

## **Art & Design INTENT – Termly Planning**

### **Art and Design Curriculum Intent**

The aim of the Art and Design Curriculum is to be broad and balanced and celebrate children's God given talents.

We aim that the teaching of Art should be a creative process, in which pupils have the opportunity to experiment and take risks with their work. The focus is not on the final outcome of a piece of work but upon the creative journey. Through this process, children are able to develop a deeper understanding of the knowledge and skills they are learning and gain their own identity as young artists. We intend to create confident, independent artists who can articulate and value their own creative journeys.

Planning fulfils the statutory requirements outlined in the National Curriculum. The five strands identified in the National curriculum run throughout the scheme of work:

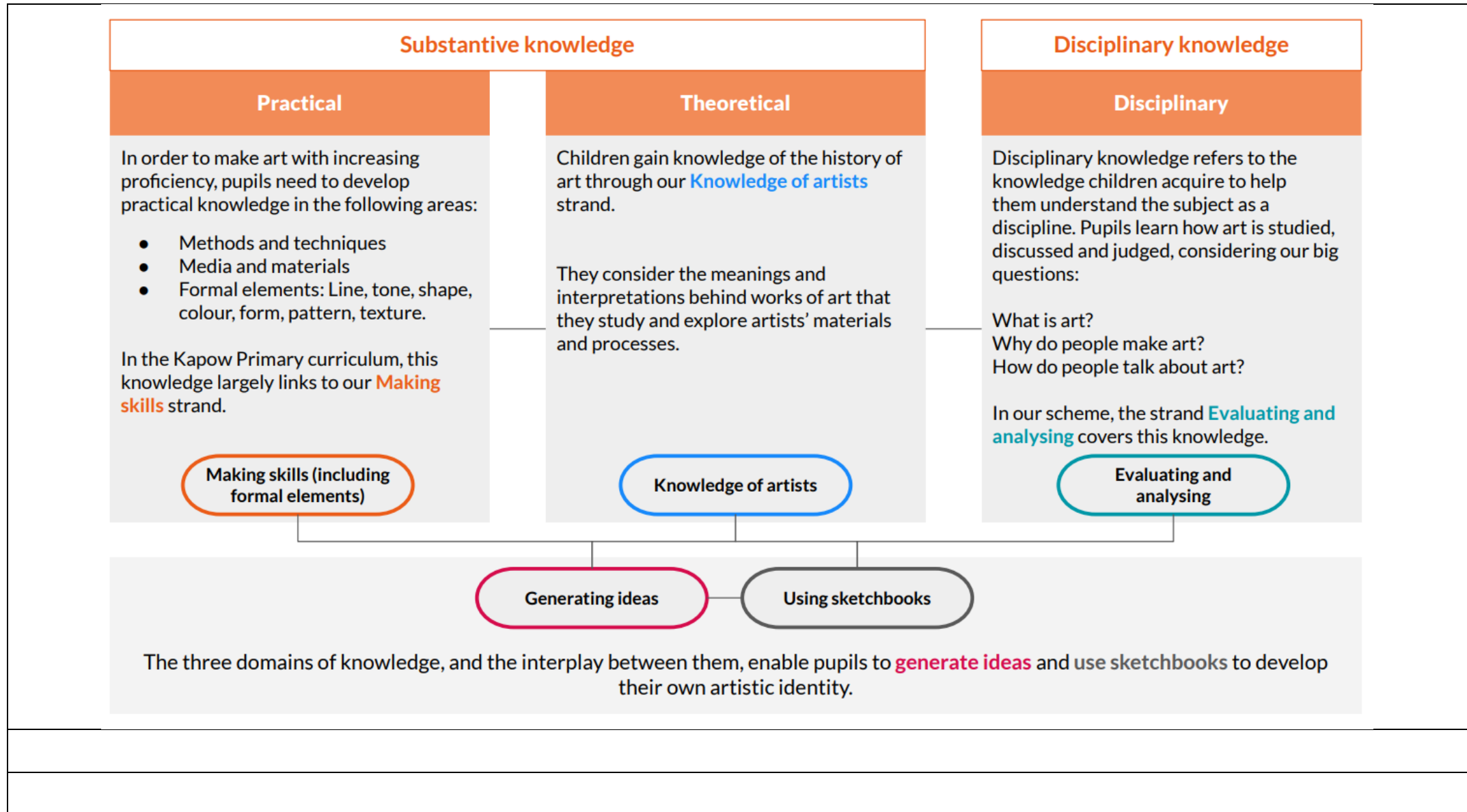
Units of work are divided into four core areas: Drawing, Painting and Mixed Media, Sculpture/3D and Craft and Design.

This INTENT documentation planning provides clarity over knowledge and skills progression within the four areas. Children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity. Each unit works towards all of the National curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way. Children will learn across the three domains of knowledge: practical, theoretical substantive knowledge and disciplinary knowledge. Children will learn about the formal elements of: colour, form, shape, line, pattern, texture and tone.

Children's learning incorporates a range of teaching strategies from modelled, independent tasks, paired and group work including practical hands on learning. The curriculum places an emphasis on diversity and equality in art and design and there are clear links between different aspects of their learning. It provides opportunities for children to learn about art from different cultures, varied artists and places which supports them to make links with other learning and subject areas such as Geography and History.

As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and cultural wealth of our nation.

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Aspects of learning for EYFS planning are taken from 2020 Development Matters and are prerequisite skills for art within the national curriculum. The table below outlines the relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception to match the programme of study for art.

Area of Learning	3 and 4 Year Olds Pupils will know how to:	Reception Pupils will know how to:	ELG Pupils will know how to:
Physical Development	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, coordination, and agility.</li> </ul>	<b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes, and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
Expressive Arts & Design	<ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<b>Creating with Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>

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TERM IN WHICH EACH UNIT IS TAUGHT			
Year 1	<b>ADVENT 1</b> <b>Painting &amp; Mixed Media: Colour</b> (The Great Fire of London) <i>Exploring colour mixing through paint. Children create artwork inspired by GFOL using warm/cool colours, tone and mood.</i>	<b>LENT 1</b> <b>Sculpture &amp; 3D – Recycled Sculpture</b> (Adapted from Kapow: Sculpture Paper Play)	<b>PENTECOST 1</b> <b>Drawing: Make Your Mark</b> (Adapted from Kapow: Make Your Mark)
	<b>National Curriculum:</b> <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>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>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>	<b>National Curriculum:</b> <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>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>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>	<b>National Curriculum:</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>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>
<b>Core Knowledge</b>  <i>Substantive</i>  <i>Practical and Theoretical</i>	<ul style="list-style-type: none"> <li>Know that the primary colours are red, yellow and blue. <b>(Colour)</b></li> <li>Know primary colours can be mixed to make secondary colours: <b>(Colour)</b> <ul style="list-style-type: none"> <li>Red + yellow = orange</li> <li>Yellow + blue = green</li> <li>Blue + red = purple</li> </ul> </li> <li>Know that 'tone' in art means 'light and dark'. <b>(Tone+)</b></li> <li>Know that there are many different shades (or 'hues') of the same colour. <b>(Tone)</b></li> <li>Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. <b>(Tone)</b></li> <li>Know which colours are warm and which are cold colours. <b>(Colour+)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know paper can change from 2D to 3D by folding, rolling and scrunching it. <b>(Form)</b></li> <li>Know that three-dimensional art is called sculpture. <b>(Form)</b></li> <li>Know paper can be shaped by cutting and folding it. <b>(Shape)</b></li> <li>Artists choose materials that suit what they want to make. (Knowledge of Artists)</li> <li>Understand how artists choose materials based on their properties in order to achieve certain effects. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>That a continuous line drawing is a drawing with one unbroken line. <b>(Line+)</b></li> <li>Know that an outline is a joined-up line that shows a 2D shape. <b>(Line+)</b></li> <li>Know that drawing tools can be used in a variety of ways to create different lines, including: wavy, straight, thick, thin, dotted, dash, diagonal, horizontal, cross hatch and circles. <b>(Line)</b></li> <li>Know lines can represent movement in drawings. <b>(Line)</b></li> <li>Know a range of 2D shapes and confidently draw these. <b>(Shape)</b></li> <li>Know that texture means 'what something feels like'. <b>(Texture)</b></li> <li>Know different marks can be used to represent the textures of objects. <b>(Texture)</b></li> <li>Know different drawing tools make different marks. <b>(Texture)</b></li> </ul>






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			<ul style="list-style-type: none"> <li>Know that artists choose materials that suit what they want to make. <b>(Knowledge of Artists)</b></li> </ul>
<b>Wider Knowledge</b>  <i>Substantive Subsidiary</i>	<ul style="list-style-type: none"> <li>Know about the work of David Best. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know how recycled materials and objects are used by the local artist Michelle Reader to create figurative sculptures of animals, wildlife, vehicles or landmarks.</li> <li>Know that Michelle Reader sometimes uses mechanical elements, such as pieces of toys or clocks in her work. (Craft making).</li> </ul>	<ul style="list-style-type: none"> <li>Know about the artist Wassily Wassilyevich Kandinsky and his works. <b>(Knowledge of Artists)</b></li> <li>Know the properties of drawing materials eg; which smudge, which can be erased, which blend.</li> </ul>
<b>Disciplinary Knowledge</b>  <i>Evaluate and Analyse</i>	<ul style="list-style-type: none"> <li>Know that art is made in different ways by all different kinds of people.</li> </ul>	<ul style="list-style-type: none"> <li>Know that an artist is someone who creates.</li> <li>Know that craft is making something creative and useful.</li> </ul>	<ul style="list-style-type: none"> <li>Know that people make art for fun.</li> </ul>
<b>Skills</b>  <i>Key Skills</i>  <i>Procedural Making Skills</i>  <i>Generating Ideas</i>  <i>Using Sketchbooks</i>  <i>Knowledge of Artists</i>  <i>Evaluating and /Analysing</i>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to paint. (e.g. paint brushes, sponges, fingers) to apply paint in different ways.</li> <li>Know how to apply paint using different brush strokes.</li> <li>Make choices about which materials to use to create an effect.</li> <li>Develop observational skills to look closely and reflect surface texture.</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people. <b>(Evaluate/Analyse)</b></li> <li>Describe and compare features of their own and others' artwork. <b>(Evaluate/Analyse)</b></li> <li>Describe similarities and differences between practices in Art and design, eg between painting</li> </ul>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to create crafts and sculptures.</li> <li>Explore and analyse a wider variety of ways to join and fix materials in place.</li> <li>Describe and compare features of their own and others' artwork. <b>(Evaluate/Analyse)</b></li> <li>Explore their own ideas using a range of media. <b>(Generating ideas)</b></li> <li>Use sketchbooks to explore ideas. <b>(Using sketchbooks)</b></li> </ul> <b>Practical Knowledge – Making Skills</b>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw.</li> <li>Make choices about which materials to use to create an effect.</li> <li>Develop observational skills to look closely and reflect surface texture.</li> <li>Evaluate art with an understanding of how art can be varied and made in different ways and by different people. <b>(Evaluate/Analyse)</b></li> <li>Use sketchbooks to explore ideas. <b>(Using sketchbooks)</b></li> </ul> <b>Practical Knowledge – Making Skills</b> <ul style="list-style-type: none"> <li>Know how to hold and use drawing tools (pencils, chalk, pastels, felt-tips, pens) in different ways to create different lines and marks.</li> </ul>

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	<p>and sculpture, and link these to their own work.</p> <p><b>(Knowledge of Artists)</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media.</li> </ul> <p><b>(Generating Ideas)</b></p> <p><b>Practical (Procedural) Knowledge – Making Skills</b></p> <ul style="list-style-type: none"> <li>Know how to combine primary-coloured materials to make secondary colours.</li> <li>Know how to mix secondary colours in paint. (5 shades of secondary colours)</li> <li>Know how to choose suitable sized paint brushes.</li> <li>Know how to clean a paintbrush to change colours.</li> <li>Know how to overlap paint to mix new colours.</li> <li>Know how to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding white/black to a colour.</li> <li>Use thick and thin brushes.</li> <li>Use some of the ideas of artists studied to create pieces.</li> <li>Draw lines of different sizes and thicknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to shape paper to create a 3D structure.</li> <li>Know how to roll and fold paper.</li> <li>Know how to cut shapes from paper and card.</li> <li>Know how to cut and glue paper to make 3D structures.</li> <li>Know how to join individual paper structures to make a whole sculpture.</li> <li>Know how to decide the best way to glue something.</li> <li>Know how to create a variety of shapes in paper, eg spiral, zig-zag.</li> <li>Know how to make larger structures using newspaper rolls.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create marks by responding to different stimulus such as music.</li> <li>Know how to complete a continuous line drawing.</li> <li>Know how to overlap shapes to create new ones.</li> <li>Know how to use mark making to replicate texture.</li> <li>Know how to look carefully to make an observational drawing.</li> </ul>
<p><b>End of Unit Outcomes</b></p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> <li>Name the primary colours.</li> <li>Explore coloured materials to mix secondary colours.</li> <li>Mix primary colours to make secondary colours.</li> <li>Apply paint consistently to their painting materials.</li> <li>Use a range of colours when painting.</li> <li>Mix five different shades of a secondary colour.</li> <li>Mix secondary colours with confidence to paint.</li> <li>Create artwork using warm/cool colours and mood.</li> </ul>	<ul style="list-style-type: none"> <li>Roll paper tubes and attach them to a base securely.</li> <li>Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>Shape paper strips in a variety of ways to make 3D drawings.</li> <li>Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</li> <li>Create a sculpture that includes several different techniques for shaping paper.</li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge of the language and literacy to describe lines.</li> <li>Show control when using string and chalk to draw lines.</li> <li>Experiment with a range of mark-making techniques, responding appropriately to music.</li> <li>Colour neatly and carefully, featuring a range of different media and colours.</li> <li>Apply a range of marks successfully to a drawing.</li> </ul>

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	<ul style="list-style-type: none"> <li>Describe their finished painting.</li> <li><i>Add to these once short term planning complete.</i></li> </ul>	<ul style="list-style-type: none"> <li>Work successfully with others, sustaining effort over a time.</li> <li>Paint with good technique, ensuring good coverage.</li> </ul>	<ul style="list-style-type: none"> <li>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</li> </ul>
<b>Diversity Links</b>  <b>Artist Study</b>	<p><b>Claude Monet</b> – Study Warm and Cool coloured artwork. Notice colour, mood, silhouette, skyline.</p> <ul style="list-style-type: none"> <li>Claude Monet – Houses of Parliament at Sunset.</li> <li>Claude Monet – Sunset in Venice</li> <li>Study Monet’s other London Paintings for cool tone and silhouettes. Eg. London Fog.</li> </ul> <div style="display: flex; justify-content: space-around;">    </div>	<p><b>Michelle Reader</b> – Local Nottinghamshire Artist famous for creating unique figurative sculptures from household waste and found objects. Her sculptures are often representations of people, wildlife, vehicles or landmarks.</p>  <p><a href="https://www.michelle-reader.co.uk/gallery/interactive/art-play.html">https://www.michelle-reader.co.uk/gallery/interactive/art-play.html</a></p>	<p><b>Wassily Wassilyevich Kandinsky</b>, Russian painter</p>  <p>Brigit Reilly – Op Art</p>
<b>Vocabulary</b>	Primary, secondary, tertiary colours, blend, mix, shade, hue, space, shape, texture, thick, complimentary, shade, darker, lighter, warm, cold, silhouette, shape, create mood, silhouette.	Fold, scrunch, zig zag, spiral, overlap, curl, roll, sculpture, 3D, recycled, process, construct, papier mache, detail, exhibition, audience, figurative	2D shape, 3D shape, abstract, chalk, charcoal, pastel, printing, shade, straight, texture, cross-hatch, diagonal, horizontal, vertical, wavy, dots, form, line, mark making

<b>Year 2</b>	<p style="text-align: center;"><b>ADVENT I</b> Drawing: Portraits</p> <p><b>National Curriculum:</b></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 to develop and share their ideas, experiences and imagination</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 style="text-align: center;"><b>LENT I</b> Painting and Mixed Media: Life in Colour Adapted from Kapow Unit Y2 Develop Colour Mixing Skills History – Rosa Parks, Emily Davidson, Margaret Thatcher. Science – Humans</p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> </ul>	<p style="text-align: center;"><b>PENTECOST I</b> Sculpture &amp; 3D: Clay pots Adapted from Kapow Sculpture Clay Houses Y2</p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use modelling &amp; sculpting to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using pattern, texture, shape, form and space</li> </ul>
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	<ul style="list-style-type: none"> <li>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>	<ul style="list-style-type: none"> <li>To use drawing to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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>	<ul style="list-style-type: none"> <li>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>Core Knowledge</b></p> <p><i>Substantive Knowledge</i></p> <p><i>Practical and Theoretical</i></p>	<ul style="list-style-type: none"> <li>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. <b>(Line)</b></li> <li>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and create texture. <b>(Texture)</b></li> <li>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns <b>(Pattern)</b></li> <li>Know that tone can be added to a drawing by shading and filling a shape to make it look three dimensional. <b>(Tone)</b></li> <li>Know that different pencil grades make different tones. <b>(Tone)</b></li> <li>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that different amounts of paint and water can be used to mix hues of secondary colours. <b>(Colour)</b></li> <li>Know that colours can be mixed to 'match' real life objects or to create things from your imagination. <b>(Colour)</b></li> <li>Know that 'composition' means how things are arranged on the page. <b>(Form)</b></li> <li>Know that collage materials can be shaped to represent shapes in an image. <b>(Shape)</b></li> <li>Know that patterns can be used to add detail to an artwork. <b>(Pattern)</b></li> <li>Know that collage materials can be chosen to represent real-life textures. <b>(Texture)</b></li> <li>Know that collage materials can be overlapped and overlaid to add texture. <b>(Texture)</b></li> <li>Know that painting tools can create varied textures in paint. <b>(Texture)</b></li> <li>Know that different amounts of paint and water can be used to mix hues of secondary colours. <b>(Tone)</b></li> <li>Some artists create art to make people aware of good and bad things happening in the world around them. <b>(Knowledge of Artists)</b></li> <li>Art can be figurative or abstract. <b>(Knowledge of Artists)</b></li> <li>Artists try out different combinations of collage materials to create the effect they want. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that pieces of clay can be joined using the 'scratch and slip' technique. <b>(Form)</b></li> <li>Know that a clay surface can be decorated by pressing into it or by joining pieces on. <b>(Form)</b></li> <li>Know that patterns can be made using shapes. <b>(Shape)</b></li> <li>Art can be figurative or abstract. <b>(Knowledge of Artists)</b></li> <li>Artists can use the same material (felt) to make 2D or 3D artworks. <b>(Knowledge of Artists)</b></li> </ul>








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<b>Wider Knowledge</b> <i>Substantive</i>	<ul style="list-style-type: none"> <li>Know that a portrait is an artistic representation of a person. (Usually the head and shoulders).</li> </ul>	<ul style="list-style-type: none"> <li>Use an interesting range of marks that show an understanding of how to draw different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Know that it is easier to work with clay in cold conditions than a warm room.</li> </ul>
<b>Disciplinary Knowledge</b> <i>Evaluate and Analyse</i>	<ul style="list-style-type: none"> <li>Know that people make art to decorate a space.</li> <li>Know that people make art about things that are important to them.</li> </ul>	<ul style="list-style-type: none"> <li>Know that people use art to tell stories.</li> <li>People make art to help others understand something.</li> </ul>	<ul style="list-style-type: none"> <li>Know that people make art to share their feelings.</li> <li>Know that people make art to explore an idea in different ways.</li> </ul>
<b>Skills</b> <i>Key Skills</i> <i>Procedural Making Skills</i> <i>Generating Ideas</i> <i>Using Sketchbooks</i> <i>Knowledge of Artists</i> <i>Evaluating and Analysing</i>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Further develop mark-making skills within a greater range of media, demonstrating increased control.</li> <li>Make choices about which materials and techniques to use to create an effect.</li> <li>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> <li>Begin to talk about how they could improve their own work. <b>(Evaluate and Analyse)</b></li> <li>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. <b>(Evaluate and Analyse)</b></li> <li>Talk about art they have seen using some appropriate subject vocabulary. <b>(Knowledge of Artists)</b></li> <li>Create work from a brief, understanding that artists are sometimes commissioned to create art. <b>(Knowledge of Artists)</b></li> <li>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <b>(Generating Ideas)</b></li> </ul>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Further demonstrate increased control with a greater range of media.</li> <li>Make choices about which materials and techniques to use to create an effect.</li> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</li> <li>Talk about how art is made. <b>(Evaluate and Analyse)</b></li> <li>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. <b>(Evaluate and Analyse)</b></li> <li>Talk about art they have seen using some appropriate subject vocabulary. <b>(Knowledge of Artists)</b></li> <li>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. <b>(Knowledge of Artists)</b></li> </ul>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Developing understanding of sculpture to construct and model simple forms.</li> <li>Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</li> <li>Further demonstrate increased control with a greater range of media.</li> <li>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>Identify what they might change in their own work next time. <b>(Evaluate and Analyse)</b></li> <li>Begin to talk about how they could improve their own work. <b>(Evaluate and Analyse)</b></li> <li>Talk about art they have seen using some appropriate subject vocabulary. <b>(Knowledge of Artists)</b></li> <li>Create and critique both figurative and abstract art, recognising some of the techniques used. <b>(Knowledge of Artists)</b></li> <li>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <b>(Generating Ideas)</b></li> <li>Use sketchbooks to help make decisions about what to try out next. <b>(Using Sketchbooks)</b></li> </ul> <b>Practical Knowledge – Making Skills</b>

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	<ul style="list-style-type: none"> <li>Experiment in sketchbooks, using drawing to record ideas and make decisions about what to try next. <b>(Using Sketchbooks)</b></li> </ul> <p><b>Practical Knowledge – Making Skills</b></p> <ul style="list-style-type: none"> <li>Know how to hold a pencil correctly when drawing.</li> <li>Know how to create line drawings using pencil.</li> <li>Know how to use drawing skills to make sketches to help make a portrait.</li> <li>Know how to use drawing skills such as hatching, stippling and blending to make pattern.</li> <li>Know how to add tone to a drawing.</li> <li>Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</li> <li>Begin to explore tone using a variety of pencil grades (9HB, 2B, 4B) to show form, drawing light and dark lines and shapes.</li> <li>How to use marks and lines to show expression on faces.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <b>(Generating Ideas)</b></li> <li>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <b>(Generating Ideas)</b></li> <li>Experiment in sketchbooks, using drawing to record ideas and make decisions about what to try next. <b>(Using Sketchbooks)</b></li> </ul> <p><b>Practical Knowledge – Making Skills</b></p> <ul style="list-style-type: none"> <li>How to mix a variety of shades of a secondary colour.</li> <li>How to make choices about amounts of paint to use when mixing a particular colour.</li> <li>How to match colours seen around them.</li> <li>How to create texture using different painting tools.</li> <li>How to make textured paper to use in a collage.</li> <li>How to choose and shape collage materials eg cutting, tearing.</li> <li>How to compose a collage, arranging and overlapping pieces for contrast and effect.</li> <li>How to add painted detail to a collage to enhance/improve it.</li> </ul>	<ul style="list-style-type: none"> <li>Developing basic skills for shaping and joining clay, including exploring surface texture.</li> <li>How to smooth and flatten clay.</li> <li>How to roll clay into a cylinder or ball.</li> <li>How to make different surface marks in clay.</li> <li>How to make a clay pinch pot.</li> <li>How to mix clay slip using clay and water.</li> <li>How to join two clay pieces using slip.</li> <li>How to make a relief clay sculpture.</li> <li>How to use hands in different ways as a tool to manipulate clay.</li> <li>How to use clay tools to score clay.</li> </ul>
<p><b>End of Unit Outcomes</b></p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> <li>Use relevant language to describe how an object feels.</li> <li>Suggest ways to create different textures through drawn marks.</li> <li>Freely experiment with different tools, receiving encouragement when needed.</li> <li>Describe and then draw shapes that make up an object.</li> <li>Use good observational skills to add details to their drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Name the primary and secondary colours.</li> <li>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</li> <li>Describe the colours and textures they see.</li> <li>Try different tools to recreate a texture and decide which tool works best.</li> <li>Show they can identify different textures in a collaged artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</li> <li>Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</li> <li>Roll a smooth tile surface.</li> <li>Join clay shapes and make marks in the tile surface to create a pattern.</li> <li>Draw a house design and plan how to create the key features in clay.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use an interesting range of marks that show an understanding of how to draw different patterns textures.</li> <li>• Make sketches, which may be of basic stick-like figures or may imply more shapes.</li> <li>• Develop sketches, with some support, adding details to enhance their portrait.</li> <li>• Demonstrate an understanding of how drawing facial features in different ways conveys expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their knowledge of colour mixing to match colours effectively.</li> <li>• Choose collage materials based on colour and texture.</li> <li>• Talk about their ideas for an overall collage.</li> <li>• Try different arrangements of materials, including overlapping shapes.</li> <li>• Give likes and dislikes about their work and others'.</li> <li>• Describe ideas for developing their collages.</li> <li>• Choose materials and tools after trying them out.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</li> </ul>
<b>Diversity Links</b>  <b>Artist Study</b>	<p><b>Artist:</b> Kehinde Wiley (TBC)</p> <p><b>Diversity Links:</b> Cultural Diversity through the study of art by <b>Kehinde Wiley</b> – American Portrait artist.</p>  	<p>Colour mixing, texture and collage.</p> <p><b>Artist:</b> Romare Bearden</p>  <p><b>Diversity Links:</b> South American Artist</p>	<p><b>Artist:</b> Ranti Bam – British Nigerian</p>   <p>Ceramic Artist who works with clay. She makes pots and other sculptures. Het pots are often made by joining big flat pieces of clay. She is interested in nature and her art is used to show the meaning of tricky words in clay.</p>
<b>Vocabulary</b>	Sketch, portrait, mark making, lines, blending, cross hatching, stippling, texture, thick, thin emotion, expression, features, pattern	Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture	Detail, flatten, impress, in relief, join, pinch pot roll, score, shape, slip, smooth, surface, three-dimensional, thumb pot, sculptor, sculpture, casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll,

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Year 3	<p style="text-align: center;"><b>ADVENT 1</b></p> <p style="text-align: center;"><b>Painting &amp; Mixed Media:</b> prehistoric cave drawings and paintings (History- Stone Age) <i>Refer to KAPOW – Y3 Prehistoric Painting</i></p> <p><b>National Curriculum:</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</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 soft metals &amp; modelling clay]</li> <li>about how artists recalled events and successes through art in history from the stone age period</li> </ul>	<p style="text-align: center;"><b>LENT 1</b></p> <p style="text-align: center;"><b>Craft and Design:</b> Ancient Egyptian Scrolls (Ancient Egypt) <i>Refer to KAPOW – Ancient Egyptian scrolls</i></p> <p><b>National Curriculum:</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</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 soft metals &amp; modelling clay]</li> <li>about how artists recalled events and successes through art in history from the ancient Egyptian period</li> </ul>	<p style="text-align: center;"><b>PENTECOST 2</b></p> <p style="text-align: center;"><b>Drawing/Craft &amp; Design:</b> Artist Study, Henri Matisse Cut-Outs (History – Mayans)</p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, paint, digital images]</li> <li>know about great artists, architects and designers in history and how they responded to mood i.e. Matisse cut-outs.</li> </ul>
<p style="text-align: center;"><b>Core Knowledge</b></p> <p style="text-align: center;"><i>Substantive Knowledge</i></p> <p style="text-align: center;"><i>Practical and Theoretical</i></p>	<ul style="list-style-type: none"> <li>Know that using light and dark colours next to each other creates contrast. <b>(Colour)</b></li> <li>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. <b>(Colour)</b></li> <li>Know that different drawing tools can create different types of lines. <b>(Line)</b></li> <li>Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. <b>(Texture)</b></li> </ul>	<ul style="list-style-type: none"> <li>Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). <b>(Pattern)</b></li> <li>Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. <b>(Tone)</b></li> <li>Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <b>(Tone)</b></li> <li>Artists have different materials available to them depending on when they live in history. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that using light and dark colours next to each other creates contrast. <b>(Colour)</b></li> <li>Know that tertiary colours are the combination of primary and secondary colours. <b>(Colour)</b></li> <li>Know that <b>organic shapes</b>, often curvilinear in appearance, that are similar to those found in nature, such as plants, animals, and rocks. <b>(Shape)</b></li> <li>Know that <b>geometric shapes</b> are any shapes and based on math principles, such as a square, circle, and triangle. <b>(Shape)</b></li> <li>Organic forms can be abstract. <b>(Form)</b></li> <li>Know what abstract art is and that artists can focus on shapes when making abstract art. <b>(Shape)</b></li> </ul>

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	<ul style="list-style-type: none"> <li>Know that shapes can be described as either positive or negative and positive shapes are the shapes of actual objects. <b>(Shape)</b></li> <li>Know that negative shapes show the space around and between objects. <b>(Shape)</b></li> <li>Artists can make their own tools. <b>(Knowledge of Artists)</b></li> <li>Art from the past can give us clues about what it was like to live at that time. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Art from the past can give us clues about what it was like to live at that time. <b>(Knowledge of Artists)</b></li> <li>Artists experiment with different tools and materials to create texture. <b>(Knowledge of Artists)</b></li> <li>The meanings we take from art made in the past are influenced by our own ideas. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that abstract art has form, colours, lines and shapes, but they are not designed to represent living things or actual objects.</li> <li>Artists make decisions about how their work will be displayed. <b>(Knowledge of Artists)</b></li> <li>Artists can work in more than one medium. <b>(Knowledge of Artists)</b></li> </ul>
<b>Wider Knowledge</b>  <i>Substantive Knowledge</i>			<ul style="list-style-type: none"> <li><i>Know that Matisse is famous for his cut outs on canvas but was also a painter and sculptor.</i></li> <li><i>Know the shapes and colours that Matisse used reflect his approach to life and the colourful area of the Cote D'Azur.</i></li> <li><i>Know that Matisse developed this style of art following an illness that led to a disability and him being confined to a wheelchair.</i></li> <li><i>Know that as Matisse also started to lose his sight he had assistants who he directed to place his pieces how he saw them in his mind.</i></li> <li><i>His disability didn't prevent him from creating great art, it inspired him to create a new form of art- cut outs.</i></li> <li>Know Henri Matisse was a 19th century French Fauve artist who lived in the South of France.</li> <li>Know Matisse used brightly coloured paper and scissors to cut out shapes, animals, leaves, dancers and flowers and then arrange them in a vibrant way.</li> <li>Know that abstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives.</li> </ul> <p><a href="https://www.youtube.com/watch?v=hy4DUpsC22c">https://www.youtube.com/watch?v=hy4DUpsC22c</a>  Tate Modern Meet Matisse</p>
<b>Disciplinary Knowledge</b>  <i>Evaluate and Analyse</i>	<ul style="list-style-type: none"> <li>Know that artists make art in more than one way.</li> <li>Know that people use art to tell stories and communicate.</li> <li>Know that people use art to help explain or teach things.</li> </ul>	<ul style="list-style-type: none"> <li>Know that people can make art to express their views or beliefs.</li> <li>Know that people can have their own opinions about art, and sometimes disagree.</li> <li>Know that one artwork can have several meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are no rules about what art must be.</li> <li>Know that art can be purely decorative or it can have a purpose.</li> </ul>
<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>

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<p><i>Key Skills</i></p> <p><i>Procedural Making Skills</i></p> <p><i>Generating Ideas</i></p> <p><i>Using Sketchbooks</i></p> <p><i>Knowledge of Artists</i></p> <p><i>Evaluating and /Analysing</i></p>	<ul style="list-style-type: none"> <li>• Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</li> <li>• Using mixed media techniques to make different surfaces for painting and drawing.</li> <li>• Confidently use a range of materials and tools, selecting and using these appropriately with more independence</li> <li>• Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. <b>(Evaluate/Analyse)</b></li> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <b>(Generating Ideas)</b></li> <li>• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <b>(Using Sketch books)</b></li> </ul> <p><b>Making Skills - Practical Knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>How to use simple shapes to scale up a drawing to make it bigger.</i></li> <li>• <i>How to make a cave wall surface.</i></li> <li>• <i>How to paint on a rough surface.</i></li> <li>• <i>How to make a negative and positive image.</i></li> <li>• <i>How to create a textured background using charcoal and chalk.</i></li> <li>• <i>How to use natural objects to make tools to paint with.</i></li> <li>• <i>How to make natural paints using natural materials.</i></li> <li>• <i>How to create different textures using different parts of a brush.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>• Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>• Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>• Know how to mix colours with greater accuracy and begin to consider how colours can be used expressively.</li> <li>• Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. <b>(Evaluate/Analyse)</b></li> <li>• Begin to carry out a problem-solving process and make changes to improve their work. <b>(Evaluate and Analyse)</b></li> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <b>(Generating Ideas)</b></li> <li>• Use sketchbooks as part of the problem-solving process and make changes to improve their work. <b>(Using Sketchbooks)</b></li> </ul> <p><b>Making Skills – Practical Knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>How to layer materials in opposite directions make the handmade paper stronger.</i></li> <li>• <i>How to use a sketchbook to research a subject using different techniques and materials to present ideas.</i></li> <li>• <i>How to construct a new paper material using paper, water and glue</i></li> <li>• <i>How to use symbols to reflect both literal and figurative ideas.</i></li> <li>• <i>How to produce and select an effective final design.</i></li> <li>• <i>How to make a scroll.</i></li> <li>• <i>How to make a zine.</i></li> <li>• <i>How to use a zine to present information.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use hands and tools confidently to cut, materials for a purpose.</li> <li>• Selecting and using a variety of painting techniques, including applying their drawing skills, using their knowledge of colour and making choices about suitable tools for a task.</li> <li>• Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. <b>(Evaluate and Analyse)</b></li> <li>• Begin to carry out a problem-solving process and make changes to improve their work. <b>(Evaluate/Analyse)</b></li> </ul> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <b>(GI)</b></li> <li>• Use sketch books to plan out ideas, shapes and use of space through drawing ahead of cutting. <b>(Using Sketch Books)</b></li> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process <b>(Generating Ideas)</b></li> </ul> <p><b>Making Skills – Practical Knowledge</b></p> <ul style="list-style-type: none"> <li>• <i>How to use the 'colour wheel' to choose complimentary and contrasting colours to use in art work.</i></li> <li>• <i>How to create organic and geometric shapes.</i></li> <li>• <i>How to confidently use scissors to cut along pre-drawn lines and free cutting of shapes without outlines.</i></li> <li>• <i>How to use paper shapes to create a drawing.</i></li> <li>• <i>Use sketch books to plan out Mayan Mask ideas using shapes and use of space through drawing.</i></li> <li>• <i>How to annotate sketches with intentions and ideas.</i></li> <li>• <i>Create abstract compositions though drawing/cutting shape.</i></li> <li>• <i>How to place shapes considering the space between them as much as the shape itself.</i></li> </ul>
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	<ul style="list-style-type: none"> <li>How to use colour mixing to make natural colours.</li> </ul>	<ul style="list-style-type: none"> <li>Learn a new making technique (paper making) and apply it as part of their own project.</li> <li>Investigate the history of a craft technique and share that knowledge in a personal way.</li> </ul>	<ul style="list-style-type: none"> <li>How to add surface detail to a mask using colour or texture.</li> <li>How to take inspiration from the work of others.</li> <li>Discuss and evaluate the process and outcome of their work.</li> </ul>
<b>End of Unit Outcomes</b>  <i>Pupils who are secure will be able to:</i>	<ul style="list-style-type: none"> <li>Recognise the processes involved in creating prehistoric art.</li> <li>Explain approximately how many years ago prehistoric art was produced.</li> <li>Use simple shapes to build initial sketches.</li> <li>Create a large-scale copy of a small sketch.</li> <li>Use charcoal to recreate the style of cave artists.</li> <li>Demonstrate good understanding of colour mixing with natural pigments.</li> <li>Discuss the differences between prehistoric and modern paint.</li> <li>Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</li> <li>Successfully make positive and negative handprints in a range of colours.</li> <li>Apply knowledge of colour mixing to make natural colours.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and discuss the importance of Ancient Egyptian art.</li> <li>Consider the suitability of a surface for drawing.</li> <li>Record colours, patterns and shapes through observational drawing.</li> <li>Choose and use tools and materials confidently.</li> <li>Begin to experiment with drawing techniques.</li> <li>Create a selection of sketches that show idea exploration.</li> <li>Produce a final design with a clear purpose.</li> <li>Follow instructions with minimal support.</li> <li>Discuss and evaluate the process and outcome of their work.</li> <li>Produce a complete painted or drawn piece from a design idea.</li> <li>Use colours and materials appropriately, showing an understanding of effective composition.</li> <li>Have a clear idea of the subject of their zine, including a range of images and information.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to select contrasting colours from a colour wheel.</li> <li>Create organic and geometric shapes in abstract art.</li> <li>Understand how to add colour, shape, form, pattern to create a Mayan Mask.</li> <li>Use sketchbook to create design ideas.</li> <li>Create a Mayan Mask from a design idea.</li> <li>Understand artist's choices to convey a message.</li> <li>Choose and use tools and materials confidently, being willing to experiment.</li> <li>Make considered cuts and tears to create their ideas.</li> <li>Discuss and evaluate the process and outcome of their work.</li> </ul>
<b>Diversity Links</b>  <b>Artist Study</b>	<p><a href="#">Cai Guo-Qiang</a> cave art working on rock  <a href="#">White Tone</a> video  <a href="#">Making of White Tone</a></p> 	<p>Ancient Egyptian Artwork</p> 	<p>Artist study - French Fauvist artist Matisse</p> 



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<b>Vocabulary</b>	Charcoal, composition, negative image, positive image, pigment, prehistoric, proportion, scaled up Sketch, smudging, texture, tone	Ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine	Abstract, form, shape, colour, space, Matisse, cut-outs, organic, geometric shapes, abstract art,

<b>Year 4</b>	<p style="text-align: center;"><b>Advent I</b>  <b>Drawing: Growing Artists</b>          (History - Ancient Greece)  <i>(Adapted from KAPOW Y3 Growing Artists)</i></p> <p><b>National Curriculum</b>          Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.          Pupils should be taught:</p>	<p style="text-align: center;"><b>LENT I</b>  <b>Craft &amp; Design: Roman Jewellery</b>          (History- Ancient Rome)</p> <p><b>National Curriculum:</b>          Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.          Pupils should be taught:</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> </ul>	<p style="text-align: center;"><b>PENTECOST 2</b>  <b>Sculpture: Mega Materials</b>  <i>(Adapted from, KAPOW Y4 Sculpture Mega Materials)</i>          (History - Saxons and Scots - Celts)          (Science – Physics, Sound/our world hemispheres)          Ghana - Africa</p> <p><b>National Curriculum</b>          Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.          Pupils should be taught:</p>
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## Art & Design INTENT – Termly Planning

	<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, with a range of materials (for example, pencil)</li> <li>about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example soft metals &amp; modelling clay]</li> <li>about great artists and designers in history from the Ancient Roman period.</li> </ul>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including <b>sculpture</b> with a range of materials [for example: packaging, plastics, recycled materials..)</li> <li>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <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>Core Knowledge</b></p> <p><i>Substantive Knowledge</i></p> <p><i>Practical and Theoretical</i></p>	<ul style="list-style-type: none"> <li>Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). <b>(Form)</b></li> <li>Know that 'tone' in art means 'light and dark' <b>(Tone)</b></li> <li>Shading helps make drawn objects look realistic. <b>(Tone)</b></li> <li>Know that tonal shading is used to create different tones in an artwork to make it look realistic and can include hatching, cross-hatching, scribbling and stippling. <b>(Tone)</b></li> <li>Know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. <b>(Tone)</b></li> <li>Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. <b>(Line+)</b></li> <li>Know how to use different tools or using the same tool in different ways can create different types of lines. <b>(Line)</b></li> <li>Know that proportion is key part of design that explores the size between two or more elements in an artwork. <b>(Form+)</b></li> </ul>	<ul style="list-style-type: none"> <li>How to use basic shapes to form more complex shapes and patterns. <b>(Shape)</b></li> <li>Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. <b>(Texture)</b></li> <li>Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. <b>(Colour)</b></li> <li>Know that patterns can be irregular, and change in ways you wouldn't expect. <b>(Pattern+)</b></li> <li>Know that designers can make beautiful things to try and improve people's everyday lives. <b>(Knowledge of Artists)</b></li> </ul> <p><b>Wider Historic Knowledge – Roman Jewellery</b></p> <ul style="list-style-type: none"> <li>Know that Ancient Romans wore complex jewellery designs and used a wide range of materials, especially gold, colourful gems and glass beads.</li> <li>Know this craft was inspired by the influence of the different cultures they invaded and the variety of natural resources available in all the Mediterranean territories under their control.</li> <li>Know that metals would be twisted, engraved or embossed to create a detailed design.</li> </ul>	<ul style="list-style-type: none"> <li>Know that simple 3D forms can be made by creating layers, by folding and rolling materials. <b>(Form)</b></li> <li>Know how to use familiar shapes to create simple 3D drawings and describe the shapes they use. (Shape)</li> <li>Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. <b>(Form +)</b></li> <li>Art can communicate powerful statements about right and wrong. <b>(Knowledge of Artists)</b></li> <li>Artists can choose particular materials to communicate a message. <b>(Knowledge of Artists)</b></li> <li>Art is interpreted differently depending on how it is displayed. (Knowledge of Artists)</li> </ul>







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		<ul style="list-style-type: none"> <li>Know that jewels would be added to create detail.</li> <li>Know symbols used in Roman jewellery were often animals including snakes, symbols of their gods and beliefs.</li> </ul>	
<b>Wider Knowledge</b>	<ul style="list-style-type: none"> <li>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. (Knowledge of Artists)</li> </ul>	<b>Wider Historic Knowledge – Roman Jewellery</b> <ul style="list-style-type: none"> <li>Know wealthy Roman men would wear one or several rings, bracelets, collars with pendant and torcs.</li> <li>Know men's rings were made of gold or electrum, and sometimes their stone shows an intaglio (engraved image or design) that was used to seal important documents with hot wax.</li> <li>Know Roman women would have collections of different jewellery sets with many luxurious rings, earrings, bracelets and necklaces all worn at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>Artists make choices about what, how and where they create art.</li> <li>Art is interpreted differently depending on how it is displayed.</li> <li>Art is influenced by the time and place it was made, and this affects how people interpret it.</li> <li>Artists may hide messages or meaning in their work.</li> </ul>
<b>Disciplinary Knowledge</b>  <i>Evaluating and Analysing</i>	<ul style="list-style-type: none"> <li>Know that artists make work to explore right and wrong and to communicate their own beliefs.</li> <li>Know that art is influenced by the time and place it was made, and this affects how people interpret it.</li> <li>Know that artists evaluate what they make and talking about art is one way to do this.</li> </ul>	<ul style="list-style-type: none"> <li>Know that artists make work to explore right and wrong and to communicate their own beliefs.</li> <li>Know that art, craft and design affect the lives of people who see or use something that has been created.</li> <li>Know that artists may hide messages or meaning in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Know that art can be all different sizes and can be displayed inside or outside.</li> <li>Know that art is interpreted differently depending on how it is displayed.</li> <li>Know that art can be created to make money; being an artist is a job for some people.</li> </ul>
<b>Key Skills</b>  <i>Key Skills</i>  <i>Procedural Making Skills</i>  <i>Generating Ideas</i>  <i>Using Sketchbooks</i>  <i>Knowledge of Artists</i>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</li> <li>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> <li>Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. +</li> </ul>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>Use more complex techniques to shape and join materials, such as carving and modelling wire.</li> <li>Use hands and tools confidently to cut, shape and join materials for a purpose.</li> <li>Understand how artists use art to convey messages through the choices they make. <b>(Knowledge of Artists)</b></li> </ul>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Know how to make informed choices about the use of tools.</li> <li>Use growing knowledge of different materials, combining media for effect.</li> <li>Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.</li> <li>Work as a professional designer does, by collating ideas to generate a theme. <b>(Knowledge of Artists)</b></li> <li>Use sketchbooks to purposefully improve understanding, develop ideas and plan for an outcome. <b>(Using Sketchbooks)</b></li> </ul> <b>Making Skills</b>

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<p><i>Evaluating and /Analysing</i></p>	<ul style="list-style-type: none"> <li>Understand how artists use art to convey messages through the choices they make. <b>(Knowledge of Artists)</b></li> <li>Evaluate their work more regularly and independently during the planning and making process. <b>(Evaluate/Analyse)</b></li> <li>Use sketchbooks to purposefully improve understanding, develop ideas and plan for an outcome. <b>(Using Sketchbooks)</b></li> </ul> <p><b>Making Skills</b></p> <ul style="list-style-type: none"> <li>Know how to create tone by shading.</li> <li>Know how to achieve even tones when shading.</li> <li>Know how to hold and use a pencil to shade.</li> <li>How to use observation and sketch objects quickly.</li> <li>Know how to make careful observations to accurately draw an object/objects (still life objects)</li> <li>How to use pencils of different grades to shade and add tone.</li> <li>Know how to hold and use a pencil to shade.</li> <li>Know how to hold a pencil with varying pressure to create different marks.</li> <li>Know how to use drawing pencils to create detailed sketches.</li> <li>Know how to use shapes identified within in objects as a method to draw.</li> <li>Know how to create drawing compositions demonstrating form and proportion.</li> <li>Know how to create drawing compositions.</li> </ul>	<ul style="list-style-type: none"> <li>Use their own experiences of techniques and making processes to explain how art works may have been made. <b>(Knowledge of Artists)</b></li> <li>Discuss art, considering how it can affect the lives of the viewers or users of the piece. <b>(Evaluate/Analyse)</b></li> <li>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <b>(Generate ideas)</b></li> <li>Use sketchbooks to purposefully improve understanding, develop ideas and plan for an outcome. <b>(Using Sketchbooks)</b></li> </ul> <p><b>Making Skills</b></p> <ul style="list-style-type: none"> <li>Know how to work with flexible air-dry modelling clay.</li> <li>Know how to create a design from a live source e.g. animals, snakes etc.</li> <li>Know how to use tools safely to cut soft metals.</li> <li>Know how to twist and shape soft metals and foam modelling clay.</li> <li>Know how to emboss and engrave soft metals.</li> <li>Know how to add embellishments.</li> <li>Know how to add an attachment to secure the jewellery piece.</li> </ul>	<ul style="list-style-type: none"> <li>Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.</li> <li>Know how to use their arm to draw 3D objects on a large scale.</li> <li>Know how to join wire to make shapes by twisting and looping pieces together.</li> <li>Know how to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</li> <li>Know how to try out different ways to display a 3D piece and choose the most effective.</li> <li>Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</li> <li>Show they are considering alternative ways to display their sculpture when photographing it.</li> <li>Describe how their work has been influenced by the work of an artist (El Anatsui)</li> </ul>
<p><b>End of Unit Outcomes</b></p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> <li>Know the difference between organic and geometric shapes.</li> <li>Use simple shapes to form the basis of a detailed drawing.</li> <li>Use shading to demonstrate a sense of light and dark in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Use familiar shapes to create simple 3D drawings and describe the shapes they use.</li> <li>Draw a simple design with consideration for how its shape could be moulded from clay.</li> <li>Transfer a drawn idea successfully to a jewellery.</li> </ul>	<ul style="list-style-type: none"> <li>Try drawing in an unfamiliar way and take risks in their work.</li> <li>Use familiar shapes to create simple 3D drawings and describe the shapes they use.</li> <li>Make informed choices about their use of tools.</li> </ul>

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	<ul style="list-style-type: none"> <li>Explore more than one way of holding a pencil to create different effects.</li> <li>Shade with a reasonable degree of accuracy and skill.</li> <li>Blend tones smoothly and follow the four shading rules.</li> <li>Use tools competently, being willing to experiment.</li> <li>Understand how to apply tone, with some guidance about where to use it.</li> <li>Use contrasting tones to make a drawing look three-dimensional.</li> <li>Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully bend wire to follow a simple template, adding details for stability and aesthetics.</li> <li>Make informed choices about their use of tools.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully bend wire to follow a simple template, adding details for stability and aesthetics.</li> <li>Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.</li> <li>Show they are considering alternative ways to display their sculpture when photographing it.</li> <li>Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</li> <li>Describe how their work has been influenced by the work of El Anatsui.</li> </ul>
<b>Diversity Links</b>  <b>Artist Study</b>	 <p>Ancient Greece - Drawing</p> 	<p><a href="#">Ivory Bangle Lady</a> Roman Africans in York For Romans skin colour didn't determine your place in society.</p> <p>Watch video about Ivory bangle Lady  <a href="https://www.youtube.com/watch?v=yUNPIIGDji0">https://www.youtube.com/watch?v=yUNPIIGDji0</a></p> <p>Know how much of Roman jewelry designs and materials were inspired by the people and cultures of countries they invaded. Across history and today we benefit from other cultures sharing their knowledge, skills and designs.</p> <p>Ancient Rome's <a href="#">jewels, gems and intaglio</a></p>   	<p><a href="#">El Anatsui</a> is a Ghanaian sculptor active for much of his career in Nigeria. He has drawn particular international attention for his "bottle-top installations and hanging tapestries. These installations consist of thousands of aluminium pieces sourced from alcohol recycling stations and sewn together with copper wire.</p> 
<b>Vocabulary</b>	Blend, composition, dark, light, even, tone, shade, form, gestural, grip, light, line, magnified, object Pressure, scale, shading, shape, texture	Jewellery, ring, torc, bracelet, collar, pendant, precious stone, semi-precious stone, melting, engraving, embossing, design, intaglio	Recycle, sculpture, join, attach, wire, 3D, form

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<b>Year 5</b>	<p style="text-align: center;"><b>ADVENT 1</b></p> <p style="text-align: center;"><b>Craft &amp; Designers: Felt Fabric</b> (History -Vikings)</p> <p style="text-align: center;"><i>Wet Felt Making. (see Kapow unit 'Map it Out' yr 2, lesson 2, 'making felt' video resource)</i></p> <p style="text-align: center;">Needs a stimulus for felt making</p> <p><b>National Curriculum:</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</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 felting with a range of materials [for example, pencil, wool fibres, embellishments e.g. beads]</li> <li>about great artists and designers in history from the Viking period &amp; Kim Soon-Im.</li> </ul>	<p style="text-align: center;"><b>LENT 1</b></p> <p style="text-align: center;"><b>Drawing – I Need Space</b> (Lent 2 - Earth/Space)</p> <p style="text-align: center;"><i>Adapted from KAPOW Y5 Drawing – I Need Space</i></p> <p><b>National Curriculum:</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <b>Pupils should be taught:</b></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 [for example, pencil, charcoal, paint, cy]</li> <li>About great artists, architects and designers in history.</li> </ul>	<p style="text-align: center;"><b>PENTECOST 2</b></p> <p style="text-align: center;"><b>Painting: Light and Dark</b> (Local History – Isaac Newton/Science Forces)</p> <p style="text-align: center;"><i>Adapted from KAPOW Y4 Light and Dark</i></p> <p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p> <p><b>National Curriculum</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</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 style="text-align: center;"><b>Core Knowledge</b></p> <p style="text-align: center;"><i>Substantive Knowledge</i></p> <p style="text-align: center;"><i>Practical and Theoretical Formal Elements</i></p>	<ul style="list-style-type: none"> <li>Know how to create texture on different materials. <b>(Texture)</b></li> <li>Know how to add colour and detail to a felt design by twisting and shaping wool fibres. <b>(Colour+)</b></li> <li>Visual designs can represent big ideas like harmony with nature or peace. <b>(Knowledge of Artists)</b></li> <li>Know that wool (roving fibres) from sheep is used to make felt.</li> <li>Know that felt is made from layering wool fibres in alternating directions.</li> </ul>	<ul style="list-style-type: none"> <li>Know that shapes can be used to place the key elements in a composition. <b>(Shape)</b></li> <li>Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. <b>(Line)</b></li> <li>How to create texture on different materials. <b>(Texture)</b></li> <li>Know that collagraphy is a print making process that uses textures to create interesting surfaces within a print. <b>(Texture)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that adding black to a colour creates a shade. <b>(Colour)</b></li> <li>Know that adding white to a colour creates a tint. <b>(Colour)</b></li> <li>Know how to use lighter and darker tints and shades of a colour can create a 3D effect when painting. <b>(Form)</b></li> <li>Using lighter and darker tints and shades of a colour can create a 3D effect. <b>(Tone)</b></li> <li>Tone can be used to create contrast in an artwork. <b>(Tone)</b></li> <li>Know that chiaroscuro means 'light and dark' and is an Italian term used to describe high-contrast images. <b>(Tone)</b></li> </ul>



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	<ul style="list-style-type: none"> <li>Know that natural wool fibres were coloured using a dying process using natural resources available in the environment e.g. berries, leaves, soil, clay etc</li> </ul>	<ul style="list-style-type: none"> <li>Know what print effects different materials make. <b>(Texture) +</b></li> <li>Know that artists create pattern to add expressive detail to art works, for example.....added in (pattern) +</li> <li>Artists are influenced by what is going on around them; for example, culture, politics and technology. <b>(Knowledge of Artists)</b></li> <li>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that chiaroscuro refers to the balance and pattern of light and shade in a painting or drawing. <b>(Tone)</b></li> <li>Know how to apply prior knowledge of colour mixing and painting techniques to create a finished piece. <b>(Colour)</b></li> <li>Know what composition and proportion means. <b>(Form)</b></li> <li>Know how paint can create different effects. <b>(Texture)</b></li> <li>Know and understand how artists use art to convey messages through the choices they make. <b>(Knowledge of Artists)</b></li> </ul>
<b>Wider Knowledge</b>  <i>Substantive Knowledge</i>	<b>Additional Subject Knowledge</b> <ul style="list-style-type: none"> <li>Know that craft workers in Anglo Saxon (Yr4 link) and <b>Viking</b> periods made textiles and products involving the felt making process.</li> <li>Know that felting can be used to create images and be inspired by images e.g. maps, landscapes, seascapes.</li> <li>Know that wool fibres will move around, change position and shape during the felting process.</li> <li>Know that adding a thin layer of wool fibre over smaller shapes will help to keep them in place.</li> <li>Know that colour and detail can be added by using different colours and the twisting and shaping of wool fibres.</li> </ul>		
<b>Disciplinary Knowledge</b>  <i>Evaluating and Analysing</i>	<ul style="list-style-type: none"> <li>Know that Art, craft and design can be functional and affect human environments and experiences.</li> <li>Know that people make art to fit in with popular ideas or fashions.</li> <li>Know that people make art to express emotion.</li> <li>Know that sometimes people disagree about whether something can be called 'art'.</li> </ul>	<ul style="list-style-type: none"> <li>Know that comparing artworks can help people understand them better.</li> <li>Know that talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> <li>Know that people make art to fit in with popular ideas or fashions.</li> <li>Know that people can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as</li> </ul>	<ul style="list-style-type: none"> <li>Know that some artists become well-known or famous and people tend to talk more about their work because it is familiar.</li> <li>Know that some people make art to encourage others to question their ideas or beliefs.</li> <li>Know that people make art to portray ideas about identity.</li> <li>Know that talking about plans for artwork, or evaluating finished work, can help improve what artists create.</li> </ul>






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		inspiration for their own work or sharing ideas online.	
<b>Key Skills</b>  <i>Key Skills</i>  <i>Procedural Making Skills</i>  <i>Generating Ideas</i>  <i>Using Sketchbooks</i>  <i>Knowledge of Artists</i>  <i>Evaluating and /Analysing</i>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Using hands and tools with confidence when shaping and joining malleable materials.</li> <li>Applying skills in arranging and joining a range of materials to include wool fibres, felt and embellishments.</li> <li>Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</li> <li>Respond to a simple design brief with a range of ideas; considering how the design/product could be used in a real-world context.</li> <li>Talking about art they have seen using some appropriate subject vocabulary.</li> <li>Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved. <b>(Evaluate/Analyse)</b></li> <li>Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <b>(Evaluate/Analyse)</b></li> <li>Confidently and more independently use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <b>(Generating Ideas)</b></li> <li>Know how to extend design ideas through research and sketchbook use.</li> <li></li> </ul> <b>Making Skills – Practical Knowledge</b> <ul style="list-style-type: none"> <li>Know how to separate wool fibres ready to make felt.</li> <li>Know how to lay wool fibres in opposite directions to make felt.</li> </ul>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> <li>Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. <b>(Evaluate/Analyse)</b></li> <li>Confidently and more independently use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <b>(Generating Ideas)</b></li> <li>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <b>(Using Sketchbooks)</b></li> </ul> <b>Making Skills – Practical Knowledge</b> <ul style="list-style-type: none"> <li>Know what print effects different materials make.</li> <li>Know how to analyse an image that considers impact, audience and purpose.</li> <li>Know how to draw the same image in different ways with different materials and techniques.</li> <li>Know how to make a collagraph plate.</li> <li>Know how to make a collagraph print.</li> <li>Know how to create texture on different materials.</li> <li>Know how to develop drawn ideas for a print.</li> </ul>	<b>Key Skills</b> <ul style="list-style-type: none"> <li>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. +</li> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>Use subject vocabulary confidently to describe and compare creative works. <b>(Knowledge of Artists)</b></li> <li>Use more complex vocabulary when discussing their own and others' art. <b>(Evaluate and Analyse)</b></li> <li>Evaluate their work more regularly and independently during the planning and making process. <b>(Evaluate and Analyse)</b></li> <li>Confidently and more independently use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <b>(Generating Ideas)</b></li> <li>Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <b>(Using Sketchbooks)</b></li> </ul> <b>Making Skills – Practical Knowledge</b> <ul style="list-style-type: none"> <li>Know how to mix a tint and a shade by adding black or white.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Know how to roll and squeeze the felt to make the fibres stick together.</li> <li>• Know how to add details to felt by twisting small amounts of wool.</li> <li>• Know how know and apply the steps of the felt-making process.</li> <li>• Know how to make colours for dye using natural materials.</li> <li>• Know how to display artwork effectively.</li> <li>• To understand how to give constructive feedback to others about their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to combine techniques to create a final composition.</li> <li>• Know how to decide what materials and tools to use based on experience and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use tints and shades of a colour to create a 3D effect when painting.</li> <li>• Know how to apply paint using different techniques e.g. stippling, dabbing, washing.</li> <li>• Know how to choose suitable painting tools.</li> <li>• Know how to arrange objects to create a still-life composition.</li> <li>• Know how to plan a painting by drawing first.</li> <li>• Know how to organise painting equipment independently, making choices about tools and material</li> <li>• Know how to achieve the tonal technique called chiaroscuro.</li> </ul>
<p><b>End of Unit Outcomes</b></p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> <li>• Know that the wool fibres/felt will shrink as it dries; when creating an image, therefore it will need to be larger than the desired final product.</li> <li>• Know how to plan and design a felt product.</li> <li>• Know you need to use an artificial loose woven fabric like net to cover the wool fibres before rolling.</li> <li>• Know how to add hot water and soap to bind the wool fibres.</li> <li>• Know how the rolling process compresses the wool fibres to make felt.</li> <li>• Know that detail can be added to dry felt by stitching, embroidering, adding embellishments e.g. beads, seeds etc</li> <li>• Take an active part in decisions around how to display their artwork.</li> <li>• Give constructive feedback to others about their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain what retrofuturism is.</li> <li>• Participate in discussions and offer ideas.</li> <li>• Evaluate images using simple responses, sometimes using formal elements to extend ideas.</li> <li>• Provide plausible suggestions for how a piece was created.</li> <li>• Comfortably use different stimuli to draw from.</li> <li>• Use past knowledge and experience to explore a range of drawing processes.</li> <li>• Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.</li> <li>• Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.</li> <li>• Generate a clear composition idea for a final piece that shows how it will be drawn.</li> <li>• Apply confident skills to make an effective collagraph print.</li> <li>• Independently select tools and drawing techniques, with some guidance.</li> <li>• Demonstrate growing independence, discussing ways to improve work.</li> </ul>	<ul style="list-style-type: none"> <li>• Share their ideas about a painting.</li> <li>• Describe the difference between a tint and a shade.</li> <li>• Mix tints and shades by adding black or white paint.</li> <li>• Discuss their real-life experiences of how colours can appear different.</li> <li>• Use tints and shades to paint an object in 3D.</li> <li>• Study and use the technique chiaroscuro. (Check this outcome)</li> <li>• Try different arrangements of objects for a composition, explaining their decisions.</li> <li>• Produce a clear sketch that reflects the arrangement of their objects.</li> <li>• Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</li> <li>• Paint with care and control to make a still life with recognisable objects.</li> </ul>

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<p><b>Diversity Links</b></p> <p><b>Artist Study</b></p>	<p>'Dove Boy' by Kim Soon-Im (2012) – figure made of wool. Represents her encounter with a man in New York. Feathers floating in the air. Kim Soon Im - Korean Artist.</p> <p>World Felt Artists</p> 	<p>'Moonwalk' by <b>Teis Albers</b>.</p> 	<p>'Still life with cherries' by Paul Cezanne.</p> <p>'Nature morte' by Clara Peeters</p>  <p>Links: Isaac Newton – proposed theory of light and colour. Apple – still life.</p>
<p><b>Vocabulary</b></p>	<p>Craft workers, textiles, wool fibres, felt, compress, embellish,</p>	<p>cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda, purpose, repetition, Retrofuturism, revisit, space, race, stimulus, technique</p>	<p>tints, shades, three-dimensional, composition, proportion, texture, effect, still life, abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, vivid, chiaroscuro</p>

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Year 6	<p style="text-align: center;"><b>ADVENT I</b></p> <p style="text-align: center;">Painting &amp; Mixed Media: <b>Portraits</b> (Curriculum Link.... 1890 – Suffragettes Emeline's Poetry link)</p> <p style="text-align: center;"><i>Adapted from Kapow Self Portraits, Y5</i></p> <p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, paint, digital images]</li> <li>know about great artists, architects and designers in history.</li> </ul>	<p style="text-align: center;"><b>PENTECOST I</b></p> <p style="text-align: center;">Sculpture &amp; 3D: <b>Drawing to Sculpture Henry Moore</b> (History - WW II)</p> <p><b>National Curriculum</b></p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</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, charcoal and clay]</li> <li>about great artists and designers in history- Henry Moore</li> </ul>	<p style="text-align: center;"><b>PENTECOST 2</b></p> <p style="text-align: center;">Craft and Designers: <b>Photographic Art</b> (Curriculum Link...Civil Rights)</p> <p style="text-align: center;"><i>Adapted from KAPOW Photographic Art Opportunity</i></p> <p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, paint, digital images]</li> <li>know about great artists, architects and designers in history and how they responded to organic stimuli.</li> </ul>
<p style="text-align: center;"><b>Core Knowledge</b></p> <p style="text-align: center;"><i>Substantive Knowledge</i></p> <p style="text-align: center;"><i>Practical and Theoretical</i></p>	<ul style="list-style-type: none"> <li>Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. <b>(Colour)</b></li> <li>Know that artists create pattern to add expressive detail and texture to art works. for example: <i>Chila Kumari Singh Burman</i> using small everyday objects to add detail to sculptures. <b>(Pattern)</b></li> <li>Know that tone can help show the foreground and background in an artwork. <b>(Tone)</b></li> <li>Know that a 'monochromatic' artwork uses tints and shades of just one colour. <b>(Colour +Extra)</b></li> <li>Know that artists are influenced by what is going on around them; for example, culture, politics and technology. <b>(Knowledge of Artists)</b></li> <li>Know that artists use self-portraits to represent important things about themselves. <b>(Knowledge of Artists)</b></li> <li>Know that artists can combine materials; for example, digital imagery, with paint or print. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that the surface textures created by different materials can help suggest <b>form</b> in two-dimensional art work. <b>(Form)</b></li> <li>Know how line is used beyond drawing and can be applied to other art forms. <b>(Line)</b></li> <li>Know that marks and lines can be used to produce texture. <b>(Texture +)</b></li> <li>Know that shape and form can be used to create emotion in art. <b>(Shape/Form+)</b></li> <li>Know that tone and shading can be used to create mood and feeling in art. <b>(Tone+)</b></li> <li>Know that artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. <b>(Knowledge of Artists)</b></li> </ul>	<ul style="list-style-type: none"> <li>Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. <b>(Colour)</b></li> <li>Know how an understanding of shape and space can support creating effective composition. <b>(Shape)</b></li> <li>Know how pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. <b>(Pattern)</b></li> <li>Know that artists can use symbols in their artwork to convey meaning. (Knowledge of Artists)</li> <li>Know that artists take risks to try out ideas; this can lead to new techniques being developed. <b>(Knowledge of Artists)</b></li> </ul>

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<b>Wider Knowledge</b>		<ul style="list-style-type: none"> <li>• Know about the work of Henry Moore and use their work to replicate a style.</li> <li>• Know that many of Henry Moore's sculptures were inspired by the drawing he made during air raids in the underground during WW2.</li> <li>• Know that many of the sculptures were inspired by the human form.</li> <li>• Know that a cool environment is needed to work with clay.</li> <li>• Know that some clay is air-dried and some kiln-fired.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Disciplinary Knowledge</b>  <i>Evaluate and Analyse</i>	<ul style="list-style-type: none"> <li>• Know that art can be analysed and interpreted in lots of ways and can be different for everyone.</li> <li>• Know that everyone has a unique way of experiencing art.</li> <li>• Know that sometimes people make art to express their views and opinions, which can be political or topical.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</li> <li>• Know that Art can represent abstract concepts, like memories and experiences.</li> <li>• Know that sometimes people make art to create reactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that art can be a digital art form, like photography.</li> <li>• Know that people use art as a means to reflect on their unique characteristics.</li> <li>• Know that people can have varying ideas about the value of art.</li> <li>• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way.</li> </ul>
<b>Key Skills</b>  <i>Key Skills</i>  <i>Procedural Making Skills</i>  <i>Generating Ideas</i>  <i>Using Sketchbooks</i>  <i>Knowledge of Artists</i>  <i>Evaluating and /Analysing</i>	<ul style="list-style-type: none"> <li>• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</li> <li>• Combine a wider range of media, e.g. photography and digital art effects.</li> <li>• Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> <li>• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</li> <li>• Give reasoned evaluations of their own and others' work which takes account of context and intention. <b>(Evaluate/Analyse)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Work in a sustained way over several sessions to complete a piece, including incorporating the formal elements of art.</li> <li>• Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. +</li> <li>• Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. <b>(Evaluate/Analyse)</b></li> <li>• Discuss how art is sometimes used to communicate social, political, or environmental views. <b>(Evaluate/Analyse)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</li> <li>• Work from a variety of sources including observation, photographs and digital images.</li> <li>• Design and make art for different purposes and begin to consider how this works in creative industries. +</li> <li>• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <b>(Generating Ideas)</b></li> <li>• Using sketchbooks for a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <b>(Using Sketchbooks)</b></li> </ul>

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	<ul style="list-style-type: none"> <li>• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <b>(Generating Ideas)</b></li> <li>• Confidently using sketchbooks for purposes including drawing, recording observations and research, testing materials and working towards an outcome more independently. <b>(Using Sketchbooks)</b></li> </ul> <p><b>Making Skills</b></p> <ul style="list-style-type: none"> <li>• Know how to develop a drawing into a painting.</li> <li>• Know how mixed media and different techniques can be used to create different effects in their self-portraits.</li> <li>• Know how to adapt an image to create a new one.</li> <li>• Know how to combine materials to create an effect.</li> <li>• Know how to choose colours to represent an idea or atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <b>(Generating Ideas)</b></li> <li>• Using sketchbooks for a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <b>(Using Sketchbooks)</b></li> </ul> <p><b>Making Skills</b></p> <ul style="list-style-type: none"> <li>• Know how to join clay securely.</li> <li>• Know how to use slip and etched surfaces</li> <li>• Know how to create a smooth finish on clay.</li> <li>• Know how to translate ideas into sculptural forms.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Produce a completed sculpture demonstrating experimentation, originality and technical competence.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. <b>(Knowledge of Artists)</b></li> <li>• Use their own experiences to explain how art works may have been made. <b>(Knowledge of Artists)</b></li> <li>• Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. <b>(Evaluate/Analyse)</b></li> <li>• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <b>(Generating Ideas)</b></li> <li>• Using sketchbooks for a systematic and independent approach, research, test and develop ideas and plans using sketchbooks <b>(Using Sketchbooks)</b></li> </ul> <p><b>Making Skills</b></p> <ul style="list-style-type: none"> <li>• Know how different materials can be used to produce photorealistic artwork.</li> <li>• Know that macro photography is showing a subject as larger than it is in real life.</li> <li>• Know how to create a photomontage.</li> <li>• Know how to create artwork for a design brief.</li> <li>• Know how to use a camera or tablet for photography.</li> <li>• Know how to identify the parts of a camera.</li> <li>• Know how to take a macro photo, choosing an interesting composition.</li> <li>• Know how to manipulate a photograph using photo editing tools.</li> <li>• Know how to use drama and props to recreate imagery.</li> <li>• Know how to take a portrait photograph.</li> </ul>
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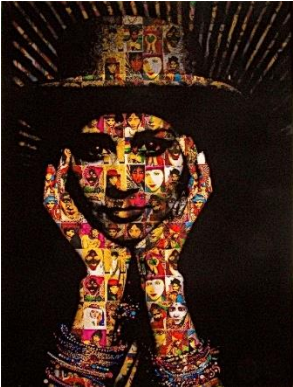
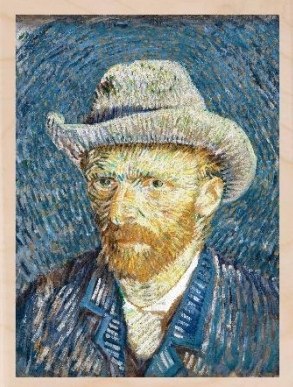






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			<ul style="list-style-type: none"> <li>• Know how to use a grid method to copy a photograph into a drawing.</li> </ul>
<p><b>End of Unit Outcomes</b></p> <p><i>Pupils who are secure will be able to:</i></p>	<ul style="list-style-type: none"> <li>• Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>• Try a variety of materials and compositions for the backgrounds of their drawings.</li> <li>• Communicate to their partner what kind of photo portrait they want.</li> <li>• Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li> <li>• Create a successful print.</li> <li>• Use some Art vocabulary to talk about and compare portraits.</li> <li>• Identify key facts using a website as a reference.</li> <li>• Explain their opinion of an artwork.</li> <li>• Experiment with materials and techniques when adapting their photo portraits.</li> <li>• Create a self-portrait that aims to represent something about them.</li> <li>• Show they have considered the effect created by their choice of materials and composition in their final piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the work of artists that appreciate different artistic styles.</li> <li>• Reflect verbally or in writing about creative decisions.</li> <li>• Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.</li> <li>• Talk about artists' work and explain what they might use in their own work.</li> <li>• Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.</li> <li>• Successfully translate plans to a 3D sculpture.</li> <li>• Work mostly independently, experimenting and trying new things.</li> <li>• Identify and make improvements to their work.</li> <li>• Produce a completed sculpture demonstrating experimentation, originality and technical competence.</li> <li>• Competently reflect on successes and personal development.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how a new image can be created using a combination of other images.</li> <li>• Understand what photomontage is and recognise how artists use photography.</li> <li>• Select relevant images and cut them with confidence and a level of control.</li> <li>• Demonstrate a competent knowledge of effective composition, discussing their ideas.</li> <li>• Use recording devices and available software with confidence.</li> <li>• Demonstrate a confident understanding of Edward Weston's style through their artistic choices.</li> <li>• Discuss the features of a design, e.g. explaining what is effective about a composition.</li> <li>• Select a suitable range of props, considering the design brief and their initial ideas.</li> <li>• Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.</li> <li>• Use editing software to change their image, reflecting an artist's style.</li> <li>• Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.</li> <li>• Set up a composition and think about a space that will provide good lighting levels.</li> <li>• Take a portrait that is focused and appropriately framed.</li> <li>• Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.</li> <li>• Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.</li> </ul>



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<p><b>Diversity Links</b></p>	<p>Link: <a href="#">Who is Chila Kumari Singh Burman? Tate Kids</a></p> <p>Link: <a href="#">Who is Vincent van Gogh? Tate Kids</a></p> <div style="display: flex; justify-content: space-around;">   </div>	<p><u>Henry Moore</u> wartime inspiration video clip from 5.30min</p> <p><u>Kathe Kollowitz</u> is a German artist who too used the war to influence her artwork and show the culture of living in the war but from a German perspective, using similar mediums of charcoal and sculpture.</p> <p>Similar to Henry Moore she showed desperation, loneliness and hunger through the use of light, shape and emotion.</p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div>	<ul style="list-style-type: none"> <li>Create a final painting or drawing with tonal differences that create a photo-realistic effect.</li> </ul> <p><b>Derek Ofusu Boeteng</b> – young Ghanaian artists famous for his playful and colourful photographic art taken and edited on his phone.</p> <p><b>Edward Weston</b> Weston pioneered a modernist style characterized by the use of a large-format camera to create sharply focused and richly detailed black-and-white photographs.</p> <div style="text-align: center; margin-top: 20px;">  </div>

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<b>Vocabulary</b>	medium, atmosphere, background, collage, evaluate justify, mixed media, monoprint, multimedia, paint wash, portrait, self-portrait, printmaking, represent, research, texture	Sculpture, clay, slip, texture, kiln, air-dry, model, inspiration, sculptor, pre-sketch, Henry Moore	Editing, emulate, focus, frame, grid. image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism, photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software