



### Art Progression of Knowledge

#### Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able 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 wealth of our nation.

#### Aims

The national curriculum for art aims to ensure that all pupils produce creative work, exploring their ideas and recording their experiences, become proficient in drawing, painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Art Rationale**

The study of art at Thomas Hickman will enable children to express their ideas in a different form to all other areas of the curriculum. The children will gain a comprehensive range of techniques which are sequentially built upon, to enable them to express their ideas using a wide range of materials and styles. Using the three elements of drawing, painting and sculpture each pupil is given the opportunity to experiment and to hone their control, whilst encouraging creativity. Children will discuss, give preferences, find similarities and differences between both their own work and that of famous artists. They will continue to use perspective and judgement and they will use critical thinking throughout. Speaking and listening skills are a key element to our art curriculum. Links to history are key as art is also used as an artefact.

### **Enquiry in Art**

Children will explore the work of different artists and compare it. They will give preferences and develop the vocabulary and understanding to discuss pieces using technical language such as shade and texture. They will reflect on the work of others and their own. Using the work of famous artists children will understand how their environment can influence works of art.

### **Creativity in Art**

Creativity and knowledge will work symbiotically to enable children to express themselves in a variety of media. Their work will also explore and be influenced by the style of other artists. Children will be encouraged and enabled to show themes and feelings through their work and to be able to discuss this.

**Substantive knowledge** is the subject specific content of art which is taught through research and practice. Substantive knowledge covers a range of topics including History of Art and modern Art Practice. Substantive knowledge can broadly be defined by art movements, knowledge of artists and artistic disciplines. Substantive knowledge is progressive; built upon year after year through procedural knowledge and complimented by the learning of disciplinary knowledge.

**Disciplinary knowledge** of Art incorporates the discrete artist skills and techniques (components) which are explicitly taught in reference to the principals of Art. Disciplinary knowledge also refers to contextual studies of specific artists and artworks and the language of art in which we use to analyse and discuss Art.

### National Curriculum Programmes of Study

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils should be taught:		Pupils should be taught about:			
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. <b>(Maestro)</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>		<ul style="list-style-type: none"> <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>			

## Termly Units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<p><u>Mix it</u></p> <p>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</p>	<p><u>Mix It</u></p> <p>This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork</p> <p><b>Artists</b> <b>Kadinsky, Mondrian</b></p>	<p><u>Prehistoric Pots</u></p> <p>This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.</p>	<p><u>Tints and Tones</u></p> <p>This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p> <p><b>Artists and Works</b></p> <p>Lesson 2, Colour in Art</p> <p>Broadway Boogie Woogie by Piet Mondrian, Jaune Rouge Bleu by Wassily Kandinsky, Nurse by Roy Lichtenstein, The Death of Germanicus by Nicolas Poussin, The Night Café by Vincent van Gogh, Portrait of Madame Matisse (Green Stripe) by Henri Matisse, Woman with Hat by Pablo Picasso, Self Portrait by Vincent van Gogh, The Olive Trees by Vincent van Gogh, The Water-Lily Pond by Claude Monet, Young Girl Reading by Jean-Honoré Fragonard, Young Girl Reading by Jean-Honoré Fragonard, Sunflowers by Vincent van Gogh, Still Life with Mangoes by Paul Gauguin, Painting with Warm Colours by Hendrikje Kühne and Beat Klein, Fishing Boats by Winslow Homer, Blue and Silver: Chelsea by James McNeil Whistler, The Great Wave off the Coast of Kanagawa by Katsushika Hokusai</p>	<p><u>Tints and Tones</u></p> <p>This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.</p>	<p><u>Trailblazers, Barrier Breakers</u></p> <p>This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.</p> <p><b>Artists</b></p> <p>Edmonia Lewis c1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–2006, Elizabeth Catlett 1915–2012, Yinka Shonibare 1962–present, Barbara Walker 1964–present, Hurvin Anderson 1965–present and Chris Ofili and Turgo Bastien, both 1968–present.</p>

<b>Spring</b>	<p><b>Rain and Sunrays</b></p> <p>This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.</p>	<p><b>Portraits and Poses</b></p> <p>This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.</p>	<p><b>Ammonites</b></p> <p>This project teaches children about artistic techniques used in sketching, printmaking and sculpture.</p> <p><b>Artists and Works</b></p> <p><i>Ammonite Slice Outside</i>, by Mark Reed; <i>Coil Shell</i>, by Lucy Unwin; <i>Dark at Heart</i>, by Peter Randall-Page; and the <i>Chintz Series</i>, by Peter Garrard..</p>	<p><b>Vista</b></p> <p>This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.</p> <p><b>Artists and paintings:</b></p> <p><i>View of Toledo</i>, by El Greco; <i>Wanderer above the Sea of Fog</i>, by Caspar David Friedrich; <i>Road before the Mountains, Sainte-Victoire</i>, by Paul Cezanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i>, by Vincent van Gogh; <i>Tahitian Mountains</i>, by Paul Gauguin; and <i>Mountains at Collioure</i>, by Andre Derain.</p>	<p><b>Line, light and shadow</b></p> <p>This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.</p> <p><b>Artists</b></p> <p>Pablo Picasso and Rembrandt</p>	<p><b>Environmental artists</b></p> <p>This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.</p> <p><b>Artists</b></p> <p>Antony Gormley, Olafur Eliasson, Edith Meusnier, Chris Jordan and John Akomfrah</p>
<b>Summer</b>	<p><b>Street View</b></p> <p>This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work..</p> <p><b>Artist</b></p> <p>James Rizzi</p>	<p><b>Still Life</b></p> <p>This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork.</p>	<p><b>Mosaic Masters</b></p> <p>This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile</p> <p>Mosaic timeline from Mesopotamian to Modern.</p>	<p><b>Islamic Art</b></p> <p>This project teaches children about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns.</p>	<p><b>Mixed Media</b></p> <p>This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage.</p> <p><b>Artists and Works</b></p> <p>Sorrow of the King by Henri Matisse, Aquarius by Joana Coccarelli, 'Merz collages' by Kurt Schwitters,</p>	<p>DT rich project – no art</p>

## **EYFS**

ELGs: Expressive arts and design is one of the seven areas of the early years foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design.

- Imagination and creativity
- Self-expression
- Communicating through the Arts

## **Adapting the curriculum for pupils with SEND in Art**

- Adaptive teaching takes place.
- No size fits all, and knowledge of the learners' needs, strengths and interests is key.
- Physical disabilities can make holding art materials and tools difficult, and may affect the learner's ability to control how they manipulate materials. This has the potential to be a source of frustration, so the tools available need to be carefully considered.
- Visual differences can impact how learners perceive their own artwork and that of others.
- Sensory sensitivities, particularly around touch, can impact a learner's enjoyment of and engagement with art and design activities.
- Learning disabilities may impact a learner's ability to understand subject specific vocabulary or processes.

## **End points:**

**By the end of EYFS**, children will: explore creating lines of different thickness and tone using a range of media. Explore cutting, sticking, joining, wrapping, weaving, and ways of applying paint. They can share and talk about what they have made and how they have made it.

**By the end of KS1**, children will: begin to have more control over the types of marks made with a range of media. They can shape and model materials for a purpose. They can talk about what they have made and how they could improve it. They can explore tone, patterns, shape and space with a range of media. They can use equipment and media safely and successfully to produce a printed image.

**By the end of KS2**, children will: purposely control the types of marks made and experiment with different effects, textures, line, tone and pattern to create a piece in a chosen style. They use different techniques for different purposes in their own work, understanding which works well and why. They adapt their work according to their views and describe how they might develop it further, annotating their work.

### Substantive Knowledge

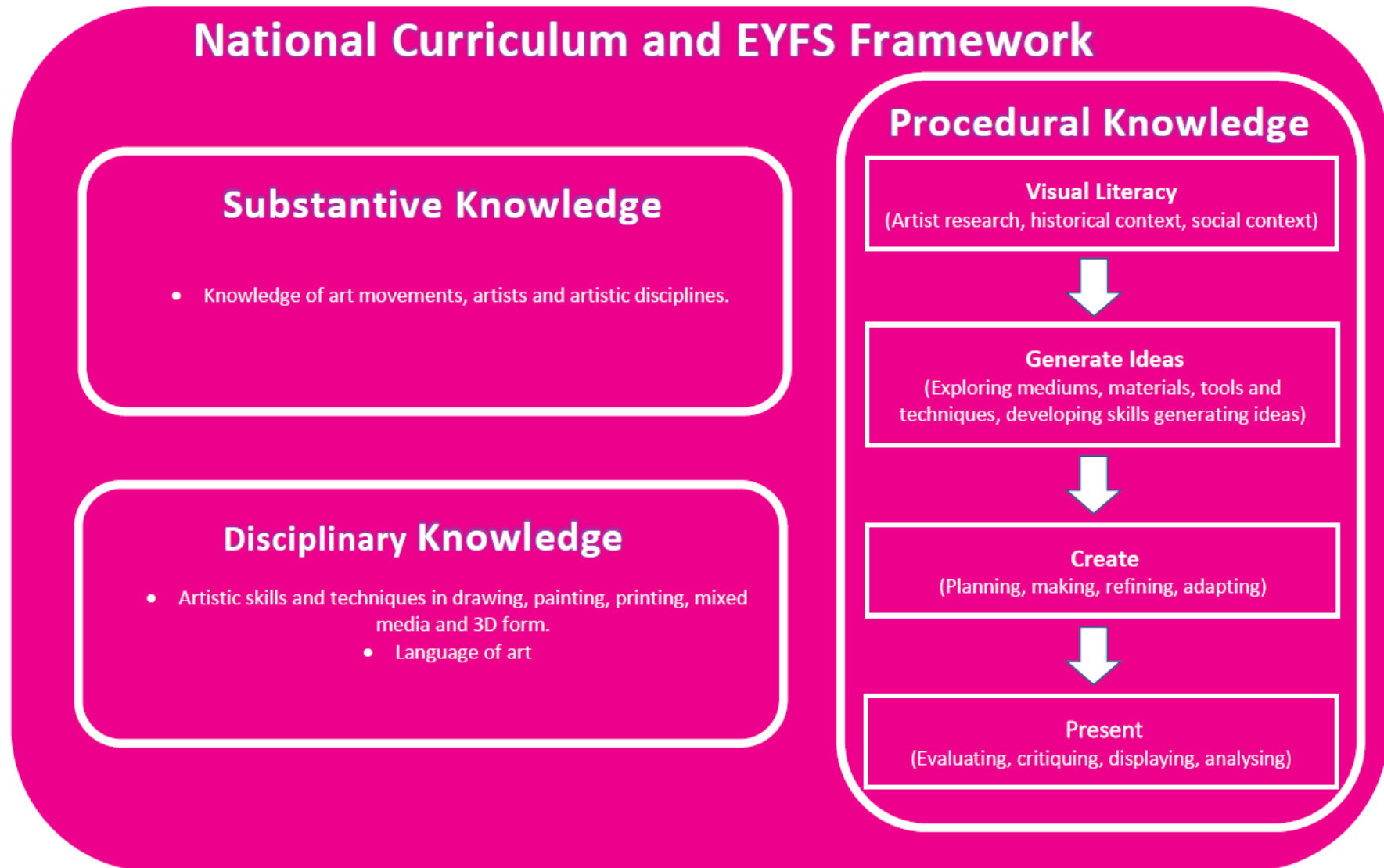
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise that their ideas can be expressed in art work.</p> <p>Create freely to record their ideas.</p> <p>Recognise some key art works and artists.</p>	<p>Recognise that ideas can be expressed in artwork.</p> <p>Create and explore with an open mind.</p> <p>Use contextual knowledge as a stimulus for creativity.</p> <p>Create original outcomes.</p>	<p>Use contextual knowledge as a stimulus for creativity, making links between own work and the work of others.</p> <p>Try out different activities and make sensible choices about what to do next.</p> <p>Use sketchbooks to record ideas and experiences.</p> <p>Create original, knowledge informed outcomes.</p>	<p>Gather and review information, references and resources related to their ideas and intentions.</p> <p>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Create original, knowledge informed outcomes.</p> <p>Analyse and evaluate own artwork and the work of others.</p>	<p>Select and use relevant resources and references to develop their ideas.</p> <p>Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome.</p> <p>Create original, knowledge informed outcomes.</p> <p>Analyse and evaluate own artwork and the work of others.</p>	<p>Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas.</p> <p>Confidently use sketchbooks for a variety of purposes including recording observations; developing ideas; testing materials; planning/recording information.</p> <p>Create original, knowledge informed outcomes.</p> <p>Analyse and evaluate own artwork and the work of others.</p> <p>Understand that artwork is made for a purpose.</p>	<p>Independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.</p> <p>Create original, knowledge informed outcomes.</p> <p>Analyse and evaluate own artwork and the work of others, making links and comparisons.</p> <p>Understand that artwork is made for a purpose and has a specific audience.</p>

## Disciplinary Knowledge

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastels). Experiment with line - patterns, dots, and colour. Observe and draw from real-life using lines and patterns. Draw freely and with pleasure.	Use and layer a variety of media – pencils, crayons, pastels, felts, charcoal, chalk. Experiment with line, shape, pattern and colour. Observe and draw landscapes, patterns and anatomy. Use a sketchbook to gather and develop ideas.		Experiment with different grades of pencil; explain choices about use of media. Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light. Use scale and proportion to draw anatomy increasingly accurately, particularly faces of people. Use a sketchbook to research, collect and record.		Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people). Draw effect of light on people and objects from different directions and develop the concept of perspective. Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects. Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media.	
<b>Painting</b>	To begin to understand that painting is different to drawing; painting is about covering space and use of colour. Experiment with different paint, brushes and brush sizes. Name colours; begin to mix primary colours to make others. Begin to paint 'in the style of' key artists.	Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes. Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints. Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques. Use a sketchbook to gather and develop ideas.		Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing. Mix colours and know which prime colours make secondary colours; experiment with tone, shade, hues and tint. Work confidently on different scales. Use a sketchbook to research, collect and record.		Test media and materials before independently employing a range of effects, including texture. Demonstrate knowledge about primary, secondary and tertiary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects. Create imaginative work from a variety of sources and show an awareness of painting composition. Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media.	



<b>Printing</b>	<p>Know that we can make several copies of the same picture; experiment with the relief method.</p> <p>Design and build repeated patterns.</p>	<p>Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing.</p> <p>Design and build repeated patterns in a range of media.</p> <p>Use a sketchbook for practising skills and recording knowledge.</p>	<p>Research, create and refine a print using a wider variety of techniques – e.g. marbling, screen printing and layering.</p> <p>Design patterns of increasing complexity, exploring pattern &amp; shape.</p> <p>Use a sketchbook for recording and developing print ideas.</p>	<p>Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using coloured inks.</p> <p>Design complex patterns, including using repetition and symmetry.</p> <p>Use a sketchbook for recording, developing &amp; evaluating print ideas.</p>
<b>Mixed Media</b> <i>including collage and textiles</i>	<p>Begin to explore different textiles; undertake some simple textile weaving and decoration.</p> <p>Begin to experiment with a range of tools and joins – e.g. cut, and glue material.</p> <p>Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea.</p>	<p>Begin to use and explore different techniques – e.g. embroidery, applique, fabric crayons.</p> <p>Begin to experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot.</p> <p>Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea.</p> <p>Use a sketchbook for practising skills and recording knowledge.</p>	<p>Develop different techniques – e.g. weaving, fabric crayons, embroidery, applique.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with overlapping and layering in collages, using a range of media – e.g. fabric, plastic, tissue, magazines, crepe paper.</p> <p>Collect, refine and alter ideas.</p>	<p>Use a wide range of techniques, complimentary/contrasting colours and textures when designing and making, including tie die.</p> <p>Choose to join fabrics in different ways – e.g. stitching with different threads and needles appropriate to task, stapling, pinning.</p> <p>Use a wide variety of media to independently create a collage, including overlapping and layering; select and use a range of cutting tools; embellish decoratively using more layers of found materials to build complexity to collage.</p> <p>Collect, refine, adapt, extend and evaluate ideas.</p>
<b>3D Form</b> <i>Clay, dough, boxes, wire, paper mache</i>	<p>Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching.</p> <p>Construct three dimensional shapes by <i>assembling and fixing items (junk modelling)</i> using man-made and natural materials.</p>	<p>Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot.</p> <p>Construct with recycled, natural and man-made materials.</p> <p>Use a sketchbook for practising skills and planning a design.</p>	<p>Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form.</p> <p>Cut and join wood with support; make a simple paper mache object using wire or assembled found materials.</p> <p>Plan and design in a sketchbook; make models.</p>	<p>Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching, creating surface patterns and textures, slabs, coils and slips.</p> <p>Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster.</p> <p>Plan, design, make and adapt models; evaluate other sculptures.</p>



## What this looks like at THS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	<p><b>Exploring line and shape</b> P. of Study   Art and design   10 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Knowledge   Year 1 Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Skill   Year 1 Use soft and hard pencils to create different types of line and shape</p> <p><b>Exploring textures</b> P. of Study   Breadth   Art and design   Aims   2 Produce creative work, exploring their ideas and recording their experiences. Knowledge   Year 1 Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Specific knowledge   Year 1 Textural materials can be bumpy, ridged, rough, smooth, grainy, furry, wrinkled and crumpled. Skill   Year 1 Communicate their ideas simply before creating artwork.</p> <p><b>Exploring street views</b> P. of Study   Art and design   7 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Knowledge   Year 1 Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and</p>	<p><b>Sketch a Pose (consider drawing skills needed)</b> P. of Study   Breadth   Art and design   Aims   3 Produce creative work, exploring their ideas and recording their experiences. Knowledge   Year 2 A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Specific knowledge   Year 2 Objects in paintings can be used to give clues about someone's personality and hobbies. Specific knowledge   Year 2 Simple figure sketches can be done with pencil or charcoal. Skill   Year 2 Make simple sketches to explore and develop ideas.</p> <p><b>Still Life Artists</b> P. of Study   Breadth   Art and design   Aims   3 Produce creative work, exploring their ideas and recording their experiences. Knowledge   Year 2 A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Specific knowledge   Year 2 Composition is the placement or arrangement of visual elements. Skill   Year 2 Make simple sketches to explore and develop ideas</p>	<p><b>Engage: Bell Beak Pottery</b> P. of Study   Art and design   6 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge   Year 3 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Specific knowledge   Year 3 Around 4700 years ago, a new bell-shaped pottery style appeared in what is now Andorra, Portugal, Spain and Gibraltar. These bell beakers quickly spread across Europe, reaching Britain in around 2500 BC. Specific knowledge   Year 3 The Bell Beaker culture is an archaeological culture named after the bell beaker drinking vessel used at the beginning of the Bronze Age. Skill   Year 3 Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p><b>Lesson 1: Draw It</b> P. of Study   Art and design   6 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge   Year 3 Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Specific knowledge   Year 3 A motif is a symbol or shape used</p>	<p><b>What a view!</b> P. of Study   Art and design   26 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge   Year 4 Art can display interesting or unusual perspectives and viewpoints. Specific knowledge   Year 4 A landscape is a piece of art that shows scenery, such as mountains, valleys, trees, rivers, forests or buildings. Specific knowledge   Year 4 A viewfinder is what an artist might look through to compose an image. Skill   Year 4 Choose an interesting or unusual perspective or viewpoint for a landscape.</p> <p><b>Lesson 2: Atmospheric perspective</b> P. of Study   Art and design   26 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge   Year 4 Pen and ink create dark lines that strongly contrast with white paper. Pen and ink techniques include hatching (drawing straight lines in the same direction to fill in an area), cross-hatching (layering lines of hatching in different directions), random lines (drawing lines of a variety of shapes and lengths) and stippling (using small dots). Light tones are created when lines or dots are drawn further apart and dark tones are created</p>	<p><b>Lesson 2: Sketching landscapes</b> P. of Study   Art and design   22 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Knowledge   Year 5 Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. Specific knowledge   Year 5 Perspective in artwork, gives the illusion of depth and distance. Specific knowledge   Year 5 The horizon line in a landscape drawing is a horizontal line drawn across the picture, showing where the sky meets the Earth. It allows the artist to draw the viewer's attention to specific focal points within the drawing. Skill   Year 5 Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p> <p><b>Engage: Line Up</b> P. of Study   Art and design   22 Year 5 Improve their mastery of art and design techniques, including drawing,</p>	<p><b>Lesson 1: Breaking Barriers</b> P. of Study   Art and design   8 Create sketchbooks to record their observations and use them to review and revisit ideas. Knowledge   Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Skill   Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p>

	<p>memory (remembering places from the past).</p> <p><b>Skill Year 1</b> Draw or paint a place from memory, imagination or observation.</p>		<p>in printmaking. A motif can be a simplified version of a more complex object, such as a flower or shell.</p> <p><b>Skill Year 3</b> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique</p> <p><b>Gathering Ideas</b>  <b>P. of Study Art and design 6</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge Year 5</b> Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil.</p> <p><b>Specific knowledge Year 3</b> Roman mosaics were made up of hundreds, sometimes thousands, of tiny coloured stones and gems called tesserae.</p> <p><b>Specific knowledge Year 3</b> Roman mosaics showed pictures of everyday life, gladiators, nature, animals and geometric patterns.</p> <p><b>Skill Year 3</b> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique</p>	<p>when lines or dots are drawn closer together.</p> <p><b>Specific knowledge Year 4</b> Atmospheric perspective is the way artists create a sense of space. This use of perspective results in objects further away from the viewer getting lighter in tone and softer-edged, and objects closer to the viewer being darker in tone and more sharply edged.</p> <p><b>Skill Year 4</b> Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> <p><b>Islamic Art</b></p> <p><b>Exploring Islamic art</b>  <b>P. of Study Art and design 8</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge Year 4</b></p> <p>Historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.</p> <p><b>Specific knowledge Year 4</b></p> <p>The term Islamic art covers all the religious and secular artwork created in countries that used to be part of the Islamic Empire. Islamic art makes objects beautiful with pattern and shape. It does not depict people. Features of Islamic art include calligraphy, arabesque and geometric patterns. Islamic art decorates many surfaces, including the walls and ceilings of mosques.</p> <p><b>Skill Year 4</b> Explain the significance of art, architecture</p>	<p>painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Year 5</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge Year 5</b> Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.</p> <p><b>Year 5</b> Ways to review and revisit ideas include annotating sketches and sketchbook pages, practising and refining techniques and making models or prototypes of the finished piece.</p> <p><b>Year 5</b> Continuous, or one-line, drawings, are made by keeping a pen or pencil in contact with a piece of paper for the duration of a drawing exercise.</p> <p><b>Skill(s) Year 5</b> Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. View progression</p> <p><b>Year 5</b> Review and revisit ideas and sketches to improve and develop ideas.</p> <p><b>Lesson 4: Drawing on black paper</b>  <b>P. of Study Art and design 22</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	
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				<p>or design from history and create work inspired by it.</p> <p><b>Exploring geometric motifs</b>  <b>. of Study</b> <b>Art and design</b> <b>26</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> <b>Year 4</b>  Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.  <b>Specific knowledge</b> <b>Year 4</b>  A motif is a recurring shape in a design or pattern. Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes.  <b>Skill</b> <b>Year 4</b> Develop techniques through experimentation to create different types of art.</p> <p><b>Creating a pattern from a motif</b>  <b>P. of Study</b> <b>Art and design</b> <b>26</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> <b>Year 4</b>  Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.  <b>Specific knowledge</b> <b>Year 4</b></p>	<p><b>Knowledge</b> <b>Year 5</b> Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.  <b>Specific knowledge</b> <b>Year 5</b>  Drawing on black paper with a white material, such as chalk or pencil, can create a dramatic effect due to the contrast between black and white.  <b>Skill</b> <b>Year 5</b> Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p>	
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				<p>A geometric pattern is formed from repeated geometric shapes. Artists can create geometric patterns on a grid made from shapes, including circles, equilateral triangles and squares.</p> <p><b>Skill</b> <b>Year 4</b> Develop techniques through experimentation to create different types of art.</p> <p><b>Stars in Islamic art</b>  <b>P. of Study</b> <b>Art and design</b> <b>26</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> <b>Year 4</b></p> <p>Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p><b>Specific knowledge</b> <b>Year 4</b></p> <p>Stars are a common shape in Islamic art. Geometric stars usually have 6, 8, 10, 12 or 16 points. Stars symbolise the light and perfection of Allah.</p> <p><b>Skill</b> <b>Year 4</b> Develop techniques through experimentation to create different types of art.</p>		
<b>Painting</b>	<p><b>Lets Mix</b>  <b>P. of Study</b> <b>Art and design</b> <b>10</b> Develop a wide range of art and design techniques in</p>	<p><b>Let's Mix</b>  <b>P. of Study</b> <b>Art and design</b> <b>7</b> Develop a wide range of art and design techniques in</p>		<p><b>Water Colours</b>  <b>P. of Study</b> <b>Art and design</b> <b>1</b> Create sketchbooks to record their observations and</p>	<p><b>Engage: Mixing tints, shades and tones</b>  <b>P. of Study</b> <b>Art and design</b> <b>22</b> Improve their mastery</p>	<p><b>Lesson 3:In the style (2 hours)</b>  <b>P. of Study</b> <b>Art and design</b> <b>20</b> Improve their mastery</p>

	<p>using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge Year 1</b> The primary colours are red, yellow and blue.</p> <p><b>Specific knowledge Year 1</b> Primary colours can not be mixed from any other colours.</p> <p><b>Specific knowledge Year 1</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours.</p> <p><b>Skill Year 1</b> Identify and use paints in the primary colours</p> <p><b>The colour wheel</b></p> <p><b>P. of Study Art and design 10</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge Year 1</b> The primary colours are red, yellow and blue.</p> <p><b>Specific knowledge Year 1</b> The colour wheel is a diagram that organises colours and shows their relationships.</p> <p><b>Skill Year 1</b> Identify and use paints in the primary colour</p>	<p>using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge Year 2</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p><b>Specific knowledge Year 2</b> Mixing different amounts of primary colours make a range of hues. For example, blue-green or yellow-green.</p> <p><b>Skill Year 2</b> Identify and mix secondary colours.</p> <p><b>The Colour Wheel</b></p> <p><b>P. of Study Art and design 7</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge Year 2</b></p> <p>The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p><b>Specific knowledge Year 2</b> The colour wheel is a diagram that organises colours and shows their relationships.</p> <p><b>Skill Year 2</b> Identify and mix secondary colours</p> <p><b>Colour challenge</b></p> <p><b>P. of Study Art and design 7</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge Year 2</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p> <p><b>Skill Year 2</b> Identify and mix secondary colours.</p> <p><b>Colour Study</b></p> <p><b>P. of Study Art and design 7</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Knowledge Year 2</b> The secondary colours are green, purple and</p>		<p>use them to review and revisit ideas.</p> <p><b>Knowledge Year 4</b> Artists use sketching to develop an idea over time.</p> <p><b>Specific knowledge Year 4</b> Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.</p> <p><b>Specific knowledge Year 4</b> Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry).</p> <p><b>Skill Year 4</b> Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p> <p><b>Lesson 1: Colour theory</b></p> <p><b>P. of Study Art and design 26</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge Year 4</b> Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.</p> <p><b>Specific knowledge Year 4</b> Analogous colours are groups of colours that are next to each other on the colour wheel.</p> <p><b>Specific knowledge Year 4</b> Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast.</p>	<p>of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge Year 5</b> A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p> <p><b>Specific knowledge Year 5</b> A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</p> <p><b>Skill Year 5</b> Mix and use tints and shades of colours using a range of different materials, including paint</p> <p><b>Lesson 1: Mixing tints, shades and tones</b></p> <p><b>P. of Study Art and design 22</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge Year 5</b> A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p> <p><b>Specific knowledge Year 5</b> Landscape artists include Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner.</p>	<p>of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge Year 6</b> Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.</p> <p><b>Specific knowledge Year 6</b> Visual elements of an artwork include colour, texture, line, pattern and form.</p> <p><b>Skill Year 6</b> Use colour palettes and characteristics of an artistic movement or artist in artwork</p> <p><b>Lesson 4: Inspired Artwork (2hrs)</b></p> <p><b>P. of Study Art and design 20</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge Year 6</b> In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p>
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		<p>orange. These colours can be made by mixing primary colours together.</p> <p><b>Skill Year 2</b> Identify and mix secondary colours.</p>		<p>They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel.</p> <p><b>Skill Year 4</b> Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p><b>Lesson 3: Colour Collectors</b>  <b>P. of Study Art and design 26</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge Year 4</b> Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.</p> <p><b>Specific knowledge Year 4</b> Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</p> <p><b>Skill Year 4</b> Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p><b>Lesson 4: Colour compositions (2 hrs)</b>  <b>P. of Study Art and design 26</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Specific knowledge Year 5</b> Unlike other artistic movements, the Impressionists did not use black paint, preferring to use pure colour to add shade and shadow.</p> <p><b>Skill Year 5</b> Mix and use tints and shades of colours using a range of different materials, including paint</p> <p><b>Innovate: Creating landscape paintings</b>  <b>P. of Study Art and design 22</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge Year 5</b> Imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.</p> <p><b>Skill Year 5</b> Use a range of materials to create imaginative and fantasy landscapes.</p> <p><b>Lesson 2: Line, light and shadows</b>  <b>P. of Study Art and design 22</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</p>	<p><b>Skill Year 6</b> Create innovative art that has personal, historic or conceptual meaning.</p>
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				<p><b>Knowledge</b> <b>Year 4</b> Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.</p> <p><b>Skill</b> <b>Year 4</b> Develop techniques through experimentation to create different types of</p> <p><b>Lesson 3: Warmth and coolness</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>26</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> <b>Year 4</b> Warm colours include orange, yellow and red. They remind the viewer of heat, fire and sunlight. They can make people feel happy and they look like they are in the foreground of a picture. Cool colours include blue, green and magenta. Cool colours remind the viewer of water, ice, snow and the sky. They can make people feel calm or lonely and they recede into the background of a picture.</p> <p><b>Specific knowledge</b> <b>Year 4</b> Red, orange and yellow are warm colours because they remind people of heat, fire, blood and the Sun.</p> <p><b>Specific knowledge</b> <b>Year 4</b> Purple, blue and green are cool colours because they remind people of water, shade and cold weather.</p> <p><b>Skill</b> <b>Year 4</b> Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> <p><b>Innovate -My landscape (2hours)</b></p>	<p>materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> <b>Year 5</b> Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.</p> <p><b>Specific knowledge</b> <b>Year 5</b> Shading techniques include cross-hatching, contour lines, stippling and scribbling.</p> <p><b>Skill</b> <b>Year 5</b> Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p> <p><b>Innovate: 2hrs</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>22</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> <b>Year 5</b> Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.</p> <p><b>Skill</b> <b>Year 5</b> Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p>	
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Printing	<p><b>Colour Carousel 2 hours</b></p> <p>P. of Study Art and design 10 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knowledge Year 1 A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p> <p>Specific knowledge Year 1 Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print.</p> <p>Skill Year 1 Make simple prints and patterns using a range of liquids including ink and paint</p> <p>Specific knowledge Year 1 Physical features include a beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, soil, valley and lake.</p> <p>Skill Year 1 Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p> <p><b>Exploring Collographs</b></p> <p>10 Year 1 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		<p><b>Lesson 2: Styles and Patterns</b></p> <p>P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Knowledge Year 3 Nature and natural forms can be used as a starting point for creating artwork.</p> <p>Specific knowledge Year 3 Bell Beaker pottery was often highly decorated. Objects, such as fingernails, stones, shells, twigs, combs, rope and cord were used to create a range of patterns and marks including geometric shapes, zigzags, herringbone patterns, dots and lines.</p> <p>Skill Year 3 Use nature and natural forms as a starting point for artwork</p> <p><b>Lesson 2: Print it (2hrs)</b></p> <p>P. of Study Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Knowledge Year 3 A two-colour print can be made in different ways, such as by inking a roller with two different colours</p>			

	<p><b>13 Year 1</b> Use a range of materials creatively to design and make products.</p> <p><b>Knowledge Year 1</b> A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p> <p><b>Year 1</b> Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</p> <p><b>Year 1</b> Collagraphy is a way of printing in which a picture or motif is made by sticking textural materials onto a base or plate and then inked up to make a print.</p> <p><b>Year 1</b> Different textures hold varying amounts of ink. Anything with a low relief texture can be stuck down and used: wallpaper, leaves, fabrics, card and bubble wrap are some examples.</p> <p><b>Skill(s) Year 1</b> Make simple prints and patterns using a range of liquids including ink and paint. View progression</p> <p><b>Year 1</b> Design and make art to express ideas.</p>		<p>before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.</p> <p><b>Skill Year 3</b> Make a two-colour print.</p>			
<p><b>Mixed Media</b> <i>including collage and textiles</i></p>	<p><b>Weather Motifs</b> <b>P. of Study Art and design 13</b> Use a range of materials creatively to design and make products.</p> <p><b>Knowledge Year 1</b> Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p> <p><b>Specific knowledge Year 1</b> A motif is a decorative image or design, often repeated, to form a pattern.</p>	<p><b>Royal Gallery</b> <b>P. of Study Art and design 4</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Knowledge Year 2</b> A drawing, painting or sculpture of a human face is called a portrait.</p> <p><b>Specific knowledge Year 2</b> Photographs and sketches can be used to prepare for a drawing.</p> <p><b>Skill Year 2</b> Represent the human form, including face and features, from observation, imagination or memory</p>	<p><b>Exploring Ammonites</b> <b>P. of Study Art and design 17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge Year 3</b> Nature and natural forms can be used as a starting point for creating artwork.</p>		<p><b>Lesson 2: Paper Collage</b> <b>P. of Study Art and design 8</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge Year 5</b> Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.</p> <p><b>Specific knowledge Year 5</b> Paper collages are made by gluing small pieces of paper to a background.</p>	<p><b>Recycle, reuse and repurpose – p t1</b></p> <p><b>P. of Study Art and design 8</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge Year 6</b> A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each</p>

	<p><b>Skill</b> Year 1 Make transient art and pattern work using a range or combination of man-made and natural materials.</p>	<p><b>Still Life Study</b>  <b>P. of Study</b> Art and design 17 Use a range of materials creatively to design and make products.  <b>Knowledge</b> Year 2 Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.  <b>Skill</b> Year 2 Draw, paint and sculpt natural forms from observation, imagination and memory</p>	<p><b>Skill</b> Year 3 Use nature and natural forms as a starting point for artwork</p> <p><b>Lesson 3: Sculpt it (2 hrs)</b>  <b>P. of Study</b> Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> Year 3 Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.  <b>Specific knowledge</b> Year 3 Contemporary sculptures based on natural forms include <i>Ammonite Slice Outside</i>, by Mark Reed; <i>Coil Shell</i>, by Lucy Unwin; <i>Dark at Heart</i>, by Peter Randall-Page; and the <i>Chintz Series</i>, by Peter Garrard..  <b>Skill</b> Year 3 Create a 3-D form using malleable or rigid materials, or a combination of materials.  <b>Practising techniques</b>  <b>P. of Study</b> Art and design 17 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> Year 3 Visual elements include colour, line, shape, form, pattern and tone.  <b>Specific knowledge</b> Year 3 Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. The artist then uses grout to fill</p>		<p><b>Skill</b> Year 5 Investigate and develop artwork using the characteristics of an artistic movement</p> <p><b>Lesson 3: Fabric crumb</b>  <b>P. of Study</b> Design and technology</p> <p><b>3</b> Year 5 <b>Make</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>2</b> Year 5 <b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</p> <p><b>Knowledge</b> Year 5</p> <p>A collage is artwork made by sticking materials, such as scraps of paper or fabric, onto a background. A mixed media collage is made using various materials and media, such as ink and paint.</p> <p><b>Year 5</b> Applique is a technique where pieces of material are attached to another material by stitching or gluing.</p> <p><b>Skill(s)</b> Year 5 Combine stitches and fabrics with imagination to create a mixed media collage.</p> <p><b>Year 5</b> Use applique to add se applique to add decoration to product or artwork.</p> <p><b>Lesson 4: Mixed media</b>  <b>P. of Study</b> Art and design 8 Learn about great</p>	<p>other and placed together to create a single image.</p> <p><b>Skill</b> Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p><b>Recycle, reuse and repurpose – pt 2</b></p> <p><b>P. of Study</b> Art and design 8 Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge</b> Year 6 A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.</p> <p><b>Skill</b> Year 6 Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p>
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			<p>the spaces, or interstices, around the tesserae.</p> <p><b>Skill Year 3</b> Use and combine a range of visual elements in artwork.</p> 		<p>artists, architects and designers in history.</p> <p><b>Knowledge Year 5</b> Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.</p> <p><b>Specific knowledge Year 5</b> The term 'mixed media' describes artwork that uses more than one medium or material. Collage is a type of mixed media art.</p> <p><b>Skill Year 5</b> Investigate and develop artwork using the characteristics of an artistic movement.</p> <p><b>Lesson 5: Photo collage and surrealism</b></p> <p><b>P. of Study Art and design 22</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge Year 5</b> Some artists use text or printed images to add interest or meaning to a photograph.</p> <p><b>Specific knowledge Year 5</b> A photo collage consists of pictures that have been placed together to create a single picture.</p> <p><b>Specific knowledge Year 5</b> When something is surreal, it is bizarre, unreal and fantastic. In art, surrealist images can combine real and imaginary images.<b>Skill Year 5</b> Add text or</p>	
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					<p>printed materials to a photographic background.</p> <p><b>Creating Mixed Media Artwork (2hours)</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>8</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b> <b>Year 5</b> Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract.</p> <p><b>Skill</b> <b>Year 5</b> Investigate and develop artwork using the characteristics of an artistic movement.</p>	
<p><b>3D Form</b> <i>Clay, dough, boxes, wire, paper mache</i></p>	<p><b>Exploring Form</b> <b>P. of Study</b> <b>Art and design</b> <b>13</b> Use a range of materials creatively to design and make products. <b>Knowledge</b> <b>Year 1</b> Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. <b>Specific knowledge</b> <b>Year 1</b> Form can be created by layering materials, such as cardboard, or by adding wire to make parts of paintings stand out from the surface. <b>Skill</b> <b>Year 1</b> Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.</p>	<p><b>Colour carousel</b> <b>P. of Study</b> <b>Art and design</b> <b>17</b> Use a range of materials creatively to design and make products. <b>Knowledge</b> <b>Year 2</b> Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. <b>Specific knowledge</b> <b>Year 2</b> Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print.  <b>Skill</b> <b>Year 2</b> Press objects into a malleable material to make textures, patterns and imprints.</p>	<p><b>Lesson1: Exploring Clay</b> <b>P. of Study</b> <b>Art and design</b> <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). <b>Knowledge</b> <b>Year 3</b> Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. <b>Specific knowledge</b> <b>Year 3</b> Coiling is a method of creating pottery. It has been used to shape clay into vessels for thousands of years. To make a clay coil, the clay is rolled gently and evenly until it forms a long roll. By placing one coil on top of another, different shapes can</p>	<p><b>Clay relief sculpture</b> <b>P. of Study</b> <b>Art and design</b> <b>26</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> <b>Year 4</b>  Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.  <b>Specific knowledge</b> <b>Year 4</b>  A relief sculpture is any work where the image or pattern is</p>	<p><b>Engage</b> <b>P. of Study</b> <b>Art and design</b> <b>22</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> <b>Year 5</b> Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.  <b>Skill</b> <b>Year 5</b> Make and use paper to explore traditional crafting techniques.  <b>Lesson 1:Papermaking</b> <b>P. of Study</b> <b>Art and design</b> <b>22</b> Improve their mastery of art and design techniques,</p>	<p><b>Lesson 3: Ocean Art</b> <b>P. of Study</b> <b>Art and design</b> <b>20</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  <b>Knowledge</b> <b>Year 6</b> A 3-D form is a sculpture made by carving, modelling, casting or constructing.  <b>Specific knowledge</b> <b>Year 6</b> Art can be an effective way of portraying environmental messages. This is because artworks can have an immediate, sensory impact on the viewer.  <b>Skill</b> <b>Year 6</b> Create a 3-D form using malleable materials in the</p>

			<p>be formed. Slip is a slurry of clay and water, which can be used to join coils of clay.</p> <p><b>Specific knowledge</b> <b>Year 3</b> A pinch pot is a simple form of handmade pottery produced by pinching the clay with thumb and forefinger.</p> <p><b>Skill</b> <b>Year 3</b> Create a 3-D form using malleable or rigid materials, or a combination of materials.</p> <p><b>Innovate: Making Bell Beaker Pots (2 hours)</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>17</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> <b>Year 3</b> Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques.</p> <p><b>Skill</b> <b>Year 3</b> Create a 3-D form using malleable or rigid materials, or a combination of materials</p>	<p>raised from a surface. When the image or pattern is only slightly raised, it is called a low relief or bas-relief, but when it is 3-D yet still attached to a background, it is called high relief or alto-relief.</p> <p><b>Skill</b> <b>Year 4</b> Use clay to create a detailed or experimental 3-D form.</p> <p><b>Creating geometric tiles</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>26</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> <b>Year 4</b></p> <p>Techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</p> <p><b>Skill</b> <b>Year 4</b> Use clay to create a detailed or experimental 3-D form.</p>	<p>including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> <b>Year 5</b> Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.</p> <p><b>Specific knowledge</b> <b>Year 5</b> Papermaking is the manufacture of paper. Almost all paper is made using industrial machinery; however, handmade paper remains a specialised craft.</p> <p><b>Skill</b> <b>Year 5</b> Make and use paper to explore traditional crafting techniques</p>	<p>style of a significant artist, architect or designer.</p> <p><b>Innovate: Creating Environmental Art (90 mins)</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>20</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> <b>Year 6</b> In conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.</p> <p><b>Knowledge</b> <b>Year 6</b> Environmental art addresses social and political issues relating to natural and urban environments.</p> <p><b>Skill</b> <b>Year 6</b> Create innovative art that has personal, historic or conceptual meaning. View progression</p> <p><b>Skill</b> <b>Year 6</b> Create art inspired by or giving an environmental message</p>
<b>Study of artists</b>	<p><b>Same or different</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>4</b> 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.</p> <p><b>Knowledge</b> <b>Year 1</b> Similarities and differences between two pieces of art include the materials used, the subject</p>	<p><b>Same or Different</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>4</b> 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.</p> <p><b>Knowledge</b> <b>Year 2</b> Common themes in art include landscapes, portraiture, animals, streets and buildings,</p>	<p><b>Artists and Works</b></p> <p><i>Ammonite Slice Outside</i>, by Mark Reed; <i>Coil Shell</i>, by Lucy Unwin; <i>Dark at Heart</i>, by Peter Randall-Page; and the <i>Chintz Series</i>, by Peter Garrard..</p>	<p><b>Autumn</b></p> <p>This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p> <p><b>Artists and Works</b></p>	<p><b>Artists</b></p> <p>Pablo Picasso and Rembrandt</p> <p><b>Lesson 1: Significant Artist: Pablo Picasso</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>8</b> Learn about great artists, architects and designers in history.</p>	<p><b>Artists</b></p> <p>Edmonia Lewis c1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–2006, Elizabeth Catlett 1915–2012, Yinka Shonibare 1962–present, Barbara Walker 1964–present, Hurvin Anderson 1965–present and Chris Ofili and Turgo Bastien, both 1968–present.</p>

	<p>matter and the use of colour, shape and line.</p> <p><b>Specific knowledge</b> Year 1 Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work.</p> <p><b>Skill</b> Year 1 Identify similarities and differences between two or more pieces of art</p> <p><b>Significant Artist – James Rizzi</b></p> <p><b>P. of Study</b> Art and design 4 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.</p> <p><b>Knowledge</b> Year 1 Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.</p> <p><b>Specific knowledge</b> Year 1 James Rizzi was an American artist and illustrator who lived in New York City. His urban landscapes are bright, colourful and imaginative.</p> <p><b>Specific knowledge</b> Year 1 James Rizzi used a combination of drawing, painting, printing and 3-D techniques to create his work.</p> <p><b>Skill</b> Year 1 Describe and explore the work of a significant artist.</p>	<p>gardens, the sea, myths, legends, stories and historical events.</p> <p><b>Specific knowledge</b> Year 2 Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work.</p> <p><b>Skill</b> Year 2 Describe similarities and differences between artwork on a common theme.</p> <p><b>Analysing Paintings</b></p> <p><b>P. of Study</b> Art and design 4 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.</p> <p><b>Knowledge</b> Year 2 Works of art are important for many reasons: they were created by famous or highly skilled artists; they influenced the artwork of others; they clearly show the features of a style or movement of art; the subject matter is interesting or important; they show the thoughts and ideas of the artist or the artist created a large body of work over a long period of time.</p> <p><b>Specific knowledge</b> Year 2 In history, figure drawings were a useful way of presenting information about an individual. Figure drawings were not always true to life but represented how an individual wished to be seen.</p> <p><b>Specific knowledge</b> Year 2 Hans Holbein the Younger was a portrait artist in Tudor times</p> <p><b>Skill</b> Year 2 Explain why a painting, piece of artwork, body of work or artist is important.</p> <p><b>Similar or different</b></p> <p><b>P. of Study</b> Art and design 4 Learn about the work of a range of artists, craft</p>	<p>Lesson 2, Colour in Art</p> <p>Broadway Boogie Woogie by Piet Mondrian, Jaune Rouge Bleu by Wassily Kandinsky, Nurse by Roy Lichtenstein, The Death of Germanicus by Nicolas Poussin, The Night Café by Vincent van Gogh, Portrait of Madame Matisse (Green Stripe) by Henri Matisse, Woman with Hat by Pablo Picasso, Self Portrait by Vincent van Gogh, The Olive Trees by Vincent van Gogh, The Water-Lily Pond by Claude Monet, Young Girl Reading by Jean-Honoré Fragonard, Young Girl Reading by Jean-Honoré Fragonard, Sunflowers by Vincent van Gogh, Still Life with Mangoes by Paul Gauguin, Painting with Warm Colours by Hendrikje Kühne and Beat Klein, Fishing Boats by Winslow Homer, Blue and Silver: Chelsea by James McNeil Whistler, The Great Wave off the Coast of Kanagawa by Katsushika Hokusai</p> <p><b>Artists and paintings:</b></p> <p><i>View of Toledo</i>, by El Greco; <i>Wanderer above the Sea of Fog</i>, by Caspar David Friedrich; <i>Road before the Mountains, Sainte-Victoire</i>, by Paul Cezanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i>, by Vincent van Gogh; <i>Tahitian Mountains</i>, by Paul Gauguin; and <i>Mountains at Collioure</i>, by Andre Derain.</p>	<p><b>Knowledge</b> Year 5 Visual elements include line, light, shape, colour, pattern, tone, space and form.</p> <p><b>Specific knowledge</b> Year 5 Pablo Picasso's continuous line drawings reduce a complicated image to one fluid line. The simplicity, energy and life captured in his continuous line drawings are still much admired.</p> <p><b>Skill</b> Year 5 Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p><b>Lesson 3: Pen and Ink</b></p> <p><b>P. of Study</b> Art and design 22 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><b>Knowledge</b> Year 5 Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made. Ink wash can be used to create a tonal perspective, light and shade.</p> <p><b>Specific knowledge</b> Year 5 Rembrandt was a Dutch draughtsman, painter and printmaker. He experimented with different techniques throughout his lifetime.</p> <p><b>Skill</b> Year 5 Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p>	<p><b>Exploring Trailblazers</b></p> <p><b>P. of Study</b> Art and design 6 Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b> Year 6 Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.</p> <p><b>Lesson 2: Critical analysis</b></p> <p><b>P. of Study</b> Art and design 6 Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b> Year 6 Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p><b>Specific knowledge</b> Year 6 Art analysis explores aspects of an artwork, including the people depicted, setting, story, movement, abstraction, use of text, emotional response, the arrangement of objects, the title, dominance, lines and edges, visual language, tonal</p>
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		<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><b>Knowledge Year 2</b> Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p><b>Specific knowledge Year 2</b> Some significant still life artists include Paul Cézanne, Vincent van Gogh, Cornelis Gijsbrechts, Roy Lichtenstein and Georges Braque.</p> <p><b>Skill Year 2</b> Describe similarities and differences between artwork on a common theme.</p>			<p><b>Artists and Works</b></p> <p>Sorrow of the King by Henri Matisse, Aquarius by Joana Coccarelli, 'Merz collages' by Kurt Schwitters,</p>	<p>range, light sources and shadows, colour, texture, space, viewpoint and use of media.</p> <p><b>Skill Year 6</b> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art</p> <p><b>Artists</b></p> <p>Antony Gormley, Olafur Eliasson, Edith Meusnier, Chris Jordan and John Akomfrah</p> <p><b>P. of Study Art and design Year 6</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge Year 6</b> Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece.</p> <p><b>Specific knowledge Year 6</b> Environmental art addresses social and political issues relating to the natural and urban environment.</p> <p><b>Specific knowledge Year 6</b> Significant environmental artists include, Antony Gormley, Olafur Eliasson, Edith Meusnier, Chris Jordan and John Akomfrah.</p>
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						<div>Skill</div> <div>Year 6</div> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art
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