



Subject: Art

Year Group	Knowledge *non-negotiable knowledge highlighted in green	Skills *non-negotiable knowledge highlighted in green	Vocabulary	Inspirational people/events	Club/visit/experts
R	<p>Arcimboldo – portraits</p> <p>Matisse - snail</p> <p>Peter Thorpe - space</p> <p>David Hockney - seasons</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 	<p>Expressive Art and Design</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<p>Painting</p> <p>Drawing</p> <p>Pencil</p> <p>Crayon</p> <p>Paint</p> <p>Chalk</p> <p>Clay</p> <p>Cardboard</p> <p>Paper</p> <p>Scissors</p> <p>Glue</p> <p>Paintbrush</p> <p>Colour</p> <p>Shape</p> <p>Line</p>	<p>Art Week – workshop with local artists</p>	<p>Visit to The Salts Art Week</p>
1	<p>Study the work of work of a range of artists, craft makers and designers. Rousseau, Steiff, Ruffell</p> <p>Look how artists approach the same theme. Surprise by Henri</p>	<p>Drawing</p> <p>Outline simple geometric drawings using different shapes and thickness of line.</p> <p>Observational drawing of homes.</p>	<p>Colour mixing</p> <p>Pattern Printing</p> <p>Sculpture</p> <p>Crayon</p> <p>Pencil</p> <p>Texture</p>	<p>Art Week – workshop with local artists</p>	<p>Toy Museum</p>

<p>Rousseau A Tiger by Charles Towne</p> <p>Use language to describe art, e.g. cold blue, angry shapes ... Comparing artists, evaluating</p> <p>Describe what they think about their work and the work of others. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Comparing artists, evaluating.</p>	<p>Use a range of different drawing media, e.g. crayon, pencil, graphite, pencil. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Mixed media Rousseau animals</p> <p>Draw for pleasure to develop an interest in the world around them. Designing a toy.</p> <p>Try new ways of making line and marks to describe texture and form Shyama Ruffell flowers.</p> <p>Explore the concept of dark and light with shading. Light and dark studies.</p> <p>Painting Mix primary colours to make secondary colours. Patterns on Alien Underpants.</p> <p>Recognise warm and cold colours. Space pictures.</p> <p>Use different sized brushes to create lines and patterns. Observational painting.</p> <p>Use colours imaginatively and instinctively to show thoughts and feelings. Traditional tale pictures – sad Rapunzel, angry wolf.</p> <p>Use thicker paint to decorate 3d surface with care. Decorate own creature, junk art house</p> <p>3D Cut, tear, form, join and shape a variety of materials to make things they have designed, invented or seen. To use a range of materials creatively to design and make products. Designing and constructing a fairy tale castle Friedensreich Hundertwasser</p> <p>Experiment with modelling clay, card, recycled, found and natural objects.</p>	<p>Form Dark Light Shading Warm colours Cold colours Pattern Cut Tear Form Join Modelling clay Kneading Shaping Rolling texture</p>			
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		<p>Understand drying times and how to hold things in place to set. <i>Designing and constructing a miniature house, own space creature.</i></p> <p>Manipulate plasticine and clay in a variety of ways: kneading, shaping and rolling. <i>Making an everlasting plant.</i></p> <p>Craft Skills <i>Experiment with collage and cut colours, shapes, textures and images from a range or sources. Mixed media Rousseau animals.</i></p> <p>Make printing block from simple materials, e.g. press print, found objects. Use them to create simple motifs and multicolour patterns. <i>Printed stars and planets</i></p>			
2	<p><i>Explore different forms of creative works by artists, crafts makers and designers, from difference cultures and times.</i> <i>South African art, Pop Art, Paintings by a range of polar artists</i></p> <p><i>Look at creative work, express clear preferences and give some reasons for these. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i> <i>South African art, Pop Art, Paintings by a range of polar artists, evaluating work</i></p>	<p><u>Drawing</u> <i>Draw with increasing competence, greater detail and control.</i> <i>Observational drawings of vegetables</i></p> <p><i>Confidently find new ways of making lines, textures and forms.</i> <i>Mixed media Fire! Fire! pictures.</i></p> <p><i>Begin to shade when creating 3d contours and light and dark tones. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i> <i>Pictures of Shackleton and "Endurance" stuck in the ice</i></p> <p><i>Work in a range of materials suitable to the task. E.g. pencil crayon, pastel, charcoal, pen.</i> <i>Observational drawings</i></p>	<p>Lines Texture Forms Contours Light tones Dark tones Crayon Pastel Charcoal Pen Primary colours Secondary colours</p>	<p>Art Week – workshop with local artists</p>	

	<p>Talk about the materials, techniques and process they have used using an appropriate vocabulary.</p> <p>Comparing the work of Andy Goldworthy and Ernst Haekel.</p>	<p><u>Painting</u> Refine colour mixing to make finer variations of secondary colours without using black and white. Ndebele art Magritte</p> <p>Recognise primary and secondary colours and where they sit on the colour wheel. Comparing colours in South Africa to the South Pole</p> <p>Experiment with different techniques such as splattering, stripping, dripping, pouring – with control. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Fire! Fire! pictures</p> <p>Control the brush marks made with layering. Magritte self portraits</p> <p>Explore watercolour and poster paints to recognise atmospheres.</p> <p><u>3D</u> Construct and join recycled, natural and manmade materials with increasing confidence using glue, tape and slotting. To use a range of materials creatively to design and make products Making a ship for Shackleton</p> <p>Make simple plans for making with the ability to modify and correct things. Making a ship for Shackleton</p> <p>Recognise the stages of constructing, deciding which tasks need to be done first Making a ship for Shackleton</p> <p>Manipulate clay for a variety of purposes including thumb pots and models. Make minibeasts</p>			
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		<p><u>Craft Skills</u> Design and create printing blocks using simple motifs. Repeating patterns in the style of Andy Warhol.</p> <p>Combine printing methods to make multiple colours and overlays. Repeating patterns in the style of Andy Warhol.</p> <p>Explore art that is made from a range of experimental craft, including collage, mixed media and textiles. Ndebele art from South Africa</p> <p>Combine materials with increasing confidence and try out new skills. Wire and bead work linking to African culture and colour symbolism.</p>			
3	<p>Explore the work of some artists, craftspeople, architects and designers and discuss what they like.</p> <p>Variety of seascape artists, Roy Lichtenstein, Eugene Hyde, Mark Heard. Ancient Greek craftspeople.</p> <p>Develop the language of art to explain work and express their opinions.</p> <p>Learn and explore different ways art is made and transfer these tools and techniques to their own work.</p> <p>Variety of seascape artists, Roy Lichtenstein, Eugene Hyde, Mark Heard.</p>	<p><u>Drawing</u> Show control and confidence when using line, shape, texture and tone. Pencil drawing of smugglers using perspective.</p> <p>Learn to adapt, refine and realise it can take time to get it 'right'. Pencil drawing of smugglers using perspective.</p> <p>Draw 3D shapes and begin to apply neat, flat areas of shading by filling in shapes to edges and without leaving gaps. Drawing shadows</p> <p>Try out different drawing styles with varied mark making.</p> <p>To use sketch books to record observations and to review and revisit ideas.</p> <p>Use varied materials to draw with e.g. charcoal, oil pastels, pen with control and accuracy. To improve mastery of art techniques with different media and</p>	<p>Line Shape Texture Tone Shading Press print Mono print Collage Running stitch Cross stitch</p>	<p>Art Week – workshop with local artists</p>	

materials. Northern Light pastel drawings, observational drawings of plants in charcoal, Ben Day dots for superhero pictures.

Painting

Measure and mix paint and use it with control and sensitivity. Stormy seascapes.

Begin to use paint with expression and with varied techniques and materials.

Layers of wash to create background for seascapes, Ben Day dots

Use sketch books for experiments in painting techniques

Begin to adapt paint to describe a range of surfaces and textures e.g. salt, sand, oil. Stormy seascapes.

Create a painting from a drawing. Superhero paintings.

3D

Design and construct in 3d using a range of materials.

Caribbean plants and flowers.

Join recycled, natural and manmade materials with increasing confidence using glue, tape and slotting.

Caribbean plants and flowers.

Understand how to finish and present work to a good standard. Peer assessment.

Manipulate clay for a variety of purposes included coil pots and models.

Greek pots and masks.

Craft Skills

		<p>Select fabric to assemble a constructed form. Attach different elements using stitching, e.g. running or cross stitch. Caribbean fish</p> <p>Use press print and mono print to explore line and texture. Greek Olympic figures.</p> <p>Use collage to make a representational textured image from textures that have been selected. Caribbean plants and flowers.</p> <p>Pupils could also explore crafts such as embroidery, appliqué knitting, felt, weaving, jewellery making, batik etc.</p>			
4	<p>Learn about and describe some of the key ideas, techniques and working practices of a variety of artist, craft makers, architects and designers studied. Anglo-Saxon and Roman craft makers and architects. representations of trees/forests.</p> <p>Demonstrate how tools they have chosen to work with should be used effectively and with safety.</p> <p>Apply the technical skills they have learnt to improve the quality of their work</p>	<p><u>Drawing</u> Draw basic shapes fluently and 3d shapes more confidently. Observational drawing</p> <p>Develop previous knowledge of line, shape, tone and texture. Observational drawing</p> <p>Explore varied use of pattern and line to create texture. Designing Anglo Saxon pattern</p> <p>Use a variety of drawing materials with confidence. Mixed media tree paintings</p> <p>Begin to shade flat areas in single tone from dark to light to show how light effects make objects appear solid. Observational drawing</p> <p>Begin to explore different styles of drawing; abstract, graphic, architectural, sculptural. Compare different representations of trees (ArtUK)</p>	<p>Abstract Architectural Graphic Sculptural Secondary colours Tertiary colours</p>	<p>Art Week – workshop with local artists</p>	

Painting

Paint with sensitivity and control, carefully applying appropriate amounts of paint to the surface.

Tree painting

Mix secondary and tertiary colours easily and use colours to express purpose, moods and feelings.

Tree painting

Use mixed tints and shades with increased confidence e.g. using light and dark in a background. Anglo Saxon brooch/shield – tree painting

Use sketchbooks for experiments in painting techniques and to explore the skills needed to improve the quality of work. Designing Anglo-Saxon shields/brooches – Roman mosaics.

Begin to work in the style of selected artist - not copying. Anglo-Saxon shields/brooches – Roman mosaics – rainforest from tree pictures of chosen artist

3D

Plan and design a sculpture using card, wire, paper, found objects, clay or modelling materials, masking tape, gumstrip tape, string and glue to build, stack and assemble.

Mosaic shield

Construct from own ideas in sketchbook.

Adapt and change plans as it progresses.

Keep notes about the purpose of the work in sketchbooks.

Understanding how to finish and. present their work to a good standard

Wire Anglo-Saxon jewellery / tree sculptures

		<p>/mosaics comparing Roman and Gaudi</p> <p><u>Craft Skills</u> Experiment with weaving skills, using a variety of threads and wools to create pattern and texture. Woven Anglo-Saxon piece.</p> <p>Cut a simple stencil and use this for making printed shapes. Anglo-Saxon repeating pattern.</p> <p>Can explore images and recreate texture in a Collograph print. Tree print</p> <p>Can improve skills of overlapping and overlaying to place objects in front and behind when using collage as an art form. Rainforest collage</p> <p>Pupils could also explore crafts such as embroidery, sewing, appliqué, knitting, felt, weaving, jewellery making, batik etc.</p>			
5	<p>Research and discuss the ideas and approaches of different artists, craft makers, designers and architects, taking into account their particular cultural context and intentions. Holbein (Tudors).</p> <p>Choose different approaches from different artists/designers from countries visited in 80 days. e.g. landscape/seascape</p> <p>Develop ability to talk about art, to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p><u>Drawing</u> Begin to draw using basic one point perspective. Entrance to Hampton Court</p> <p>Experiment with and develop varied depths of shading and mark making to create form and texture. Detail of Tudor design</p> <p>Create solid shapes with tonal shading. Detail of Tudor design</p> <p>Begin to recognise negative space in drawings. Detail of Tudor design</p> <p>Continue to explore different styles of drawing; abstract, graphic, architectural, sculptural. Different representations of pyramids (artuk)</p> <p>Begin to develop own personal style of drawing.</p>	<p>Perspective Tonal shading Negative space drawings</p>	<p>Art Week – workshop with local artists</p>	<p>Art club Hampton Court Palace</p>

Continue to use a range of different drawing media, exploring their unique properties and expressing different mark making techniques to suit the task

Painting

Paint with ever increasing sensitivity and control.

Representations of pyramids

Paint in a rougher expressive style to create texture and effects when the style demands.

Representations of pyramids

Mix and match colours to create atmosphere and light effects. Tudor detail design

Control density of paint to make things appear lighter and further away or with more intense hues to bring them closer. Tudor detail design

Use a broad range of colour mixing to create varied tones and shades independently.

Tudor detail design

Experiment in sketchbooks to identify successful techniques

3D

Plan and create a sculpture through drawing and other preparatory work using card, wire, paper, found objects, clay or modelling materials, masking tape, gumstrip tape, string and glue to build, stack and assemble

Tudor Houses

Use sketchbook to adapt, explore and extend plans.

Experiment with colour and combine materials and processes to decorate the sculpture and make work individual

		<p>Assemble materials to make a new form, carefully covering with ModRoc or papier mache.</p> <p>Present their work to a good standard</p> <p>3d piece from 80 days Around the World</p> <p>Craft skills Design a decorative print for a purpose e.g. book cover, fabric, wrapping paper.</p> <p>Use multiple colours to create layered prints.</p> <p>Can select and use contrasting colours and textures in stitching and weaving.</p> <p>Begin to stitch with greater care and accuracy to decorate and make an image or artefact.</p> <p>Can select materials, cutting tools and adhesive with care to assemble and represent a surface or thing e.g. water, bark of a tree, when using collage as an art form.</p> <p>Pupils could also explore crafts such as embroidery, appliqué, knitting, felt, jewellery making, batik, willow work, ceramics etc.</p> <p>Tudor embroidery/collage from detail of Tudor design Felt Tudor Rose</p>			
6	Describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects, taking in to account the influence of the different historical, cultural and social contexts in which they worked. To learn about great artists, architects and designers in	<p>Drawing Draw with increased skill and depth of refinement and incorporate shading, basic perspective, light and shade. Lowry WWII</p> <p>Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation. Lowry WWII</p>	Hues Weave Line Texture Pattern Form Shape Space Colour tone	Art Week – workshop with local artists	

	<p>history.</p> <p>Look at different styles from war artists – Piper/Moore/Ravilious. Artists who worked on the 'Recording Britain' series</p> <p>Lowry</p> <p>Understand the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>	<p>Use a variety of mark making to experiment with the elements of art (line, texture, pattern, form, shape, space, colour, tone.)</p> <p>Can plan and complete extended sets of drawings in sketchbook to plan a painting, print or 3d piece.</p> <p>Continue to develop a personal style of drawing, expressing what they like drawing.</p> <p>Large scale wax and ink drawing of Henry Moore shelter drawings. Observational figure drawing</p> <p><u>Painting</u></p> <p>Paint with skill and control but with the ability to be looser and more expressive when the painting demands.</p> <p>Recognise how colour can harmonise and be contrasting.</p> <p>Use washes of varied hues for backgrounds.</p> <p>Understand how to thicken paint and use different brush marks to create texture.</p> <p>Create form by applying shadows and highlights in shapes.</p> <p>Work with increasing independence to develop own style of painting through the development of colour, tone and shade.</p> <p>Paintings in the style of John Piper ruined buildings WWII</p> <p><u>3D</u></p> <p>Create 2d images in 3d - e.g. recreate a landscape or portrait focusing on form/surface.</p> <p>Independently design and make successfully in 3 dimensions, using card, wire, paper, found objects.</p>			
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clay or modelling materials masking tape, gumstrip tape, string and glue to build, stack and assemble.

Use sketchbook to adapt and change design as it progresses.

Finish and present their work to a good standard.

3d figures from Henry Moore shelter drawings.

Craft Skills

Use previous knowledge of stitch and weave to design and create an individual piece.

Stitch with increasing care and control to produce more complex patterns some accuracy.

Press print repeat pattern onto fabric.

Overprint using different colours.

Can embellish decoratively using more layers of materials to build complexity and represent the qualities of a surface or thing e.g. buildings, landscape – when using collage as an art form.

Pupils could also explore crafts such as embroidery, appliqué, knitting, felt, jewellery making, batik, willow work, ceramics etc.