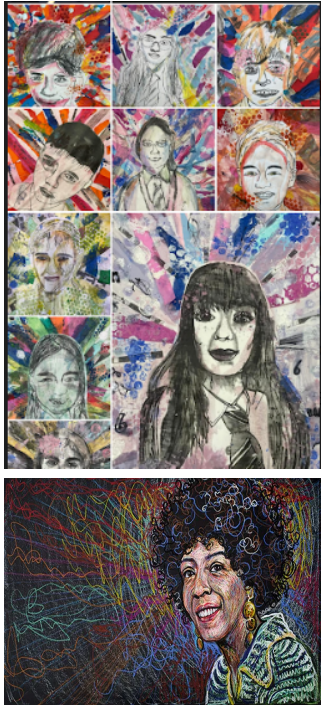
	Show words: proportion, observe, form, space, Further vocabulary: soft, hard, texture, shape, detail	Show words: Tints, shades, hues, opaque, transparent Further vocabulary: thickness of brush, poster paint, powder paint, runny	form, reclaimed, structure, sculpture, Further vocabulary: tools and names, texture, object, tear, strengthen, strong, weak,
Artists/sculptures studied	<u>Architect</u> Sir Christopher Wren	<u>Artist:</u> Peter Thorpe	<u>Sculpture:</u> <u>Collage:</u> Michelle Reader Derek Gores

Year 3			
Theme:	Drawing	Painting	Textiles, collage and sculpture
Term:	Autumn - Oliver and the Seawig 	Spring 2 - Portraits 	Summer - Egyptians Sculpture (papier mache masks) 
National Curriculum:	<u>National Curriculum:</u> NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <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. 	<u>National Curriculum:</u> NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <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. 	<u>National curriculum:</u> NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <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.

<p>Specific content Substantive Knowledge</p>	<p><u>Substantive knowledge:</u> -Know how to show basic facial expressions (happiness, sadness) in art and observe the composition and proportion of a range of people's different facial features. -Know how to use different grades of pencil to shade and to show different tones and texture. -Know that H pencils are lighter and B pencils are darker. -Know how to apply the techniques of hatching and cross hatching when drawing</p>	<p><u>Substantive knowledge:</u> -Know that when you add grey to a colour you make a tone. -Know how to use the primary colours and secondary colours to make all secondary and tertiary colours. -Know the different types of paint and their properties – poster paint, powder paint and watercolours. -Know that poster / powder paint gives a more vibrant bold effect and that watercolours are more muted, subdued and softer -Know some of the complimentary colours and how to apply them in their art (e.g. yellow and purple, green and red) -Know what complimentary colours are and what happens when they are mixed together.</p>	<p><u>Substantive knowledge:</u> -Know that materials need to be selected carefully based on their properties for strength and effect. -Know that a sketchbook can be used to collect ideas. -Know that overlapping, tearing, folding and layering creates images and represents textures.</p>
<p>Sequencing Knowledge</p>	<p><u>Prior knowledge:</u> Can draw facial features with accuracy. Can select shapes, lines and objects specific to the drawing, Can create different densities of line. <u>Future knowledge:</u> Can alter, refine and describe drawings using correct language. Can show facial expressions accurately and body language. Can draw for texture.</p>	<p><u>Prior knowledge:</u> Can mix paint to create all the secondary colours. Can create tints with paint by adding white and know how to create tones with paint by adding black. Can create a piece of art in response to the work of another artist. <u>Future knowledge:</u> Can mix paint to create flesh colours Can use colours to reflect moods Can mix media to create a final piece in the style of an artist</p>	<p><u>Prior knowledge:</u> Can develop textures by selecting tools. Can use observations to create products. <u>Future knowledge:</u> Can use nets to create 3D models Can make informed choices about techniques using artists' models as inspiration. Can combine skills to construct models</p>
<p>Sticky knowledge</p>	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> • know how to show facial expressions in art. • know how to use different grades of pencil to shade and to show different tones and textures 	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> • Know that adding grey makes a tone • Know all primary and secondary colours • Know that primary and secondary colours make tertiary colours • know how to identify the techniques used by different artists 	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> • Know how to effectively join pieces of clay so that they stay fixed • Know how to carefully and appropriately select materials for strength and effect.

	<ul style="list-style-type: none"> know how to create a background using a wash know how to use a range of brushes to create different effects in painting. 	<ul style="list-style-type: none"> know how to compare the work of different artists recognise when art is from different cultures recognise when art is from different historical periods 	<ul style="list-style-type: none"> Know that overlapping, tearing and layering creates images and represents textures
Vocabulary: Show and Grow words	<p>Grow words: effects, different, lighter, darker, shadow,</p> <p>Show words: hatching, densities depth</p> <p>Further vocabulary: textures, facial features</p>	<p>Grow words: effects, bold, Tone,</p> <p>Show words: vibrant, subdued, muted, softer, complimentary colours,</p> <p>Further vocabulary: textures,</p>	<p>Grow words: materials, style, shape, purpose, papiermâché, effect, overlap, texture, artefact</p> <p>Show words: Architecture, 3D landmark replica, malleable, represent, properties</p> <p>Further vocabulary: wire, wood, card, strength, effect, newspaper, glue, solid form, additional layers, tissue paper, painted finish, poster paint, effect, tear, fold, layer, image,</p>
Artists/sculptures studied	<p><u>Artist:</u> Sarah McIntyre</p>	<p><u>Artist:</u> Frida Kahlo Leonardo Di Vinci</p>	<p><u>Artist:</u> Pablo Picasso</p>

Year 4			
Theme:	Drawing	Painting	Textiles, collage and sculpture
Term:	Summer 1 - Facial expressions and mood (zone of regulations link)	Autumn 1 - Natural disasters 	Autumn 2 - Ancient Greeks 3D sculpture (Papier Mache) 

			
<p>National Curriculum:</p>	<p><u>National Curriculum:</u> NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught</p>	<p><u>National Curriculum:</u> NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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. 	<p><u>National curriculum:</u> NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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.
<p>Specific content</p>	<p><u>Substantive knowledge:</u></p>	<p><u>Substantive knowledge:</u></p>	<p><u>Substantive knowledge:</u></p>

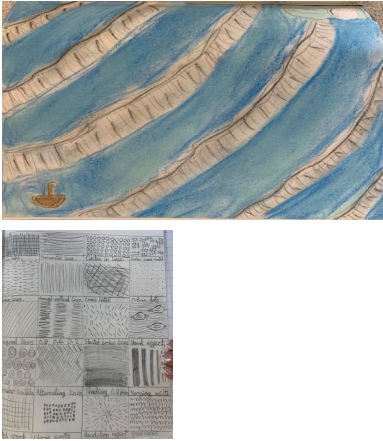



<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas -Know how to show facial expressions and in sketches and paintings. -Know how to use marks and lines to show texture. -Know how to use line, tone, shape and colour to represent reflection. -Know when to use cross-hatching, hatching and contour hatching. 	<ul style="list-style-type: none"> -Know how to mix flesh colours on hands and faces. -Know how to use colours to reflect mood in artwork. -Know that paint can be applied in different ways (using the paintbrush) to create straight lines and detail (e.g. side and tip of the brush) -Know that paint can be mixed with different media (e.g. sand, wood shavings) to create new effects and texture. -Know and explain the different types of paint on a painting. -Know which tools and materials to use to make blurred and straight lines. 	<ul style="list-style-type: none"> -Know that a sketchbook can be used to collate ideas and begin a planning process. -Know how to sort and group materials for different purposes e.g. colour, texture, purpose, form -Know how to care for equipment and use it safely. -Know how to produce more intricate patterns and textures. -Know how to use nets to make 3D shapes to use in models. -Know that colour can be added once papier mache is dry -Know that an armature can be used to build upon papier mache
<p>Sequencing Knowledge</p>	<p><u>Prior knowledge:</u></p> <p>Can draw facial features with increasing accuracy and show expressions. Can use different grades of pencils for density and texture Can use techniques such as hatching and cross hatching.</p> <p><u>Future knowledge:</u></p> <p>Can use shading to create mood and feeling. Can use line, tone, shape and form in movement. Can use techniques such as smudging, stumping and stippling.</p>	<p><u>Prior knowledge:</u></p> <p>Can add grey to make a tone. Can use primary and secondary colours to make tertiary colours. Can show an understanding of some complimentary colours.</p> <p><u>Future knowledge:</u></p> <p>Can identify a focal point. Can use colour to create a focal point. Can pick which type of paint to use for stippling and smudging.</p>	<p><u>Prior knowledge:</u></p> <p>Can select materials based on strength and effect. Can overlap, layer and fold paper, Can understand how papier mache can be moulded to create shapes.</p> <p><u>Future knowledge:</u></p> <p>Can understand that joins are needed to assemble. Can understand that man-made, natural and recycled items can make a sculpture. Can use a range of media for collage.</p>



Sticky Knowledge	<u>Sticky knowledge:</u> <ul style="list-style-type: none"> • know how to show facial expressions and body language in sketches and paintings • know how to use marks and lines to show texture in art. • know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections • know how to print onto different materials using at least four colours. 	<u>Sticky knowledge:</u> <ul style="list-style-type: none"> • Know how to make flesh colours • Know how colours reflect mood • Know what complimentary colours are • experiment with the styles used by other artists. • explain some of the features of art from historical periods. • know how different artists developed their specific techniques 	<u>Sticky knowledge:</u> <ul style="list-style-type: none"> • Know how to sort and group materials for a specific purpose • Know how to produce intricate patterns and textures • Know how to use nets to make 3D shapes
Vocabulary: Show and Grow words	<u>Grow words:</u> <u>Show words:</u> contour hatching, pressure, cross hatching, dimensions <u>Further vocabulary:</u> different pencil, observe	<u>Grow words:</u> blend, tints, shades, tones <u>Show words:</u> tertiary colours, blurred lines <u>Further vocabulary:</u> straight lines, texture, primary colours, secondary colours,	<u>Grow words:</u> natural material, pressing, hatching, texture, slip water, finish, models, drafts <u>Show words:</u> sculpt, construct, manipulation, form, <u>Further vocabulary:</u> Clay, rolling, stretching, pulling, clay, sculpture, air dried clay, Join, tools, patterns, nets, 3D shapes, scale model,
Artists/sculptures studied	<u>Artist:</u> Fred Hatt	<u>Artist:</u> Katsushika Hokusai	<u>Sculpture:</u> Grayson Parry

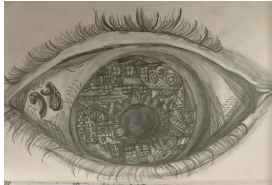




Year 5			
Theme:	Drawing	Painting	Textiles, collage and sculpture
Term:	Autumn - Shakleton's journey (drawing with chalk finish)	Autumn - Pop art (packages)	Summer - Dragon mythology Clay

			 <p>Autumn - Rainforests Textiles and collage</p>
<p>National Curriculum:</p>	<p><u>National Curriculum:</u> NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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 <p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p><u>National Curriculum:</u> NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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. 	<p><u>National curriculum:</u> NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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.
<p>Specific content Substantive Knowledge</p>	<p><u>Substantive knowledge:</u> -Know how to use shading to create mood and feeling. - Know how to organise line, tone, shape and forms in movement. -Know how to apply the techniques and specific vocabulary of stumping, smudging and stippling</p>	<p><u>Substantive knowledge</u> -Know that colours are named using the root primary colour - i.e. blue-green, red-purple -Identify a focal point in a painting -Explain how to colour match. -Explain how colour can create a focal point. -Explain the difference between complimentary and contrasting colours (acrylic).</p>	<p><u>Substantive knowledge:</u> -Know that a sketchbook can be used to collect ideas, plan and refine them. -Know that recycled, natural and manmade materials can be used to create sculptures. -Know the joins needed to assemble -Know the difference between a physical and visual texture.</p>



	<p>-Identify the differences between hatching, cross-hatching, contour hatching, smudging and stumping and stippling and discuss when it is suitable to choose a particular technique.</p>	<p>-Know which type of paint works most effectively when stippling. -Know how to use smudging techniques when painting. -Know how to use acrylic paint.</p>	<p>-Know how to secure work to continue at a later date.</p>
Sequencing Knowledge	<p><u>Prior knowledge:</u> Can use marks and lines to create texture. Can use techniques such as cross hatching and contour hatching for effect, Can use pencils for lighter, darker and shading.</p> <p><u>Future knowledge:</u> Can understand and know that different media (chalk, pastel, charcoal) can be selected for effect. Can add shadows for depth and dimension. Can pick known drawing techniques for a purpose.</p>	<p><u>Prior knowledge:</u> Can mix flesh colours. Can select and use colours to reflect mood. Can use a range of media (wood shavings, sand) for texture and effect. Can blend with water colours knowing what secondary, primary and tertiary colours are.</p> <p><u>Future knowledge:</u> Can create an image that portrays a mood or emotion through carefully selected colours. Can explain the atmosphere and mood within paintings and how to create it. Can explain which art has used complementary and which has used harmonious colours.</p>	<p><u>Prior knowledge:</u> Can explain how to use layering, overlapping when creating collage and sculpture. Can sort and group materials for different purposes (texture, colour, shape). Can produce and use intricate patterns and textures.</p> <p><u>Future knowledge:</u> Can construct armatures to (wire frames) to construct models using modroc. Can combine pattern, tone and shape. Can add a finish such as glaze, paint or polish.</p>
Sticky knowledge	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> • know how to use shading to create mood and feeling • know how to organise line, tone, shape and colour to represent figures and forms in movement. • know how to express emotion in art • know how to create an accurate print design following given criteria. 	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> • Know that colours are named using the root primary colour • Know the difference between complimentary and contrasting colours • Know what a focal point is and how to create this with colour 	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> • know how to use images created, scanned and found; altering them where necessary to create art • Know that recycled, natural and manmade materials can make sculptures • Know how to join and assemble products to last • Know the difference between a physical and visual texture
Vocabulary: Show and Grow words	<p><u>Grow words:</u> effect, shading, smudging</p> <p><u>Show words:</u> stumoping, stippling, contours</p> <p><u>Further vocabulary:</u></p>	<p><u>Grow words:</u> hues, tints, shades, splattering, underpainting, layering, washing, stippling, smudging.</p> <p><u>Show words:</u> Harmonising colours, contrasting colours, tonal contrast</p>	<p><u>Grow words:</u> modern, ancient, recent, secure, texture, sculpture, scale, model</p> <p><u>Show words:</u> manipulation, irreversible, marquettes</p>

	cross hatching, contour hatching, light effects, pressure,	Further vocabulary: root primary colour, primary, secondary and tertiary colours, acrylic paint,	Further vocabulary: Modroc, man-made material plaster, bandage, papier mache, smoother, smoothing, better finish, join, finishing, sculpture, form, texture, detail, twisting, rolling, designer, material, recycled, physical texture, visual, texture, mix,, draft, scale, model
Artists/sculptures studied	<u>Artist:</u> William Grill	<u>Artist:</u> Roy Lichtenstein	<u>Sculpture:</u> Anthony Gormley Henri Rousseau Simon O'Rourke

Year 6			
Theme:	Drawing	Painting	Textiles, collage and sculpture
Term:	Autumn - No Man's Land 	Conservation - War animals  Autumn - No Man's Land 	Spring - Conservation - War animals 3D Sculpture - Modroc  Autumn - Mountains Collage 
National Curriculum:	National Curriculum NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	National Curriculum: NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	National curriculum: NC Pupils should be taught to develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

	<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. 	<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. 	<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.
<p>Specific content Substantive Knowledge</p>	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> - Know that holding the pencil at varying angles and applying pressure will create different light and hatching effects and experiment with this. -Know that light can affect the appearance of people and objects from different directions. -Know that shadows add depth and dimension to drawn objects -Identify the differences between all drawing techniques and their appropriateness to the task and media e.g. hatching, cross hatching, contour hatching and stippling. -Know that other media (charcoal, pastel, chalk) can be applied in a range of ways to create different effects (e.g. dashing, feathering, scumbling, blending, smudging) 	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> -Know, from creating a colour wheel, about harmonising colours, contrasting colours and hues. -Know the effects that colours have on each other and can elicit and portray different moods and emotions. -Begin to know how paintings are created in (composition). -Explain how to create atmosphere and light effects with paint. -Explain colour and paint choices for creating atmosphere and light effects. -Know which works of art have used complementary and harmonious colours and understand how to work in this style. -Know how to use acrylic paint to create artwork. 	<p><u>Substantive knowledge:</u></p> <ul style="list-style-type: none"> -Know that a sketchbook can be used to collect and record visual information from different sources. -know that work can be finished in different ways: glaze, paint, polish -Know that work can be constructed around armatures (wire frame) or over constructed foundations using materials such as Modroc. -Know how to work in a safe and organised way. -Know how to combine pattern, tone and shape
<p>Sequencing Knowledge</p>	<p><u>Prior knowledge:</u></p> <ul style="list-style-type: none"> Can create shading for mood and feeling. Can use tone, line, shape and form in movement. Can use smudging, sumping, hatching, stippling and select techniques for purpose. <p><u>Future knowledge:</u></p> <ul style="list-style-type: none"> Can confidently use a range of media for effect and purpose. Can become proficient in drawing, 	<p><u>Prior knowledge:</u></p> <ul style="list-style-type: none"> Can identify focal points within art. Can explain the difference between complimentary and contrasting colours. Can use a range of techniques such as stippling. <p><u>Future knowledge:</u></p> <ul style="list-style-type: none"> Can use a range of techniques to record observations and choices. Can use a range of techniques and media, including painting. 	<p><u>Prior knowledge:</u></p> <ul style="list-style-type: none"> Can use a range of materials such as recycled, man-made or natural to create a sculpture. Can explain the difference between physical and visual texture. Can join and assemble. <p><u>Future knowledge:</u></p> <ul style="list-style-type: none"> Can evaluate and analyse creative works using the language of art, craft and design.



Sticky knowledge	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> • know how to overprint to create different patterns • know which media to use to create maximum impact • use a full range of pencils, charcoal or pastels when creating a piece of observational art • explain why different tools have been used to create art • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • know how to use a range of e-resources to create art. 	<p><u>Sticky knowledge:</u></p> <ul style="list-style-type: none"> • Know about harmonising colours, complimentary colours, contrasting colours and hues. • Know the effects that colours have on each other and that they can portray different moods and emotions. • explain the style of art used and how it has been influenced by a famous artist • understand what a specific artist is trying to achieve in any given situation understand why art can be very abstract and what message the artist is trying to convey 	<p><u>Sticky Knowledge:</u></p> <ul style="list-style-type: none"> • Know how to combine patterns, tone and shape for effect. • Know sculptural forms in the environment, furnishings and buildings • Know how to discuss and talk about sculptures • Know how to create a range of scaled models
Vocabulary: Show and Grow words	<p><u>Grow words:</u> dashing, featuring, blending, movement, stippling, smudging</p> <p><u>Show words:</u> scumbling, embossing, silhouette,</p> <p><u>Further vocabulary:</u> angles, pressure, depth, dimensions, cross hatching, contour hatching</p>	<p><u>Grow words:</u> mood colours, emotions, reflecting, light effects, tints, shades, tones, hues</p> <p><u>Show words:</u> glazing, alla prima, composition</p> <p><u>Further vocabulary:</u> Complimentary colours, harmonious colours, hues, colour wheel, root primary colour scumbling, acrylic paint, oil paint, blending</p>	<p><u>Grow words:</u> bandage, finishing, texture, glaze, manipulation, smoothing</p> <p><u>Show words:</u> combination, armature, foundation, form, irreversible</p> <p><u>Further vocabulary:</u> Modroc, man-made material, plaster, smoother, smoothing, joining, finishing,, detail, twisting, rolling, combine,foundation, glaze, polish</p>
Artists/sculptures studied	<p><u>Artist:</u> Jose Vergara Armin Mersmann</p>	<p><u>Artist:</u> Joshua Miels</p>	<p><u>Sculpture:</u> Henri Moore Giacometti</p>

