

## Long Term Progression in Art Overview 2021-2022

To see how Art will be taught to each year group at Lindow Community Primary School in 2021/22 please click on the appropriate button.

**Reception**

**Year 1**

**Year 2**

**Year 3**

**Year 4**


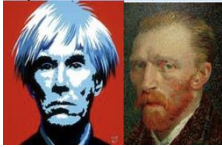

**Year 5**

**Year 6**




Reception						
Term & theme	Autumn 1 – Run, Run, as fast as you can!	Autumn 2 – Anteater Antics	Spring 1 - Naughty Bus	Spring 2 - The Journey Home	Summer 1 - Silly Doggy & Naughty Kitty	Summer 2 - Superheroes to the rescue!
<b>Big question/key concept</b>	<b>Big Question:</b> What happens when we use different objects to print? <b>Key Concept:</b> Printing	<b>Big Question:</b> What happens when our paints mix together? <b>Key Concept:</b> Painting	<b>Big Question:</b> How can different lines create different shapes? <b>Key Concept:</b> Drawing and Mark Making	<b>Big Question:</b> How can I show different textures on a piece of paper? <b>Key Concept:</b> Collage	<b>Big Question:</b> Who is Andy Goldsworthy? <b>Key Concept:</b> Form/ Environmental art <b>Artist Studied:</b> Andy Goldsworthy	<b>Big Question:</b> How can I build to show my thoughts and imagination? <b>Key Concept:</b> Sculpture
<b>Key vocabulary</b>	Printing, Pattern, repeated pattern, stamp, negative and positive printing	Painting, Colour, mixing, bright, dull	Drawing, mark making, shape, line, straight, wavy, thick, thin, smudged	Collage, texture, rough, smooth,	Artist, Andy Goldsworthy, Environment, Sculpture	Sculpture, shape, 3D, round, curved, straight
<b>Statutory Requirements</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function.</li> <li>• Share their creations, explaining the process they have used.</li> </ul>	Pupils should be taught to: <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>
<b>Skills covered</b>	Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay	Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation	Begin to use a variety of drawing tools – e.g., finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a story from retelling	Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things.	Understand that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. How to	Handling, feeling, manipulating materials Constructing and building from simple objects Pulls apart and reconstructs Able to

	<p>etc. Produce simple pictures by printing objects. Able to work from imagination and observation. Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. Print with block colours. Use negative and positive printing, cause and effect, colour choices, paper choice.</p>	<p>of mixing, but no formal teaching of mixing colour to make new colours. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers. Using a range of paint, effects of other media e.g., Wax &amp; brusho, colour mixing</p>	<p>or from imagination. Investigate different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these. Ensure sensitivity and visual awareness. Encourage accurate drawings of people that include all the visible parts of the body. (Head, hands, fingers, where are they?) Using a range of media to draw observations and representations</p>	<p>Selects, sorts, tears and glues items down.</p>	<p>explain what they are doing</p>	<p>shape and model from observation and imagination. Impress and apply simple decoration. Simple language created through discussion of feel, size, look, smell etc. Using materials to reflect imaginations, thoughts and feelings</p>
<b>End Point</b>	<ul style="list-style-type: none"> <li>• I can explore, use, and refine a negative and positive printing.</li> <li>• I can express their thoughts and feelings by responding to the cause and effect of their printing,</li> <li>• I can explore colour choices and paper choices for my printing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore and use a range of paint</li> <li>• I can discuss the effects of other media eg. Wax &amp; Brusho, colour mixing and explain the process that they have used to create it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of media to draw observations and representations of simple shapes.</li> <li>• I can explain the process that they have used to create it.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use different types of paper, textures, colour, shape, glue to create images.</li> <li>• I can explain the process that they have used to create it.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that art work is made by an artist and know their influence/impact to others</li> <li>• I can share a fact about Andy Goldworthy.</li> <li>• I can use things that I found in nature to replicate his work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of materials to create a form that reflects something in my imaginations, thoughts and feelings</li> <li>• I can explain the process that they have used to create it.</li> </ul>

## Year One

Term & theme	Autumn – All Around Us	Spring - What would you put in your own museum?	Summer - Where Would you travel to?
<b>Big question/key concept</b>	<p><b>Big Question:</b> How can we mix colours to represent the colours in nature?</p> <p><b>Key Concept:</b> Painting</p> <p><b>Artist Studied:</b> Nerys Levy</p> 	<p><b>Big Question:</b> What facial features and expressions makes me, me?</p> <p><b>Key Concept:</b> Drawing and Mark Making - Self Portraits</p> <p><b>Artist Studied:</b> Other artists famous for self-portraits – Vincent Van Gogh, Rembrandt, Andy Warhol, Frida Kahlo, Pablo Picasso</p> 	<p><b>Big Question:</b> How can we create life like environmental textures on paper?</p> <p><b>Key Concept:</b> Collage</p> <p><b>Artist Studied:</b> Robin Brooks, American landscape collage artist Vincent Van Gogh- starry nights</p> 
<b>Prior knowledge</b>	<p>The children will know what colour is. They will be able to identify and name different colours around them.</p>	<p>What a drawing is and how to draw a self – portrait. What facial features people have - Individual skin, hair, eye colour. How to use a pencil in different ways to create textures.</p>	<p>That objects and recycling materials can be used to make pictures or new creations. Experimenting with attaching and arranging materials. Exploring natural objects.</p>
<b>Prior Skills</b>	<p>Using a range of paint, effects of other media eg. Wax &amp; brusho, colour mixing (EYFS 40-60) Experiencing and using primary colours predominantly – to ensure they know their names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. (EYFS 40-60)</p>	<p>Experimenting with various forms of media to create drawings, art work, creations. (EYFS 40-60) Focus on correct pencil control, moving from fist grip to pincer grip. Handles tools, objects, construction and malleable materials safely and with increasing control. Determining a dominant hand. (EYFS 40- 60) Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (EYFS 30-50)</p>	<p>Using the creative area independently to select appropriate shape/size objects for their picture, cutting, shaping and sticking in a way that holds together. (EYFS 40-60) Arranging, building creations in the block area according to a design.(EYFS 40-60)</p>
<b>Key vocabulary</b>	<p>Colour, Shape, Tone, Shading, Warm Colours, Cool, Colours</p>	<p>Horizontal, vertical, shade, proportion abstract</p>	<p>Horizontal, vertical, warm and cool colours</p>

<b>Statutory Requirements</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>● use a range of materials creatively to design and make products</li> <li>● use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● 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>	Pupils should be taught to: <ul style="list-style-type: none"> <li>● use a range of materials creatively to design and make products</li> <li>● use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● 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>	Pupils should be taught to: <ul style="list-style-type: none"> <li>● use a range of materials creatively to design and make products</li> <li>● use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● 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>Skills covered</b>	<b>Drawing and Mark Making</b> Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings <b>Colours</b> Begin to recognise and name primary and secondary colours and attempt to mix them Begin to experiment with shades of colour and name some of these Begin to recognise warm and cold colours Attempt to create washes to form backgrounds Begin to explore the relationship between mood and colour	<b>Drawing and Mark Making</b> Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel Make marks using a variety of tools Colour within the line Begin to draw on smaller and larger scales Begin to add detail to line drawings	<b>Collage</b> Begin to develop collages, based on a simple drawing, using papers and materials Collect natural materials to create a temporary collage – Using textures through rubbings and textured paper Investigate a range of textures through rubbings <b>Printing</b> Begin to experiment with amounts of paint applied and develop control Attempt to print using fingers, sponges, print blocks and experimenting with the amount of paint used.
<b>End Point</b>	I can explore many shades of one of the primary colours by missing in black and white I can paint in the style of Nerys Levy I can control lines and make them thick and thin.	I know the difference between a portrait and a self-portrait I know how making different marks can improve a picture I can draw from memory and use mirrors to draw my self portrait I can draw key features of a face	I can identify which medium Picasso used for his work I can talk about my work and compare it to the work of Picasso I can decide which items to use for my portrait




Year Two			
Term & theme	Autumn - This is Me!	Spring - Incredible Inventions	Summer - We are a Community Hero!
<b>Big question/key concept</b>	<p><b>Big Question:</b> How can line and colour represent our dreams and imaginations?</p> <p><b>Key Concept:</b> Colour/Drawing/ Painting</p> <p><b>Artist Studied:</b> Joan Miro</p> 	<p><b>Big Question:</b> How can we use a pencil to create something so realistic?</p> <p><b>Key Concept:</b> Drawing and sculpture Clay Dragon's eyes</p> <p><b>Artist Studied:</b> Christine Mitzuk</p> 	<p><b>Big Question:</b> Why does superhero art 'pop' out of the page?</p> <p><b>Key Concept:</b> Colour/Printing/Collage</p> <p><b>Artist Studied:</b> Roy Lichtenstein</p> 
<b>Prior knowledge</b>	<p>During Year 1 children will have experimented with pastels.</p> <p>Colour mixing has been covered in year 1. Children should be able to name primary colours (Year 1)</p>	<p>Work on Dragons will have been produced in other subjects. Children will have used sketching pencils throughout Year 1 and experimented with shades.</p>	<p>During Year 1 children will have experimented with pastels.</p> <p>Colour mixing has been covered in year 1. Children should be able to name primary colours (Year 1)</p> <p>Children will have experimented with printing in year 1.</p>
<b>Prior Skills</b>	<p><b>Colours</b></p> <p>Begin to recognise and name primary and secondary colours (Year 1)</p> <p>Attempt to mix primary colours to make secondary colours (Year 1)</p> <p>Begin to experiment with shades of colour and name some of these Begin to recognise warm and cold colours (Year 1)</p> <p>Attempt to create washes to form backgrounds</p> <p>Begin to explore the relationship between mood and colour (Year 1)</p> <p><b>Drawing and Mark Making</b></p> <p><b>Begin to control lines to create simple drawings from observations Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel</b></p> <p>Make marks using a variety of tools (Year 1)</p> <p>Colour within the line Begin to draw on smaller and larger scales (Year 1)</p>	<p><b>Drawing and Mark Making</b></p> <p>Begin to control lines to create simple drawings from observations (Year 1)</p> <p>Experiment with thick felt tip pens/chalks/charcoal/wax crayon/ pastel (Year 1)</p> <p>Make marks using a variety of tools (Year 1)</p> <p>Colour within the line (Year 1)</p> <p>Begin to draw on smaller and larger scales (Year 1)</p> <p>Begin to add detail to line drawings (Year 1)</p> <p><b>Sculpture</b></p> <p>Experiment with clay &amp; dough to make sculptures (EYFS 40-60)</p> <p><b>Creating Ideas</b></p> <p>Recognise that ideas can be expressed in art work (Year 1)</p> <p>Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) (Year 1)</p>	<p><b>Printing</b></p> <p>Begin to experiment with amounts of paint applied and develop control (Year 1)</p> <p>Attempt to print using fruit/ plants (EYFS 40-60)</p> <p><b>Colours</b></p> <p>Begin to recognise and name primary and secondary colours (Year 1)</p> <p>Attempt to mix primary colours to make secondary colours (Year 1)</p> <p>Begin to experiment with shades of colour and name some of these (Year 1)</p> <p>Begin to recognise warm and cold colours (Year 1)</p> <p>Attempt to create washes to form backgrounds (Year 1)</p> <p>Begin to explore the relationship between mood and colour (Year 1)</p> <p><b>Creating Ideas</b></p> <p>Recognise that ideas can be expressed in art work (Year 1)</p>

	<p><b>Creating Ideas</b> Recognise that ideas can be expressed in art work (EYFS ELG) Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) (Year 1)</p> <p><b>Exploring and Evaluating ideas</b> Show interest in and describe what they think about the work of others (Year 1)</p> <p><b>Knowledge and Understanding</b> How to recognise and describe some simple characteristics of different kinds of art, craft and design (Year 1) Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. (Year 1)</p>	<p><b>Exploring and Evaluating ideas</b> Show interest in and describe what they think about the work of others (Year 1)</p> <p><b>Knowledge and Understanding</b> How to recognise and describe some simple characteristics of different kinds of art, craft and design (Year 1) Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. (Year 1)</p>	<p>Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them) (Year 1)</p> <p><b>Exploring and Evaluating ideas</b> Show interest in and describe what they think about the work of others (Year 1)</p> <p><b>Knowledge and Understanding</b> How to recognise and describe some simple characteristics of different kinds of art, craft and design (Year 1) Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. (Year 1)</p>
<b>Key vocabulary</b>	Line Thick Thin Dark Light Shade Sketch Colour Abstract Shape	Line Thick Thin Dark Light Shade Sketch	Line Thick Thin Dark Light Shade Sketch Colour Abstract Shape Collage Layers
<b>Statutory Requirements</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>
<b>Skills covered</b>	<p><b>Drawing</b> Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel Draw on smaller and larger scales</p>	<p><b>Drawing</b> Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel Draw on smaller and larger scales</p>	<p><b>Drawing</b> Develop controlling lines to create simple drawings from observations Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel Draw on smaller and larger scales</p>

	<p><b>Colour</b> Recognise and name primary and secondary colours Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour</p> <p><b>Creating Ideas</b> Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences</p> <p><b>Exploring and Evaluating ideas</b> When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”)</p> <p><b>Knowledge and Understanding</b> Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>	<p>Add detail to line drawings</p> <p><b>Sculpture</b> Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures Begin to form own 3D pieces Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</p> <p><b>Creating Ideas</b> Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences</p> <p><b>Exploring and Evaluating ideas</b> When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”)</p> <p><b>Knowledge and Understanding</b> Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>	<p><b>Colour</b> Recognise and name primary and secondary colour Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour</p> <p><b>Printing</b> Begin to experiment with amounts of paint applied and develop control Attempt to print using fruit/ plants</p> <p><b>Creating Ideas</b> Try out different activities and make sensible choices about what to do next Use drawing to record ideas and experiences</p> <p><b>Exploring and Evaluating ideas</b> When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”)</p> <p><b>Knowledge and Understanding</b> Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use)</p>
<p><b>End Point</b></p>	<p>I can recreate different shades of colours. I can paint in the style of Joan Miro I can control lines and make them thick and thin.</p>	<p>I can control lines and make them thick and thin. I can add detail to drawings. I can manipulate clay by pinching, rolling, twisting, scratching and coiling and add details and textures. I can use tools to enhance my design in clay.</p>	<p>I can name and mix secondary colours I can name warm and cold colours. I can blend pastels and paints to produce different shades. I can control lines and make them thick and thin. I can select and print from a range of materials. I can experiment with amounts of paint applied and develop control.</p>






## Year Three

Term & theme	Autumn - The Grand Tour	Spring – School of rock	Summer - Extraordinary Egyptians
<p><b>Big question/key concept</b></p>	<p><b>Big Question:</b> How can we create the many different colours that ripple through the water?  <b>Key Concept:</b> Colour - Painting and Colour mixing  <b>Artist Studied:</b> Hokusai</p> 	<p><b>Big Question:</b> How were stories told in the Stone Age?  <b>Key Concept:</b> Mixed Media Collage and Drawing  Stone Age scenes / Lascaux Cave paintings  <b>Artist Studied:</b> Stone Age Art</p> 	<p><b>Big Question:</b> Why does art not have to look like the real object?  <b>Key Concept:</b> Drawing / Collage  <b>Artist Studied:</b> Steven Brown</p> 
<p><b>Prior knowledge</b></p>	<p>Children in KS1 will have experimented with colour mixing using different paints, pastels or other media. They will be familiar with primary and secondary colours. (Year 1 &amp; 2)</p>	<p>KS1 will have developed simple mark making into looking more carefully at shapes and lines. Children will have had the opportunity to draw with a variety of tools. (Year 1 &amp; 2)</p>	<p>Developed understanding of collage using a range of materials. (Year 1 &amp; 2)</p>
<p><b>Prior Skills</b></p>	<p><b>Colour</b>  I can recognise and name primary and secondary colours (Year 1 &amp; 2)  I can mix primary colours to make secondary colours (Year 1)  I can recognise warm and cold colours (Year 1)</p> <p><b>Creating Ideas</b>  Try out different activities and make sensible choices about what to do next (Year 2)  Use drawing to record ideas and experiences (Year 1 &amp; 2)  Exploring and Evaluating ideas (Year 2)  When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”) (Year 2)</p> <p><b>Knowledge and Understanding</b>  Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. (Year 1 &amp; 2)  Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know</p>	<p><b>Drawing</b>  I can use a variety of materials for drawing. (Year 1 &amp; 2)  I am beginning to add detail to line drawings. (Year 2)</p> <p><b>Colour</b>  I can recognise and name primary and secondary colours (Year 1 &amp; 2)  I can mix primary colours to make secondary colours (Year 2)</p> <p><b>Creating Ideas</b>  Try out different activities and make sensible choices about what to do next (Year 2)  Use drawing to record ideas and experiences (Year 1 &amp; 2)  Exploring and Evaluating ideas (Year 2)  When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”) (Year 2)</p> <p><b>Knowledge and Understanding</b>  Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. (Year 2)</p>	<p><b>Drawing</b>  I can use a variety of materials for drawing. (Year 1 &amp; 2)  I am beginning to add detail to line drawings. (Year 2)</p> <p><b>Collage</b>  I can develop collages, based on a simple drawing, using papers and materials. (Year 1 &amp; 2)</p> <p><b>Creating Ideas</b>  Try out different activities and make sensible choices about what to do next (Year 2)  Use drawing to record ideas and experiences (Year 1 &amp; 2)  Exploring and Evaluating ideas (Year 2)  When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because...”) (Year 2)</p> <p><b>Knowledge and Understanding</b>  Understand that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. (Year 2)  Be able to talk about the materials, techniques and processes they have used, using an</p>

	the names of the tools and colours they use) (Year 2)	Be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use) (Year 2)	appropriate vocabulary (for instance, they know the names of the tools and colours they use) (Year 2)
<b>Key vocabulary</b>	Tones, tints, colour – primary & Secondary, shades, wash, blend, pattern	Blend, observe, mix, tints & tones, replicate	Detail, observe, tones, blend, shade, layers, cover, bright
<b>Statutory Requirements</b>	<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, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>• Learn about great artists, architects and designers in history</li> </ul>	<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, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>• Learn about great artists, architects and designers in history</li> </ul>	<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, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>• Learn about great artists, architects and designers in history</li> </ul>
<b>Skills covered</b>	<p><b>Colour</b> Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white Begin to experiment with colour to create more abstract colour palettes Begin to experiment with watercolour, exploring intensity of colour to develop shades Begin to explore complementary and opposing colours in creating patterns</p> <p><b>Creating Ideas</b> Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p><b>Exploring and Evaluating Ideas</b> Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p>	<p><b>Drawing</b> Use sketchbooks to record drawings from observation Experiment using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p><b>Colour</b> Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white</p> <p><b>Creating Ideas</b> Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p><b>Exploring and Evaluating Ideas</b> Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next).</p>	<p><b>Drawing</b> Use sketchbooks to record drawings from observation Experiment using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p><b>Colour</b> Begin to mix and match colours (create palettes to match images) Begin to lighten and darken tones using black and white</p> <p><b>Collage</b> Develop individual and group collages, working on a range of scales</p> <p><b>Creating Ideas</b> Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p><b>Exploring and Evaluating Ideas</b> Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to</p>




	<p><b>Knowledge and Understanding</b>          Know about and describe the work of some artists, craftspeople, architects and designers          Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p><b>Knowledge and Understanding</b>          Know about and describe the work of some artists, craftspeople, architects and designers          Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>	<p>their teacher what they like and what they will do next).</p> <p><b>Knowledge and Understanding</b>          Know about and describe the work of some artists, craftspeople, architects and designers          Be able to explain how to use some of the tools and techniques they have chosen to work with.</p>
<b>End Point</b>	<p>I can mix and match colours to create palettes to match images          I can lighten and darken tones using black and white          I can experiment with watercolour, exploring intensity of colour to develop shades          I can discuss the work of Hokusai</p>	<p>I can use a variety of tools and surfaces (paint, chalk, pastel, pen and ink)          I can experiment with paint and pastels exploring intensity of colour to develop shades          I can produce a piece of art in the style of Stone Age cave art.          I can talk about Stone Age cave paintings. Where they can be found and how they were created.</p>	<p>I can experiment with different tones using graded pencils          I can include increased detail within work.          I can use the work of artists to replicate ideas or inspire own work          I can discuss how I created a piece of work in the style of Steven Brown.</p>

Year Four			
Term & theme	Autumn - Place in this World	Spring – What did the Romans ever do for us?	Summer - Save Our Environment
<b>Big question/key concept</b>	<p><b>Big Question:</b> How can lines on a paper show characteristics of an animal?</p> <p><b>Key Concept:</b> Drawing</p> <p><b>Artist Studied:</b> Anthony Browne</p> 	<p><b>Big Question:</b> Why did the Romans use tiles to create pattern and design?</p> <p><b>Key Concept:</b> Roman inspired mosaic tiles</p> <p><b>Artist Studied:</b> Roman Art</p> 	<p><b>Big Question:</b> How can we create rainforest layers and textures on paper?</p> <p><b>Key Concept:</b> Collage</p> <p><b>Artist Studied:</b> Henri Rousseau</p> 
<b>Prior knowledge</b>	<p>Portraits of facial features. (Year 1)</p> <p>Use of colour and tone. (Year 2 and 3)</p>	<p>What tiles are used for and where they are used.</p> <p>Printing with different shapes and objects (Year 1 and 2)</p> <p>Produce own patterns (EYFS and Year 1)</p>	<p>Children have developed drawing skills in every Year group.</p> <p>They have experimented with a range of different tones using graded pencils and media and have increased their use of detail in drawings. (Year 2 and 3)</p>
<b>Prior Skills</b>	<p><b>Drawing</b></p> <p>Use sketchbooks to record drawings from observation (Year 1-3)</p> <p>Experiment using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)(EYFS-Y3)</p> <p><b>Colour</b></p> <p>Begin to mix and match colours (create palettes to match images) (Year 3)</p> <p>Begin to lighten and darken tones using black and white (Year 3)</p> <p><b>Creating Ideas</b></p> <p>Gather and review information, references and resources related to their ideas and intentions.(Year 3)</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. (Year 2 &amp; 3)</p> <p><b>Exploring and Evaluating Ideas</b></p>	<p><b>Printing</b></p> <p>Producing own patterns (EYFS – Y3)</p> <p><b>Digital Media</b></p> <p>Explore ideas using digital sources i.e., internet, iPad (Year 3)</p> <p>Record visual information digitally Use a simple graphics package to create images and effects with lines, shapes, colour and texture (Year 2 &amp; 3)</p> <p><b>Creating Ideas</b></p> <p>Gather and review information, references and resources related to their ideas and intentions.(Year 3)</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. (Year 2 &amp; 3)</p> <p><b>Exploring and Evaluating Ideas</b></p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to</p>	<p><b>Collage</b></p> <p>Create a collage linked to topic work (Year 1 &amp; 2)</p> <p>Develop individual and group collages, working on a range of scales (Year 1 &amp; 2)</p> <p>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views (Year 2)</p> <p>Develop collages, based on a simple drawing, using papers and materials (Year 1 &amp; 2)</p> <p>Develop tearing, cutting and layering paper to create different effects EYFS – Y2)</p> <p><b>Drawing</b></p> <p>Use sketchbooks to record drawings from observation (Year 1 – 3)</p> <p>Experiment with different tones using graded pencils (Year 2 &amp; 3)</p> <p>Include increased detail within work (Year 2 &amp; 3)</p> <p>Draw on a range of scales (Year 2 &amp; 3)</p> <p>Draw using a variety of tools and surfaces (paint,</p>

	<p>Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next). (Year 2 &amp; 3)</p> <p><b>Knowledge and Understanding</b></p> <p>Know about and describe the work of some artists, craftspeople, architects and designers (Year 2 and 3)</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with. (Year 2 &amp; 3)</p>	<p>their teacher what they like and what they will do next). (Year 2 &amp; 3)</p> <p><b>Knowledge and Understanding</b></p> <p>Know about and describe the work of some artists, craftspeople, architects and designers (Year 2 and 3)</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with. (Year 2 &amp; 3)</p>	<p>chalk, pastel, pen and ink) (EYFS-Y3)</p> <p>Use a variety of brushes and experiment with ways of marking with them (EYFS-Y3)</p> <p>Develop shadows (Year 3)</p> <p><b>Creating Ideas</b></p> <p>Gather and review information, references and resources related to their ideas and intentions. (Year 3)</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. (Year 2 &amp; 3)</p> <p><b>Exploring and Evaluating Ideas</b></p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next). (Year 2 &amp; 3)</p> <p><b>Knowledge and Understanding</b></p> <p>Know about and describe the work of some artists, craftspeople, architects and designers (Year 2 and 3)</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with. (Year 2 &amp; 3)</p>
<b>Key vocabulary</b>	Sketch, tone, shade, graded pencil, detail, graphite, shadow	Mosaic, Printing, tile, tile grout, cement, pincer, decorative, scale	Impressionist Influence Technique Tone Shade Shape Palette Bright Bold Pattern
<b>Statutory Requirements</b>	<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>• Learn about great artists, architects and designers in history.</li> </ul>	<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>• Learn about great artists, architects and designers in history.</li> </ul>	<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>• Learn about great artists, architects and designers in history.</li> </ul>

<p><b>Skills covered</b></p>	<p><b>Drawing/Mark making</b> Use sketchbooks to record drawings from observation Experiment with different tones using graded pencils Include increased detail within work Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</p> <p><b>Creating Ideas</b> Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p><b>Exploring and Evaluating Ideas</b> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><b>Knowledge and Understanding</b> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety</p>	<p><b>Digital Media</b> Explore ideas using digital sources i.e., internet, iPads Record, collect and store visual information digitally</p> <p><b>Creating Ideas</b> Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p><b>Exploring and Evaluating Ideas</b> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><b>Knowledge and Understanding</b> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety</p>	<p><b>Artist Study</b> Learn about artists in history Children to complete artist studies and focus on some of their work. To improve their mastery of art and design techniques, focusing on drawing using a range of different materials To use sketchbooks to record observations and use them to revisit and review ideas</p> <p><b>Collage</b> Develop individual and group collages, working on a range of scales</p> <p><b>Drawing/ Mark making</b> Use first hand observations using different viewpoints, developing more abstract representations Use perspective, fore/back and middle ground Confidently. Investigate proportions Use a range of mediums on a range of backgrounds</p> <p><b>Creating Ideas</b> Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</p> <p><b>Exploring and Evaluating Ideas</b> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p><b>Knowledge and Understanding</b> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</p>
------------------------------	--	--	--

			Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety
<b>End Point</b>	<p>I can use different graded pencils within my sketches</p> <p>I can add shadows to my drawings</p> <p>I can suggest improvements to my own work</p> <p>I can draw a sketch in the style of Anthony Browne</p>	<p>I can develop a mosaic tile print in the style of Roman history</p> <p>I can explore ideas using digital sources</p> <p>I can use the work of artists to replicate ideas or inspire own work</p> <p>I can discuss Roman life and artistic contributions</p>	<p>I can remember the title of 3 pieces of artwork completed by Rousseau</p> <p>I can create my own drawing in the impressionist style</p>

Year Five			
Term & theme	Autumn - Awesome America	Spring - Raiders or Traders? Invaders and Settlers	Summer - Journey
<b>Big question/key concept</b>	<p><b>Big Question:</b> Why do the houses around the world look so different?</p> <p><b>Key Concept:</b> Drawing – Architecture</p> <p><b>Artist Studied:</b> Friedensreich Hundertwasser</p> 	<p><b>Big Question:</b> What was the purpose of Viking Shields and what did the colours and patterns represent?</p> <p><b>Key Concept:</b> Collage</p> <p><b>Artist Studied:</b> Viking shield designs</p> 	<p><b>Big Question:</b> Why is Islamic art so detailed? Why do you find a lot of Islamic and Indian art on fabrics?</p> <p><b>Key Concept:</b> Painting/Pattern/Textiles</p> <p><b>Artist Studied:</b> The history of Indian Art</p> 
<b>Prior knowledge</b>	<p>Children are aware of different types of buildings and their purpose. (Year 2 Geog)</p> <p>Some experimentation with shades of pencils including more detail. (Year 2 – 4)</p>	<p>Vikings will be covered in topic lessons.</p> <p>Children will be able to research and find digital images. (Year 2- 4 Computing)</p> <p>Collage will have been covered on a range of scales using some media. (Year 1 &amp; Y4)</p> <p>Some experimentation with shades of pencils including more detail. (Year 1-Y4)</p>	<p>Know textiles are made from different materials (Year 1 &amp; 2 DT)</p> <p>Islamic Patterns are explored through other areas of the curriculum</p>
<b>Prior Skills</b>	<p><b>Drawing/Mark making</b></p> <p>Use sketchbooks to record drawings from observation (Year 1 – 4)</p> <p>Experiment with different tones using graded pencils (Year 1 – 4)</p> <p>Include increased detail within work (Year 2 – 4)</p> <p>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) (Year 1 – 4)</p> <p>Develop shadows (Year 3 &amp; 4)</p> <p>Use of tracing</p> <p><b>Creating Ideas</b></p> <p>Select and use relevant resources and references to develop their ideas. (Year 3 &amp; 4)</p> <p>Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how</p>	<p><b>Drawing/Mark making</b></p> <p>Use sketchbooks to record drawings from observation (Year 1 – 4)</p> <p>Experiment with different tones using graded pencils (Year 2 – 4)</p> <p>Include increased detail within work (Year 3 &amp; 4)</p> <p>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) (Year 1 – 4)</p> <p>Develop shadows (Year 3)</p> <p>Use of tracing (Year 3 &amp; 4)</p> <p><b>Digital Media</b></p> <p>Explore ideas using digital sources i.e., internet, iPads (Year 2 – 4 Computing)</p> <p>Record, collect and store visual information digitally (Year 2 – 4 Computing)</p> <p><b>Collage</b></p> <p>Create a collage using fabric as a base (Year 1 &amp; 2 DT)</p>	<p><b>Textiles</b></p> <p>Produce own piece of felt for Mother's Day gifts (EYFS)</p> <p>Layer materials to produce a collage (Year 1 &amp; 2 DT)</p> <p><b>Patterns</b></p> <p>Begin to show awareness and discussion of patterns Repeating patterns (EYFS – Y4)</p> <p>Symmetry (Year 2 – 4)</p> <p><b>Creating Ideas</b></p> <p>Select and use relevant resources and references to develop their ideas. (Year 3 &amp; 4)</p> <p>Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) (Year 4)</p>






	<p>research has led to improvements in their proposed outcome.) (Year 4)</p> <p><b>Exploring and Evaluating Ideas</b> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 3 &amp; 4)</p> <p><b>Knowledge and Understanding</b> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 2,3 &amp; 4) Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 3 &amp; 4)</p>	<p>Develop individual and group collages, working on a range of scales (Year 1,3 &amp; 4) Use a range of stimulus for collage work, trying to think of more abstract ways of showing views (Year 4)</p> <p><b>Creating Ideas</b> Select and use relevant resources and references to develop their ideas. (Year 3 &amp; 4) Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) (Year 4)</p> <p><b>Exploring and Evaluating Ideas</b> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 3 &amp; 4)</p> <p><b>Knowledge and Understanding</b> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 2,3 &amp; 4) Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 3 &amp; 4)</p>	<p><b>Exploring and Evaluating Ideas</b> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 3 &amp; 4)</p> <p><b>Knowledge and Understanding</b> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 2,3 &amp; 4) Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 3 &amp; 4)</p>
<b>Key vocabulary</b>	<p>Evaluate Analyse Composition Scale Blending Fine Smooth Vibrant Dull Mixed media Abstract Perspective Observations Shading Blending Proportion Sketching Brush strokes Architecture, plan view, front elevation</p>	<p>Delicate Simple Bold Thick Subtle Contrasting Rough Evaluate Analyse Composition Scale Fine Smooth Abstract Perspective Observations Shading Blending Proportion Sketching Tone Cross hatching Layers Media</p>	<p>Stiches, fabric, material, sew, tie- dye, collage, scale, embroidery, wool, thread Batik, Ink, Brusho, Bleeding</p>
<b>Statutory Requirements</b>	<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 with</li> </ul>	<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 with</li> </ul>	<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 with</li> </ul>

	<p>a range of materials [for example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>•about great artists, architects and designers in history.</li> </ul>	<p>a range of materials [for example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>•about great artists, architects and designers in history.</li> </ul>	<p>a range of materials [for example, pencil, charcoal, paint, clay].</p> <ul style="list-style-type: none"> <li>•about great artists, architects and designers in history.</li> </ul>
<b>Skills covered</b>	<p><b>Drawing/ Mark making</b> Develop first hand observations using different viewpoints, Introduce perspective, fore/back and middle ground Begin to investigate proportions Experiment using a range of mediums on a range of backgrounds</p> <p><b>Colour</b> Develop watercolour techniques Explore using limited colour palettes Experiment with colour in creating an effect Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p><b>Creating ideas</b> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p><b>Evaluating &amp; Exploring Ideas</b> Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p><b>Knowledge and Understanding</b> Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p><b>Drawing</b> Use first hand observations using different viewpoints</p> <p><b>Digital Media</b> Explore ideas using digital sources i.e., internet, iPad Record, collect and store visual information digitally</p> <p><b>Collage</b> Build a collage element into the sculptural process Plan a sculpture through drawing and other preparatory work. Use a range of media to create collage.</p> <p><b>Creating ideas</b> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p><b>Evaluating &amp; Exploring Ideas</b> Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p><b>Knowledge and Understanding</b> Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p><b>Textiles</b> Research embroidery designs from around the world, create own designs based on these Sew simple stiches using a variety of threads and wool Investigate tie-dying Create a collage using fabric as a base Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p> <p><b>Creating ideas</b> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p><b>Evaluating &amp; Exploring Ideas</b> Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p><b>Knowledge and Understanding</b> Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>
<b>End Point</b>	I can design a building on an architectural style	I can use digital media to research and gather ideas for my own work.	I can research embroidery designs and create my own design

	<p>I can use perspective view, a plan view or front elevation to draw my design</p> <p>I can design a building based on a theme or to suit a specific purpose.</p>	<p>I can use different grades of pencil to create shading and toning.</p> <p>I can explore a range of material to create a collage.</p>	<p>I can sew simple stiches</p> <p>I can investigate batik</p>
--	--	---	--

## Year Six

Term & theme	Autumn - Conflict and Resolution	Spring - Man Vs. Giant	Summer - Caring for our World. Enough for Everyone
<p><b>Big question/key concept</b></p>	<p><b>Big Question:</b> How can we represent the sadness and aggression during WW2?  <b>Key Concept:</b> Colour  <b>Artist Studied:</b> Henry Moore/ L.S. Lowry</p> 	<p><b>Big Question:</b> Why do objects change shape when you look from different angles?  <b>Key Concept:</b> Drawing Still Life  <b>Artist Studied:</b> Paul Cezanne</p> 	<p><b>Big Question:</b> How can we capture the changes of the underwater world?  <b>Key Concept:</b> Digital Media/ Colour  <b>Artist Studied:</b> Richard Barnden  'Underwater Photographer of the Year 2019'</p> 
<p><b>Prior knowledge</b></p>	<p>WW2 has been covered in topic work.  Children will have experimented with shades and tones of colour. (Year 3 – 5)</p>	<p>Children will have experimented with shades and tones of colour. (Year 3 – 5)</p>	<p>Children are able to research and record ideas using digital media. (Year 3 – 5 Computing)  Children can experiment with shades and tones of colour. (Year 3 – 5)</p>
<p><b>Prior Skills</b></p>	<p><b>Colour</b>  Mix and match colours (create palettes to match images) (Year 3 – 5)  Lighten and darken tones using black and white (Year 3 – 5)  Begin to experiment with colour to create more abstract colour palettes (e.g., blues for leaves) (Year 3 – 5)  Experiment with inks, exploring intensity of colour to develop shades (Year 4 &amp; 5)  Explore complementary and opposing colours in creating patterns (Year 5)  <b>Creating Ideas</b>  Select and use relevant resources and references to develop their ideas. (Year 4 &amp; 5)  Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how</p>	<p><b>Drawing/ Mark making</b>  Develop first hand observations using different viewpoints, (Year 5)  Introduce perspective, fore/back and middle ground (Year 5)  Begin to investigate proportions Experiment using a range of mediums on a range of backgrounds (Year 5)  <b>Creating Ideas</b>  Select and use relevant resources and references to develop their ideas. (Year 4 &amp; 5)  Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) (Year 4 &amp; 5)</p>	<p><b>Colour</b>  Mix and match colours (create palettes to match images) (Year 3 – 5)  Lighten and darken tones using black and white (Year 3 – 5)  Begin to experiment with colour to create more abstract colour palettes (e.g., blues for leaves) (Year 3 – 5)  Experiment with inks, exploring intensity of colour to develop shades (Year 4 &amp; 5)  Explore complementary and opposing colours in creating patterns (Year 5)  <b>Digital Media</b>  Explore ideas using digital sources i.e., internet, iPads (Year 3- 5 Computing)  Record, collect and store visual information digitally Present recorded visual images using software e.g., Photostory, PowerPoint (Year 3-5 Computing)</p>

	<p>research has led to improvements in their proposed outcome.) (Year 4 &amp; 5)</p> <p><b>Exploring and Evaluating Ideas</b> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 4 &amp; 5)</p> <p><b>Knowledge and Understanding</b> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 4 &amp; 5)</p> <p>Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 4 &amp; 5)</p>	<p><b>Exploring and Evaluating Ideas</b> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 4 &amp; 5)</p> <p><b>Knowledge and Understanding</b> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 4 &amp; 5)</p> <p>Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 4 &amp; 5)</p>	<p>Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images. (Year 4 &amp; 5 Computing)</p> <p><b>Creating Ideas</b> Select and use relevant resources and references to develop their ideas. (Year 4 &amp; 5)</p> <p>Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (For instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.) (Year 4 &amp; 5)</p> <p><b>Exploring and Evaluating Ideas</b> Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. (Year 4 &amp; 5)</p> <p><b>Knowledge and Understanding</b> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. (Year 4 &amp; 5)</p> <p>Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety (Year 4 &amp; 5)</p>
<b>Key vocabulary</b>	Delicate Simple Bold Thick Subtle Contrasting Rough Henry Moore Evaluate Analyse Composition Scale Blending Fine Smooth Vibrant Dull Mixed media Abstract Perspective Observations Shading Blending Proportion Sketching Brush strokes	Delicate Simple Bold Thick Subtle Contrasting Rough Henry Moore Evaluate Analyse Composition Scale Blending Fine Smooth Vibrant Dull Mixed media Abstract Perspective Observations Shading Blending Proportion Sketching Still Life Shadows	Photographer Portfolio Exhibition Passion Palette Technique
<b>Statutory Requirements</b>	<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> </ul>	<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> </ul>	<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> </ul>

	<ul style="list-style-type: none"> <li>•To Learn about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>•To Learn about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>•To Learn about great artists, architects and designers in history.</li> </ul>
<b>Skills covered</b>	<p><b>Drawing/ Mark making</b> Develop first hand observations using different viewpoints, developing more abstract representations Introduce perspective, fore/back and middle ground Begin to investigate proportions Experiment using a range of mediums on a range of backgrounds</p> <p><b>Colour</b> Develop watercolour techniques Explore using limited colour palettes Experiment with colour in creating an effect Mark make with paint (dashes, blocks of colour, strokes, points)</p> <p><b>Creating ideas</b> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p><b>Evaluating &amp; Exploring Ideas</b> Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p><b>Knowledge and Understanding</b> Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p><b>Drawing/ Mark making</b> Develop first hand observations using different viewpoints, developing more abstract representations Introduce perspective, fore/back and middle ground Begin to investigate proportions Experiment using a range of mediums on a range of backgrounds</p> <p><b>Creating ideas</b> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p><b>Evaluating &amp; Exploring Ideas</b> Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p><b>Knowledge and Understanding</b> Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>	<p><b>Working with colour</b> Explore acrylic paint Develop watercolour techniques Mark make with paint Develop fine brush strokes Develop confidence using limited colour palettes</p> <p><b>Photography/ Digital Media</b> Explore ideas using digital sources i.e., internet, iPads Record, collect and store visual information digitally to improve their mastery of art and design techniques</p> <p><b>Creating ideas</b> Engage in open ended research and exploration in the process of initiating and developing their own personal ideas Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</p> <p><b>Evaluating &amp; Exploring Ideas</b> Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</p> <p><b>Knowledge and Understanding</b> Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes</p>
<b>End Point</b>	<p>I can use different techniques to recreate Henry Moore’s work. I can explain that the work of Henry Moore was influenced by the events of WW2. I can paint using limited colour palettes</p>	<p>I can pick out areas of light and shadow I can draw with attention to form line and layout I can draw observing with care I can create clear lines and shapes</p>	<p>I can create a piece of art work using limited colour palettes I can paint using different medias using fine brush strokes</p>

			I can explore acrylic paint and the texture it produces.
--	--	--	--