



Welton St Mary's Church of England Primary Academy



Art Curriculum

'Every human is an artist' Don Miguel Ruiz

'An artist is an explorer' Henri Matisse

'Through our art curriculum we will provide children with the opportunities to explore and create using a range of media and materials to develop their skills and artistic style. We want our children to feel confident and excited when taking risks and experimenting with new techniques within the disciplines of colour, pattern, texture, line, shape, form and space. Children, with their newly acquired knowledge, will then be encouraged to critically evaluate the work of artists, designers and craft makers using subject specific vocabulary and discover how an artist's work has contributed to cultural history. We believe that understanding the purpose of art and the process of skills involved is significant for our children to become artists, storytellers and as a means of expressing their thoughts and feelings.

Art Overview

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1 Artist/ study	Van Gogh study & skills 	Van Gogh study 	Kandinsky Study & skills 		Matthew Flinders Giant's Causeway Sculpture - skills 	
media	Pencil, paint	Paint, pastel	paper (coils) and prints Paint –mixing colours (secondary)		Natural materials (leaves, sticks for prints, imprints and rubbings) clay	
skills	Colour, line, texture, shape, pattern	Line, texture, shape, pattern	Colour choice, pattern, shape, roll, coil, tone		Texture, shape , form and space	
concept focus	Exploring and creating	Exploring and creating	Exploring and creating		Exploring and creating/ Awareness of art contribution to cultural history	
final outcome	Flowers in a vase	Innovation - A night scene using pastel	Recreation of Kandinsky using paper and print skills Innovation – own version of Kandinsky		Create own sculpture from natural materials	
Year 2 artist	Kandinsky – skills 		Bruegel – study 		Gormley- skills 	
media	pencil, pastel (blending), paint, tints and tones		Pencil, crayon, Charcoal		Sculpture	
skills	colour, pattern, texture, line, shape, IT		Viewfinder, line, shape , form and space		texture, shape , form and space	
concept focus	Exploring and creating		Critical thinking and interpretation/ Awareness of art contribution to cultural history/ Exploring and creating		Awareness of art contribution to cultural history/ Exploring and creating	
final outcome	Innovation using charcoal/pencil grades		Recreation of section of painting using viewfinder		Recreation of Angel or the North	

Year 3 artist	Escher - study 	Emma Biggs, Sagrada Familia and Pietro Cavallini - skills 	Georgie O'Keefe - study 
media	Pencil, charcoal, IT	Mosaics/ IT, pencils, crayons	Pencil, paint, pastel, water colour pencils
skills	Drawing, photography	Sculpture, drawing	drawing, using pastels and painting washes, ways to use paint brushes
concept focus	Exploring and creating	Awareness of art contribution to cultural history	Critical thinking and interpretation/ Exploring and creating
final outcome	Portrait sketch	Mosaic piece	Watercolour/pastel piece (master blending)
Year 4 artist	Sir Christopher Wren, Renzo Piano, Zara Hadid Design/Architecture - skills 	African art - skills 	Ella Maria Ray - study 
media	pencil	Paint/print silhouette onto wash, drawing	Clay/Modroc
skills	drawing	Painting, crayons, printing (single layer)	Sculpture- Line, texture, shape, pattern
concept focus	Exploring and creating/ Awareness of art contribution to cultural history/ Critical thinking and interpretation	Exploring and creating	Exploring and creating/ Awareness of art contribution to cultural history
final outcome	British Art Through Time Scaled drawings	Recreate Benin silhouette sunset	Innovate - African mask (base given)
Year 5 artist	Warren Keating – study 	William Morris- study Reference to Hokusai 	Ancient Egypt - Skills 
media	Oil paint, charcoal, pastel, IT, pencil, crayon	I.T Pencil, paint, paper, printing blocks	Clay/Mod roc
skills	Drawing, painting	Intricate sketching, colour choice, painting. Making recycled	Sculpture -Line, texture, shape, pattern

		paper/wooden block for printing Carving, etching, drawing painting		
concept focus	Exploring and creating	Exploring and creating/ Awareness of art contribution to cultural history/ Critical thinking and interpretation	Exploring and creating/	
final outcome	Innovation- evidence of using IT to create movement and transferring this to alternative media	Innovation- Ancient Egypt tapestry in style of William Morris telling a story through art	Recreation of Tutankhamun mask using mod roc/clay – need to create base	
Year 6 artist	Lowry- study 	Banksy- skill 	Bomber Command sculpture- skill 	Warhol- study 
media	Viewfinder, watercolours, pencils, crayon, charcoal	Paint, print, pencils, charcoal IT	sculpture	Paint, print, IT
skills	Perspective, drawing, painting	Drawing, creating stencil, printing, using IT to create art	Joining materials securely, using a wire frame	Over printing,
concept focus	Exploring and creating/ Critical thinking and interpretation	Exploring and creating	Awareness of art contribution to cultural history	Exploring and creating /Awareness of art contribution to cultural history
final outcome	Recreation as a whole class. Section per child?	Innovation using stencil to print	Recreation of Bomber command sculpture	Innovation- own print in style of Andy Warhol

Core Concepts

CONCEPT – critical thinking and interpretation

- Think critically
- Evaluate and analyse creative works using the language of art, craft and design

CONCEPT –exploring and creating

- Explore, invent and create own art, craft and design
- Produce creative work, exploring ideas and recording experiences
- Become proficient in drawing, painting, sculpture, and other art, craft and design techniques

CONCEPT – awareness of art contribution to cultural history

- Know how art and design both shapes and reflects our history and contributes to the culture, creativity and wealth of our nation
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms



Vincent van Gogh

Overview

Use a range of materials creatively to design and make products.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

To learn about the work of Kandinsky and Van Gogh, describing differences and similarities between different practices and disciplines and making links to own work.

Key Vocabulary

Oil paint	A thick paint made with ground pigment and a drying oil such as linseed oil
Primary colours	Red, yellow, blue
Secondary colours	Orange, green, purple
Texture	The feel, appearance, or consistency of a surface or a substance.
Line	Lines can be used to define shapes and figures
Shape	A two dimensional area confined by a actual line or implied line
Space	The area around, above, and within an object.
Shade	A mixture with black, which increases darkness.
Tint	A mixture of a colour with white, which reduces darkness
Impasto	Impasto is a painting technique where paint is laid on an area of the surface in very thick layers

Key Dates

30 th March 1853	Van Gogh was born
1888	He produced his first major work "The potato eaters"
1886	Van Gogh moved to Paris
29 th July 1890	Van Gogh died

Key Facts

Van Gogh painted landscapes, portraits and still life.

He mainly used oil paints.

He was religious and wanted to become a pastor, but failed his exams.

He went to art school in Brussels.

His early works of art were dark in colour, but this changed when he moved to Paris.

The strong sunlight inspired to paint using strong colours. His style became known as "post impressionism".

Van Gogh became mentally unwell and cut off his own ear. It was whilst in hospital that he painted "Starry Night".



The Potato Eaters 1888



Vase with 5 sunflowers 1888



Sunflowers 4th version 1888



Starry Night 1889

Where this links in our curriculum

Year 3 – using pastels (blending) Georgia O’Keefe and Year 2 – applying knowledge primary and secondary colours when painting.

Key Vocabulary	
Observe	Look carefully, in order to learn something.
Draw	Produce a picture by making lines and marks on paper with a pencil, pen, etc.
Tone	A colour is perceived as warm or cold, bright or dull, light or dark.
Scale	Scale refers to the size of an object in relationship to another object.
Line	Lines can be used to define shapes and figures.
Shape	A two dimensional area confined by a actual line or implied line.
Space	The area around, above, and within an object.
Shade	A mixture with black, which increases darkness.
Tint	A mixture of a colour with white, which reduces darkness.
Media	A medium refers to the materials that are used to create a work of art. The plural of medium is media .
Image	A visual representation of something.

Skills

Overview of skills

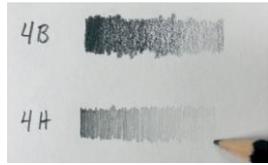
Drawing and Painting

- observe and draw shapes from objects
- investigate tone by drawing light / dark lines, light/ dark patterns, light and dark shapes
- investigate textures by describing, naming, copying
- use a variety of techniques and tools including different brush sizes
- work on different scales
- identify primary colours by name

Mixed media

- create images from a variety of different media
- arrange and glue materials onto different backgrounds
- fold, crumple, tear and overlap papers
- collect, sort, name and match colours appropriate for an image
- create and arrange shapes
- create, select and use textured paper for an image

Key Skills

Exploring grades of drawing pencils	 
Drawing shapes from objects	
Investigating texture using different tools	 
Identify primary colours	 <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  +  =  </div> <div style="text-align: center;">  +  =  </div> <div style="text-align: center;">  +  =  </div> </div>
Creating images from mixed media, fold, crumple papers	 
Choose colours appropriate for an image	 
Create and arrange shapes	  

Key Vocabulary

Drawing	A picture or diagram made with a pencil, pen, or crayon rather than paint.
Painting	The action or skill of using paint, either in a picture or as decoration.
Pattern	A repeated decorative design.
Texture	The feel, appearance, or consistency of a surface or substance.
Line	A long, narrow mark or band.
Shape	The external form, contours, or outline of someone or something.
Form	The visible shape or configuration of something.
Space	The empty place or surface in or around a work of art.
Shade	The mixture of a colour with black or darker colour.
Tint	The mixture of a colour with white.
Abstract	Has no recognizable subject.
Colour symbolism	The use of colour to represent ideas or feelings.

Where this links in our curriculum
Year 2 – complementary and contrasting colours and exploring secondary colours.

Wassily Kandinsky

There is no must in art because art is free.

KANDINSKY.

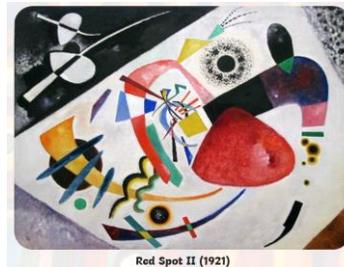


Overview

Use a range of materials creatively to design and make products.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

To learn about the work of Kandinsky and Van Gogh, describing differences and similarities between different practices and disciplines and making links to own work.



Red Spot II (1921)



Improvisation 26 (Rowing) (1912)
by Wassily Kandinsky



Colour Studies: Squares with Concentric Circles

Key Dates

8 December 1866	Kandinsky was born in Russia.
1896	He attended art school at Munich, Germany.
1911	He wrote an essay called <i>Concerning the Spiritual in Art</i> . He described three types of paintings including "impressions", "improvisations", and "compositions".
13 December 1944.	Kandinsky died in Paris, France.

Key Facts

Kandinsky was born in Moscow in Russia.

When he grew up, he worked as a law teacher at a university.

When he was 30, he left his job and went to art school.

Kandinsky thought a lot about what colours mean and how they make people feel.

He was one of the first painter to stop painting pictures of things and instead paint just using colours and shapes. He believed that this let him paint honestly about his feelings. He was an abstract artist.

Kandinsky listened to music while he painted and try to paint what he heard.

Key Vocabulary	
colour	Produced when light strikes an object and is reflected back in to the eye
pattern	A design in which lines, shapes, forms or colours are repeated
texture	The way something feels to the touch or looks to the eye
tone	The light and dark values used to render a realistic object, or to create an abstract composition
viewfinder	A tool that enables the artist to crop and create a composition
line	Lines can be used to define shapes and figures
shape	A two dimensional area confined by an actual line or implied line
space	The area around, above, and within an object
shade	A mixture with black, which increases darkness
form	3-dimensional space
media	A medium refers to the materials that are used to create a work of art. The plural of medium is media .
image	A visual representation of something

Skills

Overview of skills

Drawing and paint

- Observe and draw shapes from objects.
- Investigate tone by drawing light / dark lines, light/ dark patterns, light and dark shapes using pencil, paint and charcoal.
- Investigate textures by describing, naming, copying and innovating .
- Use a variety of techniques and tools including different brush sizes.
- Work on different scales.
- Identify and select a small area to focus on using a viewfinder.
- Mix primary colours to explore shades/ tints and tones.
- Experiment with blending pastels.

Mixed Media

- Manipulate malleable materials in a variety of ways including rolling and kneading.
- Explore sculpture with a range of malleable media
- Experiment with constructing and joining recycled, manmade and natural materials.
- Use simple 2D shapes to create a 3D form.

Key Skills	
Exploring grades of charcoal and pencil	<p style="text-align: center;">Pencils Grades</p> <p style="text-align: center;">Fine Pencil</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Standard School Pencil</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">9H 8H 7H 6H 5H 4H 3H 2H H F HB B 2B 3B 4B 5B 6B 7B 8B 9B</p> <p style="text-align: center;">Hard Smudges Easier Soft More Black</p>
Recreating a section of a painting using a viewfinder	
Printing a repeating pattern	
Identifying secondary colours	<p style="text-align: right;">Secondary Colours:</p> <p style="text-align: right;">Red + Yellow = Orange</p> <p style="text-align: right;">Yellow + Blue = Green</p> <p style="text-align: right;">Blue + Red = Purple</p>
Identifying warm, cool, complimentary and contrasting colours using a colour wheel	
Sculpting clay	

Key Vocabulary

tone	The light and dark values used to render a realistic object, or to create an abstract composition.
pattern	A repeated decorative design.
colour theory	Explains how humans perceive color; and the visual effects of how colors mix, match or contrast with each other.
warm	A colour that is vivid or bold 
cool	A colour that is soft and calm 
complementary and contrasting	Complementary colours sit across from each other on the colour wheel. These are often referred to as opposite colours and even contrasting colours. Don't be confused by the three different names, they all mean the same thing. When complementary colours are placed next to each other, a very strong contrast is created.
shading	Shading is a technique used by illustrators, designers, and other visual artists to create the illusion of depth in a two-dimensional medium. This is achieved by adding a denser amount of media in order to create darker points in the work that correspond with a specific light source.
abstract	Has no recognisable subject.

Wassily Kandinsky



“Everything starts from a dot.”
-Wassily Kandinsky

Overview

- Revisiting the artist so that Y2s can evidence what they learnt in Y1 but with pencil (tones/shading) instead of paint.
- Introduction of Colour Theory and colour wheel.
- Describing what I can see and give an opinion about the work of an artist.
- Asking questions about a piece of art.
- Suggesting how artists have used colour, pattern and shape.
- Creating a piece of art in response to the work of another artist .
- Choosing and using three different grades of pencil when drawing.
- Using pencils to create lines of different thickness in drawings.



Key Dates

8 December 1866	Kandinsky was born in Russia
13 December 1944.	Kandinsky died in Paris, France

Key Facts

Kandinsky was born in Moscow in Russia
When he was 30, he left his job and went to art school.
Kandinsky thought a lot about what colours mean and how they make people feel.
He was one of the first painter to stop painting pictures of things and instead paint just using colours and shapes. He believed that this let him paint honestly about his feelings. He was an abstract artist.
Kandinsky listened to music while he painted and try to paint what he heard.

Where this links in our curriculum
Year 1 Kandinsky study – progressed to exploring tints and tones of primary and secondary colours.

Key Vocabulary	
artist	A person who creates paintings or drawings as a profession or hobby.
opinion	A view formed about something, not necessarily based on fact or knowledge.
colour	Produced when light strikes an object and is reflected back in to the eye.
line	Lines can be used to define shapes and figures.
shape	A two dimensional area confined by a actual line or implied line.
space	The area around, above, and within an object.
shade	A mixture with black, which increases darkness.
charcoal	A black crumbly drawing material made of carbon and often used for sketching.
viewfinder	A tool that enables the artist to crop and create a composition.
landscape	A picture showing nature - before photographs, this was a way of showing what it was like where people lived.
peasant	People who lived and worked in the countryside long ago who were often poor and worked very hard on farming their land to grow food.

Pieter Bruegel the Elder



Overview

- Describing what I can see and giving an opinion about the work of an artist.
- Asking questions about a piece of art.
- Suggesting how artists have used colour, pattern and shape.
- Using charcoal and pencil to create art.
- Using a viewfinder to focus on a specific part of an artefact before drawing it.
- Showing how people feel in paintings and drawings.



The Fight Between Carnival and Lent 1559



Children's Games 1560



The Hunters in the Snow 1565

This painting is one of a series of six paintings called 'The Seasons', which shows a landscape changed by different **seasons**.

Key Dates

14 th -17 th century	Renaissance: a time in Europe when people became more interested in art, music and science. Lots of famous paintings, pieces of music and discoveries were made at this time.
1525	Pieter Bruegel was born.
1569	Bruegel died on 9 th September.

Key Facts

Bruegel was born in the Netherlands and died in Brussels (Belgium).

He printed and painted during a time in history known as the Renaissance.

He is famous for painting landscapes and paintings of the everyday lives of peasants.

Where this links in our curriculum;
Perspective drawing – Year 6 Lowry.

Key Vocabulary

print	An indentation or mark made on a surface
viewfinder	A tool that enables the artist to crop and create a composition
colour	Produced when light strikes an object and is reflected back in to the eye
pattern	A repeated decorative design
line	Lines can be used to define shapes and figures
space	The area around, above, and within an object
shape	A two dimensional area confined by a actual line or implied line
tapestry	A piece of thick textile fabric with pictures or designs formed by weaving coloured weft threads or by embroidering on canvas, used as a wall hanging or soft furnishing.

Where this links in our curriculum;
Year 5 –Egyptian Tapestry in style of William Morris (Repeating patterns).

William Morris



“Have nothing in your houses that you do not know to be useful or believe to be beautiful.”
– *William Morris*

Overview

- Describe what I can see and give an opinion about the work of William Morris.
- Ask questions about a piece of art.
- Suggest how Morris has used colour, pattern and shape.
- Create a piece of art in response to the work of William Morris.
- Link to Andy Goldsworthy in nature.
- Create prints, drawing, IT pieces (Pixlr) and patterns.
- Create a printed piece of art by pressing, rolling, rubbing and stamping.
- Use a viewfinder to select a piece to recreate.
- Create own section of wallpaper.
- Link with sewing/tapestry.



Strawberry Thief by William Morris



Woodpecker Tapestry by William Morris

Key Dates

21 st March 1834	William Morris was born in Essex, England.
1853	Morris began studying theology at Exeter College in Oxford.
1856	He gave up his architecture apprenticeship to focus on painting.
1975	He set up Morris and co. textile company.
3 rd October 1896	Morris died.

Key Facts

William Morris was a British textile designer. He was also an architect, poet, translator and social activist.

He had a great impact on the design of churches, houses and furniture in the late 19th and early 20th century.

He is most famous for designs such as Strawberry Thief, Woodpecker Tapestry and his beautiful hand printed versions of the works of Geoffrey Chaucer.

He closely observed nature to influence his patterns.

Morris spent much of his time in London but lived in other areas such as Oxford and Birmingham.

Key Vocabulary	
sculpture	The art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.
cast	Casting involves making a mould and then pouring a liquid material, such as molten metal, plastic, rubber or fibreglass into the mould.
texture	The way something feels to the touch or looks to the eye
shape	A two dimensional area confined by an actual line or implied line
form	3-dimentional space
space	The area around, above, and within an object

Where this links in our curriculum;
 Year 6 – bomber command sculpture.
 Awareness of art contribution to cultural history.

Anthony Gormley

“What I try to show is the space where the body was, not to represent the body itself.”
 - Anthony Gormley



Overview

- Describe what I can see and give an opinion about the work of Gormley.
- Ask questions about The Angel of the North.
- Create own version of The Angel of the North.
- Create moods in art work.
- Cut, roll and coil materials.
- Make a sculpture using clay.

Key Dates

30 th August 1950	Anthony Mark David Gormley was born.
1999	Quantum Cloud (his tallest sculpture to date) was completed.

Key Facts

Gormley is a British **sculptor** who was born in London, England.

Anthony Gormley went to Trinity College in Cambridge to study archaeology, anthropology and history of art.

He has been recognised with the 1994 Turner Prize and an OBE and works such as his monumental Angel of the North have become some of the best-known **contemporary** art of the last few decades.

Gormley had a German mother and a father of Irish descent.

Most of his sculpture work is based around the form of the human body and many of his sculptures begin with him taking a cast of his own body.

His most famous work is the Angel of the North, a steel sculpture (measuring 20 metres tall), located in Gateshead.

“I want to make an object of hope at a painful time for the people of the North-East...” Anthony Gormley on why he created The Angel of the North: he was concerned about the number of people who lost their jobs when factories and mines closed in the 1980s in the North East.

Important works		
<i>The Angel of the North, Gateshead, 1998</i>	<i>Event Horizon, Hong Kong, 2007</i>	<i>Exposure, Lelystad, Netherlands, 2010</i>



M.C. Escher

Key Vocabulary

Chalk	A type of medium used to draw
Tessellation	To arrange shapes so they fit together in a repeated pattern
Illusion	An instance of a sensory experience or appearance
Texture	The feel, appearance, or consistency of a surface or a substance.
Line	Lines can be used to define shapes and figures
Shape	A two dimensional area confined by a actual line or implied line
Lithography	Method of art based on the immiscibility of oil and water
Shade	A mixture with black, which increases darkness.
Texture	The feel or appearance of a surface of art work
Observation	Looking closely at something
Perspective	Representing 3 dimensional objects on a 2 dimensional surface to give an impression of their height, width or position.

Overview

To develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

To learn about great artists in history including Georgia O'Keefe and Escher.

Key Dates

17 th June 1898	Escher was born in Leeuwarden, Netherlands
1935	Left Italy and his interest shifted from landscape to something he described as "mental imagery,"
27 th March 1972	Escher died

Key Facts

Dutch graphic artist who made mathematically inspired woodcuts and lithographs

Married Jetta Umiker in 1924 and together they had 3 children

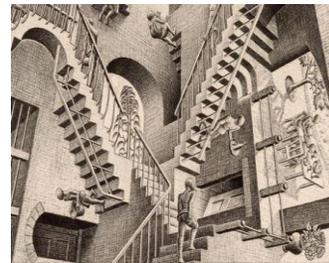
Escher travelled extensively through Italy, drawing and sketching what he saw.

Alhambra (14th century Moorish Castle in Granada) was a great influence of Eschers work

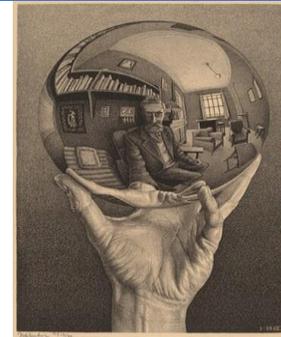
Escher is referred to as the father of modern tessellations

In the 1930's Escher started to take an interest in maths and this would influence his work

Technically his art was much ahead of its time



Relativity, 1953



Hand with reflecting sphere, 1935



Eye, 1946



Lizard, 1942

Where this links in our curriculum:- English – biographies
Pencil shading and drawing (understanding perspective)- Y4 Sir Christopher Wren and Lowry Y6.

Key Vocabulary

observe	Look carefully, in order to learn something
draw	Produce a picture by making lines and marks on paper with a pencil, pen, etc.
mosaics	A picture or pattern produced by arranging small pieces of stone, pottery or glass together
sculpture	The art of making 2 or 3 dimension al representative forms
cultural	Relating to the ideas, customs, and behaviour of a society
photography	The art or practice of taking photographs
overlapping	To cover part of the same area
collage	A piece of art made by sticking various materials to a backing
background	The part of a picture or scene that forms the setting for the main picture
texture	the feel, appearance, or consistency of a surface or a substance.
media	A medium refers to the materials that are used to create a work of art. The plural of medium is media.

Where this links in our curriculum
Using IT to create art – Year 6 Pop Art, Andy Warhol and Banksy.

Skills

Overview of skills

Drawing and Painting

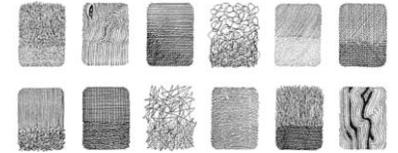
- Become proficient with using: charcoal, chalk pastels and crayon
- Make marks and line with a range of drawing implements
- Experiment with grades of pencil to create lines and marks and achieve variation of tone
- Apply simple use of pattern and texture in a drawing and sculpture (mosaic)
- Use more specific colour language
- Work with a range of scales when considering brush choice
- Experiment with water colour paints

Mixed media

- Experiment with a range of collage techniques such as teaching, overlapping and layering
- Add collage to a painted, printed or drawn background
- Use a range of media to create collages
- Use collage as a means of collecting ideas and information
- Use collage as a means of extending work from initial ideas
- Experiment with using IT to create art which includes my own work and that of others

Key Skills

Exploring grades of drawing pencils



Using charcoal, pastels and crayons



Investigating texture using different tools



Mosaic



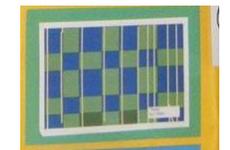
Creating collages



Overlapping



Using IT to create art



Architects and architecture

Key Vocabulary

architect	Someone who designs buildings
architecture	The design of buildings
structure	The way something is built
construction	The building/making of something
materials	Items used to make something
design	Overall plan of structure and how it looks
scale	The size of something within its surroundings
urban	Built up area – towns or cities
function	The use of the building or item
perspective	How close or far away something is
aspect	The direction a building faces
environment	The area around a building

Overview

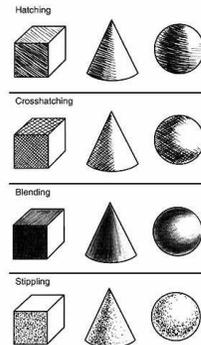
Architecture is the art of designing and constructing buildings for a specific use or function.

- To develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay].
- To learn about great artists in history linked to architects and architecture.

Key People & Places

Sir Christopher Wren	<ul style="list-style-type: none"> • St Paul’s Cathedral, London • St Mary Le Bow, London • Hampton Court Palace, Outer London • Monument to the Great Fire of London • Royal Observatory, Greenwich
Norman Foster	<ul style="list-style-type: none"> • The Gherkin, London • Hearst Tower, New York • Apple Park, California • Torre Cepsa, Madrid
Renzo Piano	<ul style="list-style-type: none"> • The Pompidou Centre, Paris • The Shard, London • Whitney Museum of American Art, New York
Zara Hadid	<ul style="list-style-type: none"> • London Aquatics Centre • MAXXI Museum, Rome • Beijing Daxing International Airport, China

Using shading techniques to create 3D shapes.



The Gherkin - London

St. Paul’s Cathedral, London – rebuilt by Sir Christopher Wren after the Great Fire in 1666.

Where this links in our curriculum; Application of Year 3 sketching and shading skills. Year 6 Lowry study.



Key Vocabulary

landscape	Everything you can see in an area of land.
scenery	What the area is made up of – trees, rivers, mountains.
rural	The countryside.
horizon	The line in the far distance where the sky and land meet.
horizontal	In the direction of the horizon.
foreground	The area of a scene or picture nearest to you. 
background	The area of a scene or picture furthest away from you.
Middle ground	The area in the middle between foreground and background.
wash	A thin layer of paint diluted with water
blend	Colours of paint mix gradually with no hard lines.
muted	Soft and gentle colours.
vivid	Bright and brilliant colours.
silhouette	A solid dark shape of an object or person, usually against a light background.
perspective	The size of an object in comparison to the things around it.

African art

Overview

- 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.
- To create sketch books to record their observations and use them to review and revisit ideas
- 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]
- To learn about great artists in history linked to African Art.



African landscape



Creating a wash

British landscape
The White Horse
by John Constable

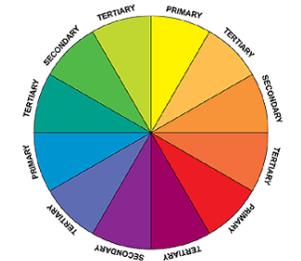


Key information - skills

Comparing British landscapes with those from Benin in Africa.



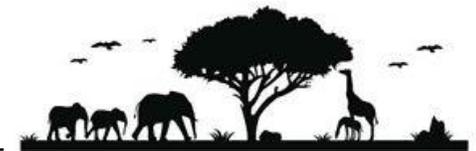
Colour mixing.
How to use primary colours to make secondary and tertiary colours.



Choosing the best medium.



Using observation and fine pen or brush work to create a silhouette.



Where this links in our curriculum;
Art contribution to cultural history. Application of wash skill from Year 3.

Mayan Mask (Ella Maria Ray)

Key Vocabulary

Mayan	From the ancient Maya civilisation
facial features	Parts of the face – eyes, nose, mouth
sculpture	A 3 dimensional piece of art
texture	How smooth or rough something is
proportion	Size of an object in comparison to different parts
portrait	Picture of a face
character	Qualities of a person
abstract	Not quite realistic
ornate	Lots of decoration
symbolic	Something that has a hidden meaning

Overview

The Maya were a civilisation who lived in modern-day Mexico, Guatemala, Belize, Honduras and El Salvador. The Maya civilisation lasted from around 1000 BC to AD 1697. Masks played a central role in Mayan culture. They were made for a variety of occasions and purposes. In fact, they were even used to decorate temples.

- To develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and techniques, including drawing, painting with a range of materials [for example, pencil, charcoal, paint, clay].
- To learn about great artists in history linked to Ella Maria Ray.

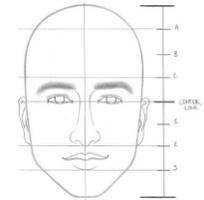
Key People and information - skills

Ella Maria Ray



A professor of Africana (someone who studies African artefacts) and ceramicist (a person that makes pottery). Ella Maria Ray makes clay sculptures and masks that show African culture.

Looking at individual facial features and where they are placed.



How to manipulate (move around) different sculpture media.



Choosing colours and decoration to imitate a Mayan mask.



Where this links in our curriculum; Year 5 – sculpture, line shape and form. Egyptian mask (Tutankhamun).



Skills

Key Vocabulary

architect	Someone who designs buildings
materials	The items used to make something
perspective	How close or far away an object is
scale	The size of something within its surroundings
landscape	Everything in an are of land
horizon	The line in the far distance where the sky and land meet
wash	A thin layer of paint diluted with water
silhouette	A solid dark shape of an object or person, usually against a light background
texture	How smooth or rough something is
proportion	Size of an object in comparison to different parts
portrait	Picture of a face

Overview of skills

Drawing and painting

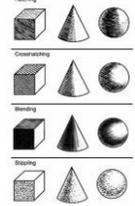
- Become proficient with using: chalk pastels, pencils
- Experiment with grades of pencil to create different forms and shape
- create textures with a wide range of drawing implement
- develop an awareness of objects having a third dimension
- apply tone in a drawing
- mix and use tints and shades
- Experiment with water colour paints

Mixed Media

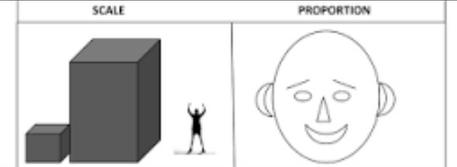
- Shape, form and construct from observation or imagination
- Plan a structure through drawing and preparatory work
- Join materials adequately
- Produce intricate patterns and textures in a malleable media
- Experiment with shape, form and texture using clay/ mod roc
- Use digital images and combine with other media in my art such a pencil or paint.

Key skills

Using various grades of sketching pencil to create shading techniques to produce 3D shapes



Understanding Scale and proportion.



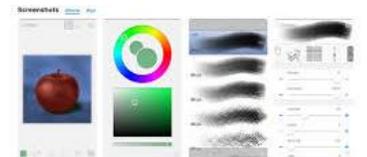
Colour mixing. How to use primary colours to make secondary and tertiary colours.



Exploring media to create a wash



Using IT to create art



Mask making





Warren Keating

Key Vocabulary	
Oil paint	A thick paint made with ground pigment and a drying oil such as linseed oil.
Alkyd	Synthetic resin added to oil paints to speed up drying time.
Impressionism	An art movement where there are small and thin brush strokes which are clearly visible in the paintings.
Pixel	A small area on a computer screen which illuminates. Each digital image is made from lots of pixels.
Abstract	When paintings are not exact copies of real life but give the impression of the subject.
Figurative	Representing human forms.
Perspective	The point of view that an artists paints from.
Futurism	An art movement which focuses on speed and movement.

Where this links in our curriculum
 Application of skills from Year 2, Bruegel study.
 Movement and drawing of people in Lowry Study,
 Year 6.

Overview

Use a range of materials creatively to design and create an image
 Use drawing, painting and digital art to recreate images showing movement and emotion.
 Develop a range of art and design techniques in using colour, pattern, texture, line, shape , form and space
 To learn about the work of Warren Keating and Hokusai, describing differences and similarities between different practices and disciplines and making links to own work.



Young Woman in Paris



Hotelier on Bicycle



Dog and Walker on St. Germain



Train Track Overlooking the Bluff

Key Dates

1965	Warren Keating was born in New Orleans
1988	Keating has his first exhibition in Hattiesburg.
1995	Keating has his first solo exhibition.
2009	Keating wins Grumbacher award.

Key Facts

Warren Keating will film passing people from a high balcony before turning his films into paintings.

He mainly uses oil paints

He is most famous for creating Pixel Impressionism which is the process of quickly painting the digital films.

By the time he was 18 he had already sold 6 commissions.

Some of Keating's pieces of art sell for more than \$3,000 (that's around £2,400).

Keating says he was inspired by the futurism art movement and Richard Diebenkorn.

Keating has won awards for his oil painting skills and water colour skills.



Hokusai

Overview

Use a range of materials creatively to design and create an image.
 Use printing techniques to recreate an image.
 Use drawing, painting and digital art to recreate images showing movement and emotion.
 Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 To learn about the work of Warren Keating and Hokusai, describing differences and similarities between different practices and disciplines and making links to own work



Key Vocabulary

Movement	In art, especially print pieces, this refers to how an image looks as though it is moving. The techniques an artist uses to capture a sense of motion.
Emotion	Feeling, in art this can refer to either the feeling the artist was trying to show or how a viewer feels looking at an image.
Block printing	Carving an image onto a flat block before rolling ink over it and then pressing it onto a flat surface to create an image.
Carving	Cutting into a hard material to produce an image, pattern or design.
Printing	Creating a flat image.
Mount Fuji	An active volcano located in Japn.
Kanagawa	Costal area in Japan located and is part of the Greater Tokyo region.
Edo period	The Edo period was between 1603 and 1864 in Japan. This is the period in which Hokusai created his art.

Where this links in our curriculum
 Links to William Morris (pattern, lines and texture) from Year 2 and within Year 5.
 Printing links to Year 6, Andy Warhol.

Key Dates

1760	Hokusai Born, originally named Tokitaro.
1774	Hokusai became an apprentice wood carver.
1880-1833	The Great Wave was created as part of a series titled 36 Views of Mount Fuji.
1775	He won an art competition by painting a chickens feet red and chasing it across a blue curve painted on paper.
10 th May 1849	Hokusai died.

Key Facts

Hokusai made more than 30,000 works over his lifetime.

He used woodblock printing, which is a form of printing by carving a block of wood and using ink to print onto a surface.

In his life time he changed his name more than 30 times.

He believed you became better at art the older you got and looked forward to ageing.

He started sketching the world around him at 6 years old.

His youngest daughter became a famous artist in her own right, mostly producing images of beautiful women.

Key Vocabulary

Socialism	The belief that everyone should make decisions as a community and everyone is important.
Tapestry	A picture made from thick materials and weaving different colour threads threw it to create a pattern. The end result often feels flat and smooth.
Intricate	Very complicated or detailed.
Innovation	A new method or way of doing something which hasn't been done before.
Pattern	A repetitive design.
Embroidery	Using coloured threads to stitch patterns and shapes onto material using a needle and various different stitching styles.
Block printing	Carving a pattern onto a wooden block and then applying ink or paint to print the image onto another surface.
Textiles	Things which are made out of material.
Victorian	A time period when Queen Victoria ruled. 1837-1901.

Where this links in our curriculum
Application and progression of skills in Year 2, William Morris study (repeating pattern). Use of viewfinder.

William Morris



Have nothing in your house that you do not know to be useful, or believe to be beautiful.

~ William Morris

Overview

Use a range of materials creatively to tell a story.
Use a range of materials to create intricate designs and recycled paper to present work on.
Innovated art inspired by Egyptian tapestry.
Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space
To learn about the work of William Morris and his contribution to art history.
Describing differences and similarities between different practices and disciplines and making links to own work.



Key Dates

24 th March 1834	William Morris born in Walthamstow, Essex.
1856	Morris draws his first self portrait and his art career begins, initially focusing on architecture.
1861	Morris (and some of his friends) begin an arts and furniture store after borrowing £100 from Morris' mother and each putting in £1.
1864	Morris first begins designing wallpaper.

Key Facts

- Morris first went to university to study theology before changing to architecture.
- Morris is best known for designing wall paper and other textiles.
- Morris was also known for his poetry, books, translations and social activism.
- Morris was one of the leaders of the arts and crafts movement, he hated the over the top Victorian style and how mass produced everything had become.
- Morris wanted high quality to be available to all people not just the rich, but also for there to be a focus on high quality man-made products.
- Morris believed that if people took more time to produce work, they would improve their own character and society would be improved.

Key Vocabulary	
Contrasting colours	Two colours from different segments on the colour wheel, ie. red and purple.
Complimentary colours	Any two colours opposite each other on the colour wheel, ie. blue and orange.
Perspective	Representing a 3D object effectively to give a good idea of its size.
Horizon	The line where the earth appears to meet the sky.
Relief printing	Cutting away areas which will not be printed.
Texture	The feel and consistency of a surface
Form	The visible shape of something
Focal point	The central part of an image, the area of most importance.
Composition	How things are laid out together. .
Proportion	The size and shape of an object in relation to other objects
Digital Media	Using technology to create art
Medium	An art material such as paint or pencil.

Skills

Overview of skills

Drawing and Painting

- Become proficient with using water colours and oil pastels.
- Develop a painting from a drawing.
- Identify primary, secondary, complimentary and contrasting colours.
- Begin to use simple perspective with a focal point and horizon.
- Develop an awareness of composition, scale and proportion.
- Start to develop a style using tonal contrast.

Mixed media

- create repeating patterns.
- Create printing blocks by simplifying an initial sketch book idea.
- Use relief or impressed materials.
- Work into prints with a range of media (pens, paints).
- Create, select and use textured paper for an image.
- Become proficient with shape, form and texture using clay/mod roc



Key Skills	
Effectively using water colours and oil pastels	
Blending complimentary and contrasting colours	
Use a perspective with focal point	
Using IT to manipulate an image.	
Use a range of printing styles	
Turn sketches into paintings.	
Using clay/mod roc to create shapes and texture.	

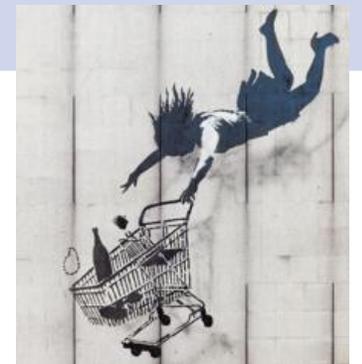
Banksy

Key Vocabulary	
Stencil	A pattern cut out from paper/card, to produce the cut out design on another surface.
Stencilling	Produce a design with a stencil.
Graffiti	Writing or drawings, sprayed on a wall or surface in a public place.
Street art	Artwork that is created in a public place, usually without permission.
Spray paint	Paint that is held in an aerosol can to spray onto a surface.
Anonymous	Unknown/to remain unknown.
Technique	A skill or ability in a particular way.
Vandalism	Deliberate damage to public or private property.

Overview

Banksy uses stencils to create his artwork. He draws an outline onto card or acetate sheets and then cuts the shapes out by hand. He then uses spray paint on the stencil to create the graffiti.

To use a range of techniques to create stencils.
To produce a creative piece of graffiti art, with a clear message behind it.
Practice making stencils using a range of techniques, to build to a finished product.
To use a range of media and stencils to innovate and print.
Evaluate and analyse creative works.
To understand how Banksy's work contributes to the culture, creativity and wealth of our nation.



Key Facts

Banksy is known as a street artist – street art is a type of visual art which is made in public locations. He is a British graffiti artist and political activist since the 1990's.

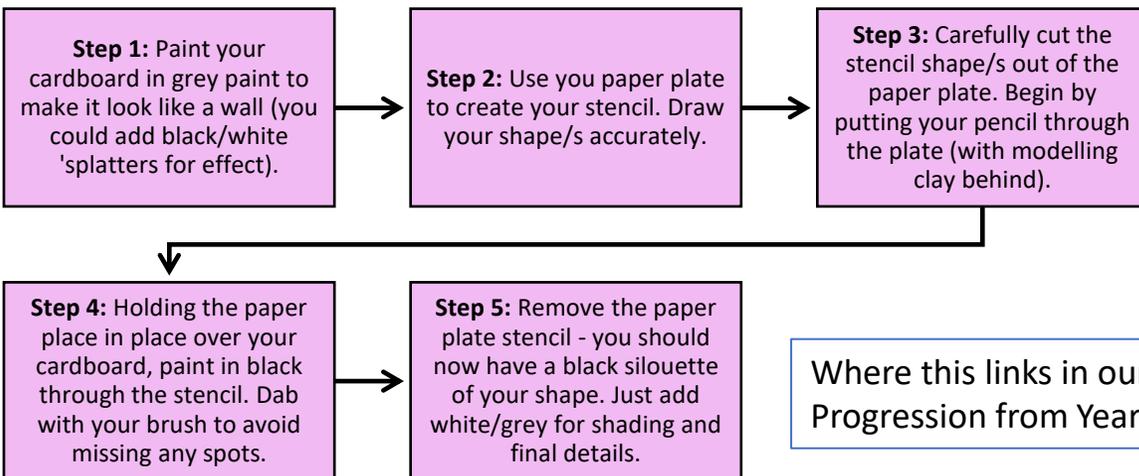
Common forms include spray paint graffiti, for which Banksy is particularly known for. Street art is often composed to make a public statement about the society we live in.

Banksy's type of street art is legally considered as vandalism.

His stencils are thought to be multi layered and computer generated, he is so famous that his graffiti is treasured, and often sold for good money.

He chooses to remain anonymous and not let people know his true identity. He is thought to be from Bristol.

His work often appears on high visibility places such as buildings, or train stations.



Where this links in our curriculum;
Progression from Year 3- using IT to create art.

LS Lowry



Key Vocabulary

Industrial	In this context, meaning pictures of factories and manufacturers.
Stylised figures	Figures that are depicted in an unrealistic way. This could be for many artistic reasons. In Lowry's case, it is because the people aren't quite as important as the mood of his art, so he didn't see a need to paint/draw his figures in an absolutely realistic sense.
Seascape	Landscape art which focuses on the sea.
Perspective	How to space objects or landscapes out on a 2D page, but making them look 3D, or nearer/further away to the person viewing the artwork.
Urban	Cities or towns
Colour Pallet	Range of colours an artist uses. Lowry mostly used just five: black, vermilion, dark blue, yellow ochre, flake white.
Valette	Adolph Valette was an impressionist artist who taught and inspired Lowry.

Overview

Understand Lowry's contribution to cultural history. Be able to research and analyse the work of an artist. Use line, tone, shape and shade to affect mood and create movement. Use pencil and water colours. Explain the tools I have used and why. Explain how Lowry's art has influenced by style. Use feedback to improve on my work.

A Woman Standing, 1965



Oil Works, 1941

Where this links in our curriculum; Year 2 sketching figures, Year 3 Escher shading and sketching and Year 4 perspective.

Key Dates

1 st November 1887	Lawrence Stephen Lowry was born in Stretford, Manchester.
1928	His first commercially successful painting was completed: <i>Going to the Match</i> .
23 February 1976	Lowry dies in Glossop Derbyshire.
1978	UK – the song <i>Matchstalk Men and Matchstalk Cats and Dogs</i> – a song about Lowry and his style – reaches No. 1.

Key Facts

Lowry worked in insurance and as a rent collector – an artist was never his full time job!
 He was single all of his life.
 Known for distinctive matchstick style people and animals.
 Preference for industrial scenes of every day life – dark colour palette.
 Most of Lowry's artwork is based on the North-West of England, where he lived for most of his life.
 Warhol created more than 8,000 pieces of art including 2,000 pieces on paper and 100 sculptures.



Coming from the Match, 1959

Key Vocabulary	
Contrasting colours	Two colours from different segments on the colour wheel, ie. red and purple.
Complimentary colours	Any two colours opposite each other on the colour wheel, ie. blue and orange.
Perspective	Representing a 3D object effectively to give a good idea of its size.
Horizon	The line where the earth appears to meet the sky.
Relief printing	Cutting away areas which will not be printed.
Texture	The feel and consistency of a surface
Form	The visible shape of something
Focal point	The central part of an image, the area of most importance.
Composition	How things are laid out together. .
Proportion	The size and shape of an object in relation to other objects
Digital Media	Using technology to create art
Medium	An art material such as paint or pencil.



Skills

Overview of skills

Drawing and Painting

- Develop proficiency when using: watercolours, oil pastels, paints, pencils
- Become more concise with colour mixing and blending techniques
- Use different techniques for different purposes within their own work
- Develop an individual style using tonal contrast and mixed media
- Mix and match colours to create atmosphere and light effects

Mixed media

- Shape, form and construct from observation or imagination
- Plan a structure through drawing and preparatory work using annotation
- Join materials securely
- Use different techniques for different purposes within their own work
- Decide how to work into prints with a range of media (pens, paints)
- create prints with 2 overlays
- create prints with 3 overlays
- Experiment with images that have been created, scanned and found; altering them where necessary to create art (photography).

Key Skills	
Effectively using water colours and oil pastels	
Blending complimentary and contrasting colours	
Use a perspective with focal point	
Using IT to manipulate an image.	
Use a range of printing styles	
Turn sketches into paintings.	
Using clay/mod roc to create shapes and texture.	



*Art is anything
you can
get away
with
- Andy Warhol*

Overview

Use a range of materials creatively to design and make products.
Use digital editing to create Pop Art inspired works of art.
Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Understand Warhol's contribution to art and cultural history.
describing differences and similarities between different practices and disciplines and making links to own work.

Key Vocabulary

Pop Art	Short for "popular art", pop art was a movement where art was less about what it should be like and more about being accessible for everyone. There are many kinds of famous pop art.
Digital editing	The process of changing an image using digital technology, such as a computer or iPad.
Screen printing	Using a scraper to pass paint through a mesh screen to create an image onto paper or another surface.
Printing	Printing is a process for making lots of the same text or image using the same template.
Mass produced	To create something in large quantities. With art, it's the ability to recreate the same piece identically lots of times.
Contrasting colours	Colours which stand out against each other and do not look like they belong together.
Block colour	Flat colour which does not have any shading, usually achieved through print.

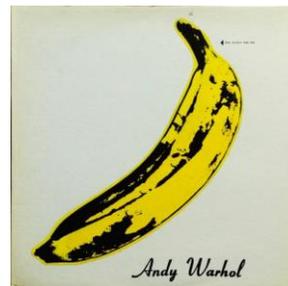
Where this links in our curriculum
Progression from Year 3 and 5 using IT to manipulate images. Year 5 – links to printing.

Key Dates

6 th August 1928	Andy Warhol born in Pittsburgh. His birth was never officially recorded.
1962	The first "Factory" was created, a space where Warhol produced his pop art pieces of art.
1962	Warhol creates one of his most famous images using a photo of Marilyn Monroe.
1968	Valerie Solanas shoots Warhol in the Factory, he did not die.

Key Facts

Andy Warhol is considered the founding father of Pop art.
Warhol believed that art should be inexpensive and available for everyone as well as easy to recreate.
Warhol developed many screen printing techniques which are still used today.
Warhol often used already famous photographs to inspire and create his art with.
Many modern artists have been inspired by Warhol and used digital media to recreate his work.
Warhol created more than 8,000 pieces of art including 2,000 pieces on paper and 100 sculptures.



Progression of skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
drawing and painting	<p>Observe and draw shapes from objects</p> <p>Investigate tone and shade by drawing light / dark lines, light/ dark patterns, light and dark shapes using pencil and paint</p> <p>Investigate textures by describing, naming, copying</p> <p>Use a variety of techniques and tools including different brush sizes</p> <p>Work on different scales</p> <p>Identify primary colours by name</p> <p>Mix primary colours to identify some secondary colours</p>	<p>Observe and draw shapes from objects</p> <p>Investigate tone by drawing light / dark lines, light/ dark patterns, light and dark shapes using pencil, paint and charcoal</p> <p>Investigate textures by describing, naming, copying and innovating</p> <p>Use a variety of techniques and tools including different brush sizes</p> <p>Work on different scales</p> <p>Identify and select a small area to focus on using a viewfinder</p> <p>Mix primary colours to explore shades, tints and tones.</p> <p>Identify some secondary colours by name</p> <p>Experiment with blending pastels</p>	<p>Develop proficiency with using: charcoal, chalk, chalk pastels and crayon</p> <p>Make marks and line with a range of drawing implements</p> <p>Experiment with grades of pencil to create lines and marks and achieve variation of tone</p> <p>Apply simple use of pattern and texture in a drawing and sculpture (mosaic)</p> <p>Use more specific colour language</p> <p>Work with a range of scales when considering brush choice</p> <p>Experiment with water colour paints</p>	<p>Become proficient with using: charcoal, chalk, water colours, pencils</p> <p>Create a wash</p> <p>Mix and use tints and shades</p> <p>Use grades of pencil to create different forms and shape</p> <p>Create textures with a wide range of drawing implements</p> <p>Develop an awareness of objects having a third dimension</p> <p>Apply tone in a drawing</p>	<p>Become proficient with using: oil pastels</p> <p>Apply a range of skills when using oil pastels</p> <p>Develop a painting from a drawing</p> <p>Identify primary, secondary, complimentary and contrasting colours</p> <p>Begin to use a simple perspective with a focal point and horizon</p> <p>Develop awareness of composition, scale and proportion</p> <p>Start to develop a style using tonal contrast</p>	<p>Develop style when using: watercolours, oil pastels, paints, pencils</p> <p>Become more concise with colour mixing and blending techniques</p> <p>Draw upon and use different techniques for different purposes within their own work</p> <p>Develop an individual style using tonal contrast and mixed media</p> <p>Mix and match colours to create atmosphere and light effects</p>

<p>mixed media</p>	<p>Explore textures of natural and man-made materials and object</p> <p>Create images from a variety of different media</p> <p>Arrange and glue materials onto different backgrounds</p> <p>Fold, crumple, tear and overlap papers</p> <p>Collect, sort, name and match colours appropriate for an image</p> <p>Create and arrange shapes</p> <p>Create imprints and rubbings to explore texture</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Experiment with constructing and joining recycled, manmade and natural materials</p> <p>Use simple 2D shapes to create a 3D form</p>	<p>Experiment with a range of collage techniques such as teaching, overlapping and layering</p> <p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media including IT to create collages</p> <p>Use collage as a means of collecting ideas and information</p> <p>Use collage as a means of extending work from initial ideas</p> <p>Experiment with using IT to create art which includes my own work and that of others</p>	<p>Shape, form and construct from observation or imagination</p> <p>Plan a structure through drawing and preparatory work</p> <p>Join materials adequately</p> <p>Produce intricate patterns and textures in a malleable media</p> <p>Experiment with shape, form and texture using clay/ mod roc</p> <p>Use digital images and combine with other media in my art such a pencil or paint</p>	<p>Create repeating patterns</p> <p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed materials</p> <p>Work into prints with a range of media (pens, paints)</p> <p>Create, select and use textured paper for an image</p> <p>Become proficient with shape, form and texture using clay/ mod roc</p> <p>Experiment with a range of e-resources to create art</p>	<p>Shape, form and construct from observation or imagination</p> <p>Plan a structure through drawing and preparatory work using annotation</p> <p>Join materials securely</p> <p>Use different techniques for different purposes within their own work</p> <p>Decide how to work into prints with a range of media (pens, paints)</p> <p>create prints with 2 overlays</p> <p>create prints with 3 overlays</p> <p>Experiment with images that have been created, scanned and found; altering them where necessary to create art (photography)</p>
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Assessment

Concept: Critical Thinking			
<ul style="list-style-type: none"> To think critically Evaluate and analyse creative work using the language of art, craft and design. 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Describe what I can see and give an opinion about the work of an artist and my own work.</p> <p>Ask questions about a piece of art.</p> <p>Suggest how artists have used colour, pattern and shape.</p>	<p>Compare the work of different artists.</p> <p>Identify the techniques used by different artists.</p> <p>Give an opinion on my own work and comment on what was successful.</p>	<p>Explain why I have used different tools to create art.</p> <p>Explain why I have chosen specific techniques to create my art.</p> <p>Explain the style of my work and how it has been influenced by a famous artist.</p> <p>Use feedback from others and of my own to make amendments and improvement to my art.</p>
Concept: Exploring and creating			
<ul style="list-style-type: none"> Explore, invent and create own art, craft and design Produce creative work, exploring ideas and recording experiences Become proficient in drawing, painting, sculpture and other art, craft and design 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Create moods in art work.</p> <p>Show how people feel in paintings and drawings.</p> <p>Create a piece of art in response to the work of another artist</p> <p>Create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p>Experiment with different shapes when creating art.</p> <p>Mix paint to create secondary colours.</p> <p>Name the primary and secondary colours.</p> <p>Create brown with paint.</p> <p>Create tints with paint by adding white.</p>	<p>Show facial expressions in my art.</p> <p>Use a range of brushes to create different effects in painting.</p> <p>Use sketches to produce a final piece of art.</p> <p>Use different grades of pencil to shade and to show different tones and textures.</p> <p>Use water colour paint to create art.</p> <p>Create a background using a wash.</p> <p>Use digital images and combine with other media in my art (photography).</p> <p>Use IT to create art which includes my own work and that of others.</p>	<p>Identify, draw and create objects and use marks and lines to produce texture.</p> <p>Use shading to create mood and feeling.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Consider perspective and viewpoints when creating art. Express emotion in my art.</p> <p>Create an accurate print design following criteria.</p> <p>Use images, which I have created, scanned and found; altering them where necessary to create art (photography).</p> <p>Over print to create different patterns.</p> <p>Use a range of e-resources to create art.</p>

	<p>Create shades of colours with paint by adding black.</p> <p>Explore different tones.</p> <p>Use IT to create a picture.</p> <p>Choose and use three different grades of pencil when drawing.</p> <p>Use a viewfinder to focus on a specific part of an artefact before drawing it.</p> <p>Use charcoal, pencil and pastel to create art.</p> <p>Use pencils and other media to create lines of different thickness in drawings.</p> <p>Create a repeating pattern in print.</p> <p>Cut, roll, tear and coil materials.</p> <p>Make a clay sculpture.</p> <p>Join two pieces of clay together.</p>		
<p>Concept: awareness of art contribution to cultural history</p> <ul style="list-style-type: none"> • Know how art and design both shapes and reflects our history and contributes to the culture, creativity and wealth of our nation • Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Know how art reflects our history</p> <p>Recall some great artists and significant pieces of work</p>	<p>Recognise when art is from different cultures.</p> <p>Recognise when art is from different historical periods.</p> <p>Recall some great artists and significant pieces of work</p>	<p>Research the work of an artist and use their work to replicate a style.</p> <p>Explain the style of my work and how it has been influenced by a famous artist.</p> <p>Recall some great artists and significant pieces of work</p>