



## Art

Year 1						
Autumn	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Mix it</b> 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.	<b>Lets Mix</b> <b>P. of Study</b> Art and design 10 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>Knowledge</b> Year 1 The primary colours are red, yellow and blue. <b>Specific knowledge</b> Year 1 Primary colours can not be mixed from any other colours. <b>Specific knowledge</b> Year 1 The secondary colours are green, purple and orange. These colours can be made by mixing primary colours.	<b>The colour wheel</b> <b>P. of Study</b> Art and design 10 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>Knowledge</b> Year 1 The primary colours are red, yellow and blue. <b>Specific knowledge</b> Year 1 The colour wheel is a diagram that organises colours and shows their relationships. <b>Skill</b> Year 1 Identify and use paints in the primary colour	<b>Same or different</b> <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. <b>Knowledge</b> Year 1 Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. <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. <b>Skill</b> Year 1 Identify similarities and differences between two or more pieces of art	<b>Colour Carousel 2 hours</b> <b>P. of Study</b> Art and design 10 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>Knowledge</b> 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. <b>Specific knowledge</b> 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. <b>Skill</b> Year 1 Make simple prints and patterns using a range of liquids including ink and paint <b>Specific knowledge</b> Year 1 Physical features include a beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, soil, valley and lake. <b>Skill</b> 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.		<b>Evaluate</b> <b>P. of Study</b> Breadth Art and design Aims 4 Evaluate and analyse creative works using the language of art, craft and design. <b>Knowledge</b> Year 1 Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. <b>Skill</b> Year 1 Say what they like about their own or others' work using simple artistic vocabulary.

	<b>Skill</b> <b>Year 1</b> Identify and use paints in the primary colours					
<b>SPRING</b>  <b>Rain and Sunrays</b> This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.	<b>Weather Motifs</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> 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. <b>Specific knowledge</b> <b>Year 1</b> A motif is a decorative image or design, often repeated, to form a pattern. <b>Skill</b> <b>Year 1</b> Make transient art and pattern work using a range or combination of man-made and natural materials.	<b>Exploring line and shape</b> <b>P. of Study</b> <b>Art and design</b> <b>10</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>Knowledge</b> <b>Year 1</b> 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. <b>Skill</b> <b>Year 1</b> Use soft and hard pencils to create different types of line and shape	<b>Exploring textures</b> <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>2</b> Produce creative work, exploring their ideas and recording their experiences. <b>Knowledge</b> <b>Year 1</b> Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. <b>Specific knowledge</b> <b>Year 1</b> Textural materials can be bumpy, ridged, rough, smooth, grainy, furry, wrinkled and crumpled. <b>Skill</b> <b>Year 1</b> Communicate their ideas simply before creating artwork.	<b>Exploring Collographs</b> <b>10</b> <b>Year 1</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>13</b> <b>Year 1</b> Use a range of materials creatively to design and make products. <b>Knowledge</b> <b>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. <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). <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. <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. <b>Skill(s)</b> <b>Year 1</b> Make simple prints and patterns using a range of liquids including ink and paint. View progression <b>Year 1</b> Design and make art to express ideas.	<b>Creating Weather Collographs</b> <b>P. of Study</b> <b>Art and design</b> <b>10</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>Knowledge</b> <b>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. <b>Skill</b> <b>Year 1</b> Make simple prints and patterns using a range of liquids including ink and paint. <b>Evaluation</b> <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>4</b> Evaluate and analyse creative works using the language of art, craft and design. <b>Knowledge</b> <b>Year 1</b> Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. <b>Skill</b> <b>Year 1</b> Say what they like about their own or others' work using simple artistic vocabulary.	
<b>Street View</b> 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..	<b>Exploring street views</b> <b>P. of Study</b> <b>Art and design</b> <b>7</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <b>Knowledge</b> <b>Year 1</b> Drawings or paintings of locations can be inspired by observation (looking closely).	<b>Similar or different</b> <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. <b>Knowledge</b> <b>Year 1</b> Similarities and differences between two pieces of art include the materials used, the subject	<b>Significant Artist – James Rizzi</b> <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. <b>Knowledge</b> <b>Year 1</b> Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	<b>Exploring Colour</b> <b>P. of Study</b> <b>Art and design</b> <b>10</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>Knowledge</b> <b>Year 1</b> The primary colours are red, yellow and blue. <b>Specific knowledge</b> <b>Year 1</b> Secondary colours are made by mixing primary colours. The	<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	<b>Mural Makers</b> <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>2</b> Produce creative work, exploring their ideas and recording their experiences. <b>Knowledge</b> <b>Year 1</b> Discussion and initial sketches can be used to communicate ideas

<b>Artist</b> James Rizzi	imagination (creating pictures in the mind) and memory (remembering places from the past). <b>Skill Year 1</b> Draw or paint a place from memory, imagination or observation.	matter and the use of colour, shape and line. <b>Skill Year 1</b> Identify similarities and differences between two or more pieces of art	<b>Specific knowledge Year 1</b> James Rizzi was an American artist and illustrator who lived in New York City. His urban landscapes are bright, colourful and imaginative. <b>Specific knowledge Year 1</b> James Rizzi used a combination of drawing, painting, printing and 3-D techniques to create his work. <b>Skill Year 1</b> Describe and explore the work of a significant artist.	secondary colours are purple green and orange. <b>Skill Year 1</b> Identify and use paints in the primary colours.	clay, plasticine and salt dough. <b>Specific knowledge 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 Year 1</b> Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.	and are part of the artistic process. <b>Specific knowledge Year 1A</b> mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces. <b>Skill Year 1</b> Communicate their ideas simply before creating artwork Evaluate <b>P. of Study Breadth Art and design Aims 4</b> Evaluate and analyse creative works using the language of art, craft and design. <b>Knowledge Year 1</b> Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. <b>Skill Year 1</b> Say what they like about their own or others' work using simple artistic vocabulary.
<b>Year 2</b>						
<b>Autumn Mix It</b> 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  <b>Artists</b> Kadinsky, Mondrian	<b>Let's Mix</b> <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. <b>Knowledge Year 2</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. <b>Specific knowledge Year 2</b> Mixing different amounts of primary colours make a range of hues. For example, blue-green or yellow-green. <b>Skill Year 2</b> Identify and mix secondary colours.	<b>The Colour Wheel</b> <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. <b>Knowledge Year 2</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. <b>Specific knowledge Year 2</b> The colour wheel is a diagram that organises colours and shows their relationships. <b>Skill Year 2</b> Identify and mix secondary colours	<b>Same or Different</b> <b>P. of Study Art and design 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. <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. <b>Specific knowledge Year 2</b> Wassily Kandinsky and Piet Mondrian are two famous artists, known for using a vivid palette of primary and secondary colours in their work. <b>Skill Year 2</b> Describe similarities and differences between artwork on a common theme.	<b>Colour carousel</b> <b>P. of Study Art and design 17</b> Use a range of materials creatively to design and make products. <b>Knowledge 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 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 Year 2</b> Press objects into a malleable material to make textures, patterns and imprints.	<b>Colour challenge</b> <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. <b>Knowledge Year 2</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. <b>Skill Year 2</b> Identify and mix secondary colours.  <b>Evaluation</b> <b>P. of Study Breadth Art and design Aims 5</b> Evaluate and analyse creative works using the language of art, craft and design. <b>Knowledge Year 2</b> Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. <b>Skill Year 2</b> Analyse and evaluate their own and others' work using artistic vocabulary.	

<p><b>Spring 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>Analysing Paintings</b> <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. <b>Knowledge</b> <b>Year 2</b> 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. <b>Specific knowledge</b> <b>Year 2</b> 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. <b>Specific knowledge</b> <b>Year 2</b> Hans Holbein the Younger was a portrait artist in Tudor times <b>Skill</b> <b>Year 2</b> Explain why a painting, piece of artwork, body of work or artist is important.</p>	<p><b>Sketch a Pose (consider drawing skills needed)</b> <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>3</b> Produce creative work, exploring their ideas and recording their experiences. <b>Knowledge</b> <b>Year 2</b> A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. <b>Specific knowledge</b> <b>Year 2</b> Objects in paintings can be used to give clues about someone's personality and hobbies. <b>Specific knowledge</b> <b>Year 2</b> Simple figure sketches can be done with pencil or charcoal. <b>Skill</b> <b>Year 2</b> Make simple sketches to explore and develop ideas.</p>	<p><b>Digital drawing</b> <b>P. of Study</b> <b>Art and design</b> <b>4</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <b>Knowledge</b> <b>Year 2</b> A drawing, painting or sculpture of a human face is called a portrait. <b>Specific knowledge</b> <b>Year 2</b> Art software can be used to make a simple line drawing. <b>Skill</b> <b>Year 2</b> Represent the human form, including face and features, from observation, imagination or memory.</p>	<p><b>Portraiture today</b> <b>P. of Study</b> <b>Computing</b> <b>4</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <b>Knowledge</b> <b>Year 2</b> Each type of software, such as word processing, presentation and image editing, can be used for different purposes, including writing reports and creating slide shows or posters. <b>Specific knowledge</b> <b>Year 2</b> In modern times, people use digital technology, such as phones, cameras and tablets to take portraits and pictures of themselves. <b>Skill</b> <b>Year 2</b> Use different types of software and identify their</p>	<p><b>Royal Gallery</b> <b>P. of Study</b> <b>Art and design</b> <b>4</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <b>Knowledge</b> <b>Year 2</b> A drawing, painting or sculpture of a human face is called a portrait. <b>Specific knowledge</b> <b>Year 2</b> Photographs and sketches can be used to prepare for a drawing. <b>Skill</b> <b>Year 2</b> Represent the human form, including face and features, from observation, imagination or memory</p> <p><b>Royal Gallery - Sharing portraits and visits</b> <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>5</b> Evaluate and analyse creative works using the language of art, craft and design. <b>Knowledge</b> <b>Year 2</b> Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture. <b>Skill</b> <b>Year 2</b> Analyse and evaluate their own and others' work using artistic vocabulary.</p>
<p><b>Summer 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</p>	<p><b>Gallery Visit</b> <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>5</b> Evaluate and analyse creative works using the language of art, craft and design. <b>Knowledge</b> <b>Year 2</b> Aspects of artwork to analyse and evaluate include subject</p>	<p><b>Similar or different</b> <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. <b>Knowledge</b> <b>Year 2</b> Common themes in art include landscapes, portraiture, animals,</p>	<p><b>Colour Study</b> <b>P. of Study</b> <b>Art and design</b> <b>7</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <b>Knowledge</b> <b>Year 2</b> The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.</p>	<p><b>Still Life Study</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> Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.</p>	<p><b>Still Life Artists</b> <b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>3</b> Produce creative work, exploring their ideas and recording their experiences. <b>Knowledge</b> <b>Year 2</b> A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. <b>Specific knowledge</b> <b>Year 2</b> Composition is the placement or arrangement of visual elements.</p>

about the use of colour and composition. They create still life arrangements and artwork.	<p>matter, colour, shape, form and texture.</p> <p><b>Specific knowledge</b> <b>Year 2</b>A still life is a work of art that shows objects that are either natural (food, flowers, plants, rocks, shells) or man-made (drinking glasses, books, vases, jewellery, coins, pipes).</p> <p><b>Skill</b> <b>Year 2</b> Analyse and evaluate their own and others' work using artistic vocabulary.</p>	<p>streets and buildings, gardens, the sea, myths, legends, stories and historical events.</p> <p><b>Specific knowledge</b> <b>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</b> <b>Year 2</b> Describe similarities and differences between artwork on a common theme.</p>	<p><b>Skill</b> <b>Year 2</b> Identify and mix secondary colours.</p>	<p><b>Skill</b> <b>Year 2</b> Draw, paint and sculpt natural forms from observation, imagination and memory</p>	<p><b>Skill</b> <b>Year 2</b> Make simple sketches to explore and develop ideas</p> <p><b>Evaluate</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>5</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b> <b>Year 2</b></p> <p>Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.</p> <p><b>Skill</b> <b>Year 2</b> Analyse and evaluate their own and others' work using artistic vocabulary.</p>
<b>Year 3</b>					
<p><b>Prehistoric Pots</b></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><b>Engage: Bell Beak Pottery</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>6</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge</b> <b>Year 3</b></p> <p><b>3</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</b> <b>Year 3</b></p> <p>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.</p> <p><b>Specific knowledge</b> <b>Year 3</b></p> <p><b>3</b> The Bell Beaker culture is an archaeological culture named after the bell beaker drinking vessel used at the beginning of the Bronze Age.</p> <p><b>Skill</b> <b>Year 3</b> Use preliminary sketches in a sketchbook to communicate an idea or</p>	<p><b>Lesson 1: Exploring Clay</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>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 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>Lesson 2: Styles and Patterns</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> Nature and natural forms can be used as a starting point for creating artwork.</p> <p><b>Specific knowledge</b> <b>Year 3</b> 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><b>Skill</b> <b>Year 3</b> Use nature and natural forms as a starting point for artwork</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><b>Evaluate</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>5</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b> <b>Year 3</b></p> <p><b>3</b> Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p> <p><b>Skill</b> <b>Year 3</b> Make suggestions for ways to adapt and improve a piece of artwork.</p>

	experiment with a technique.				
<p><b>Ammonites SPRING</b> This project teaches children about artistic techniques used in sketching, printmaking and sculpture.</p> <p><b>Artists and Works</b> <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>Exploring Ammonites</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> Nature and natural forms can be used as a starting point for creating artwork.</p> <p><b>Skill</b> <b>Year 3</b> Use nature and natural forms as a starting point for artwork</p>	<p><b>Lesson 1: Draw It</b> <b>P. of Study</b> <b>Art and design</b> <b>6</b> Create sketchbooks to record their observations and use them to review and revisit ideas. <b>Knowledge</b> <b>Year 3</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</b> <b>Year 3</b> A motif is a symbol or shape used in printmaking. A motif can be a simplified version of a more complex object, such as a flower or shell.</p> <p><b>Skill</b> <b>Year 3</b> Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique</p>	<p><b>Lesson 2: Print it (2hrs)</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> A two-colour print can be made in different ways, such as by inking a roller with two different colours 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</b> <b>Year 3</b> Make a two-colour print.</p>	<p><b>Lesson 3: Sculpt it (2 hrs)</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> 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> <b>Year 3</b> Create a 3-D form using malleable or rigid materials, or a combination of materials.</p> <p><b>Photograph (Evaluate)</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> Visual elements include colour, line, shape, form, pattern and tone. <b>Skill</b> <b>Year 3</b> Use and combine a range of visual elements in artwork</p>	

<p><b>Summer 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>Exploring Mosaics</b>  <b>P. of Study</b>Art and design<b>7</b> Learn about great artists, architects and designers in history.  <b>Knowledge</b>Year 3 Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.  <b>Specific knowledge</b>Year 3A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials. It is often used in decorative art or as interior decoration. The small pieces are known as tesserae.  <b>Skill</b>Year 3 Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p>	<p><b>Gathering Ideas</b>  <b>P. of Study</b>Art and design<b>6</b> Create sketchbooks to record their observations and use them to review and revisit ideas.  <b>Knowledge</b>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.  <b>Specific knowledge</b>Year 3Roman mosaics were made up of hundreds, sometimes thousands, of tiny coloured stones and gems called tesserae.  <b>Specific knowledge</b>Year 3Roman mosaics showed pictures of everyday life, gladiators, nature, animals and geometric patterns.  <b>Skill</b>Year 3 Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique</p>	<p><b>Practising techniques</b>  <b>P. of Study</b>Art and design<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>Year 3Visual elements include colour, line, shape, form, pattern and tone.  <b>Specific knowledge</b>Year 3Making 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 the spaces, or interstices, around the tesserae.  <b>Skill</b>Year 3 Use and combine a range of visual elements in artwork.</p>	<p><b>Express</b>  <b>P. of Study</b>BreadthArt and design<b>Aims</b>5 Evaluate and analyse creative works using the language of art, craft and design.  <b>Knowledge</b>Year 3Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.  <b>Skill</b>Year 3 Make suggestions for ways to adapt and improve a piece of artwork.</p>	
<b>Year 4</b>					
<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>  Lesson 2, Colour in Art</p>	<p><b>Water Colours</b>  <b>P. of Study</b>Art and design<b>1</b> Create sketchbooks to record their observations and use them to review and revisit ideas.  <b>Knowledge</b>Year 4Artists use sketching to develop an idea over time.  <b>Specific knowledge</b>Year 4Watercolour paint is a translucent paint, which can be made bolder and stronger by layering.  <b>Specific knowledge</b>Year 4Watercolours can be</p>	<p><b>Lesson 1: Colour theory</b>  <b>P. of Study</b>Art and design<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>Year 4Warm 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</p>	<p><b>Lesson 2: Colour in Art</b>  <b>P. of Study</b>Art and design<b>8</b> Learn about great artists, architects and designers in history.  <b>Knowledge</b>Year 4Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.  <b>Specific knowledge</b>Year 4Artists use colour in different ways to create different effects. This includes using colour to make features stand</p>	<p><b>Lesson 3: Colour Collectors</b>  <b>P. of Study</b>Art and design<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>Year 4Warm 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</p>	<p><b>Lesson 4: Colour compositions (2 hrs)</b>  <b>P. of Study</b>Art and design<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>Year 4Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects.  <b>Skill</b>Year 4 Develop techniques through experimentation to create different types of</p> <p><b>Evaluation</b>  <b>P. of Study</b>BreadthArt and design<b>Aims</b>6 Evaluate and analyse creative works using the language of art, craft and design.</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>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>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. 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>out or to create a particular mood or atmosphere.</p> <p><b>Skill Year 4</b> Compare and contrast artwork from different times and cultures</p>	<p>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>Knowledge Year 4</b> Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p> <p><b>Year 4</b> Give constructive feedback to others about ways to improve a piece of artwork.</p>
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<p><b>Spring 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>  <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>What a view!</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> Art can display interesting or unusual perspectives and viewpoints.</p> <p><b>Specific knowledge</b> <b>Year 4</b> A landscape is a piece of art that shows scenery, such as mountains, valleys, trees, rivers, forests or buildings.</p> <p><b>Specific knowledge</b> <b>Year 4</b> A viewfinder is what an artist might look through to compose an image.</p> <p><b>Skill</b> <b>Year 4</b> Choose an interesting or unusual perspective or viewpoint for a landscape.</p>	<p><b>Lesson 1: Mountainous landscapes</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>3</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b> <b>Year 4</b> Artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.</p> <p><b>Specific knowledge</b> <b>Year 4</b> Examples of landscape paintings include <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>Skill</b> <b>Year 4</b> Compare and contrast artwork from different times and cultures.</p>	<p><b>Lesson 2: Atmospheric perspective</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> 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 when lines or dots are drawn closer together.</p> <p><b>Specific knowledge</b> <b>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</b> <b>Year 4</b> Use the properties of pen, ink and charcoal to create a range of effects in drawing.</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><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> Art can display interesting or unusual perspectives and viewpoints.</p> <p><b>Skill</b> <b>Year 4</b> Choose an interesting or unusual perspective or viewpoint for a landscape.</p> <p><b>Evaluate our Work:</b></p> <p><b>P. of Study</b> <b>Breadth</b> <b>Art and design</b> <b>Aims</b> <b>6</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b> <b>Year 4</b> Constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.</p> <p><b>Skill</b> <b>Year 4</b> Give constructive feedback to others about ways to improve a piece of artwork</p>
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<p><b>Summer</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>Islamic Art</b></p> <p><b>Exploring Islamic art</b></p> <p><b>P. of Study</b><b>Art and design</b><b>26</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b><b>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</b><b>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</b><b>Year 4</b> Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p><b>Exploring geometric motifs</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>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>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.</p> <p><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></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>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>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></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>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>	<p><b>Clay relief sculpture</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>Specific knowledge</b><b>Year 4</b></p> <p>A relief sculpture is any work where the image or pattern is 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>		
<b>Year 5</b>					
<p><b>Autumn</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>Engage: Mixing tints, shades and tones</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> A tint is a colour mixed with</p>	<p><b>Lesson 1:Mixing tints, shades and tones</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>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>Lesson 2:Sketching landscapes</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>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>Innovate: Creating landscape paintings</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> 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>Evaluation</b></p> <p><b>P. of Study</b><b>Breadth</b><b>Art and design</b><b>Aims</b><b>6</b> Evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Knowledge</b><b>Year 5</b>Ideas are the new thoughts and messages that artists have put into their work. Methods and approaches</p>

	<p>white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</p> <p><b>Specific knowledge</b> <b>Year 5</b> A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</p> <p><b>Skill</b> <b>Year 5</b> Mix and use tints and shades of colours using a range of different materials, including paint</p>	<p><b>Specific knowledge</b> <b>Year 5</b> Landscape artists include Claude Monet, Peter Graham, Max Liebermann, Robert Spencer and Joseph Mallord William Turner.</p> <p><b>Specific knowledge</b> <b>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</b> <b>Year 5</b> Mix and use tints and shades of colours using a range of different materials, including paint</p>	<p><b>Specific knowledge</b> <b>Year 5</b> Perspective in artwork, gives the illusion of depth and distance.</p> <p><b>Specific knowledge</b> <b>Year 5</b> 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.</p> <p><b>Skill</b> <b>Year 5</b> Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p>	<p><b>Skill</b> <b>Year 5</b> Use a range of materials to create imaginative and fantasy landscapes.</p>	<p>are the techniques used to create art.</p> <p><b>Skill</b> <b>Year 5</b> Compare and comment on the ideas, methods and approaches in their own and others' work.</p>	
<p><b>Spring</b></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>Engage: Line Up</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>22</b> <b>Year 5</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>2</b> <b>Year 5</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</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.</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</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>Knowledge</b> <b>Year 5</b> Visual elements include line, light, shape, colour, pattern, tone, space and form.</p> <p><b>Specific knowledge</b> <b>Year 5</b> 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> <b>Year 5</b> Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p>	<p><b>Lesson 2: Line, light and shadows</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>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>Lesson 3: Pen and Ink</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>Specific knowledge</b> <b>Year 5</b> Rembrandt was a Dutch draughtsman, painter and printmaker. He experimented with different techniques throughout his lifetime.</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>Lesson 4: Drawing on black paper</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> 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>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.</p> <p><b>Skill</b> <b>Year 5</b> Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.</p>	<p><b>Lesson 5: Adding line and tone</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> Various techniques can help children to take clear, interesting photographs, such as using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.</p> <p><b>Specific knowledge</b> <b>Year 5</b> Photographs can be converted to line</p>

	<p>by keeping a pen or pencil in contact with a piece of paper for the duration of a drawing exercise.</p> <p><b>Skill</b> <b>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>drawings using graphics software.</p> <p><b>Skill</b> <b>Year 5</b> Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software</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. <b>Evaluate 30mins</b></p>
<p><b>Summer – 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,</p>	<p><b>Engage</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> Traditional crafting techniques using paper include, casting, decoupage, collage, marbling, origami and paper making.</p>	<p><b>Lesson 1: Papermaking</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> 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>Lesson 2: Paper Collage</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>Specific knowledge</b> <b>Year 5</b> Paper collages are made by gluing small pieces of paper to a background.</p> <p><b>Skill</b> <b>Year 5</b> Investigate and develop artwork using the characteristics of an artistic movement</p>	<p><b>Lesson 3: Fabric crumb</b></p> <p><b>P. of Study</b> <b>Design and technology</b> <b>3</b> <b>Year 5</b> <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> <b>Year 5</b> <b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping,</p>	<p><b>Lesson 4: Mixed media</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>Specific knowledge</b> <b>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>Lesson 5: Photo collage and surrealism</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> Some artists use text or printed images to add interest or meaning to a photograph.</p>

<p>'Merz collages' by Kurt Schwitters,</p>	<p><b>Skill</b><b>Year 5</b> Make and use paper to explore traditional crafting techniques.</p>	<p><b>Skill</b><b>Year 5</b> Make and use paper to explore traditional crafting techniques</p>		<p>joining and finishing), accurately. <b>Knowledge</b><b>Year 5</b> 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. <b>Year 5</b>Applique is a technique where pieces of material are attached to another material by stitching or gluing. <b>Skill(s)</b><b>Year 5</b> Combine stitches and fabrics with imagination to create a mixed media collage. <b>Year 5</b> Use applique to add decoration to a product or artwork.</p>	<p><b>Skill</b><b>Year 5</b> Investigate and develop artwork using the characteristics of an artistic movement.</p>	<p><b>Specific knowledge</b><b>Year 5</b> A photo collage consists of pictures that have been placed together to create a single picture. <b>Specific knowledge</b><b>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</b><b>Year 5</b> Add text or printed materials to a photographic background.</p> <p><b>Creating Mixed Media Artwork (2hours)</b> <b>P. of Study</b><b>Art and design</b><b>8</b> Learn about great artists, architects and designers in history. <b>Knowledge</b><b>Year 5</b>Artistic movements include Expressionism, Realism, Pop Art, Renaissance and Abstract. <b>Skill</b><b>Year 5</b> Investigate and develop artwork using the characteristics of an artistic movement.</p> <p><b>Evaluate</b></p>
<p>Year 6</p>						
<p><b>Autumn – Trailblazers, Barrier Breakers</b></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><b>Exploring Trailblazers</b> <b>P. of Study</b><b>Art and design</b><b>6</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b><b>Year 6</b>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</p>	<p><b>Lesson 1: Breaking Barriers</b> <b>P. of Study</b><b>Art and design</b><b>8</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge</b><b>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 other and placed together to create a single image.</p> <p><b>Skill</b><b>Year 6</b> Gather, record and develop information from a range of sources to</p>	<p><b>Lesson 2:Critical analysis</b> <b>P. of Study</b><b>Art and design</b><b>6</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b><b>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>Lesson 3:In the style (2 hours)</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).</p> <p><b>Knowledge</b><b>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>Lesson 4: Inspired Artwork (2hrs)</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>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>have a famous or important subject.</p> <p><b>Specific knowledge</b> <b>Year 6</b> Significant black artists include 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><b>Skill</b> <b>Year 6</b> Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks</p>	<p>create a mood board or montage to inform their thinking about a piece of art.</p>	<p><b>Specific knowledge</b> <b>Year 6</b> 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 range, light sources and shadows, colour, texture, space, viewpoint and use of media.</p> <p><b>Skill</b> <b>Year 6</b> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art</p>	<p><b>Specific knowledge</b> <b>Year 6</b> Visual elements of an artwork include colour, texture, line, pattern and form.</p> <p><b>Skill</b> <b>Year 6</b> Use colour palettes and characteristics of an artistic movement or artist in artwork</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>Skill</b> <b>Year 6</b> Create innovative art that has personal, historic or conceptual meaning.</p>
<p><b>Spring – 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>	<p><b>P. of Study</b> <b>Art and design</b> <b>6</b> Learn about great artists, architects and designers in history.</p> <p><b>Knowledge</b> <b>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</b> <b>Year 6</b> Environmental art addresses social and</p>	<p><b>Recycle, reuse and repurpose – p t1</b></p> <p><b>P. of Study</b> <b>Art and design</b> <b>8</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge</b> <b>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 other and placed together to create a single image.</p> <p><b>Skill</b> <b>Year 6</b> 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> <b>Art and design</b> <b>8</b> Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p><b>Knowledge</b> <b>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 other and placed together to create a single image.</p> <p><b>Skill</b> <b>Year 6</b> 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>Lesson 3: Ocean Art</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> A 3-D form is a sculpture made by carving, modelling, casting or constructing.</p> <p><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.</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> <p><b>Evaluation (90 mins)</b></p> <p><b>P. of Study</b> <b>Computing</b> <b>2</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,</p>

	<p>political issues relating to the natural and urban environment.</p> <p><b>Specific knowledge</b> <b>Year 6</b> Significant environmental artists include, Antony Gormley, Olafur Eliasson, Edith Meusnier, Chris Jordan and John Akomfrah.</p> <p><b>Skill</b> <b>Year 6</b> Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art</p>			<p><b>Skill</b> <b>Year 6</b> Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.</p>	<p>including collecting, analysing, evaluating and presenting data and information.</p> <p><b>Knowledge</b> <b>Year 6</b> A variety of software, such as word processing software, image editing software or internet services, can be selected, used and combined to meet a goal.</p> <p><b>Skill</b> <b>Year 6</b> Select, use and combine a variety of software, including internet services, to meet a goal.</p>
Summer	DT Rich project – no art				