



St Augustine of Canterbury R.C Primary School

Art and Design Curriculum Overview

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Rationale	<p>At St Augustine's, our Art and Design curriculum is designed to develop knowledge and skills that are progressive, enabling children to strengthen both critical thinking and problem-solving skills. The process of creating Art gives children choices and urges them to make decisions – a crucial skill that translates into all other aspects of life. Art stimulates both sides of the brain increasing the capacity for memory, attention and concentration.</p> <p>It introduces children to new vocabulary and concepts and generates memories and images which enrich their intellect and imagination.</p> <p>Children also improve and acquire social skills, their self-esteem is promoted and we believe that art gives children a way to express themselves and their ideas.</p>					
Approach	<p>Kapow's scheme takes a holistic approach to Art in which the individual strands below are woven together to create engaging and enriching learning experiences. These strands are: <i>Generating Ideas, Using Sketchbooks, Making Skills, Knowledge of Artists, and Evaluating</i>. We have selected to use the condensed curriculum of Kapow due to the curriculum demands of our RE. Each year group has three units</p> <p>Each five-lesson unit combines these strands within a cross curricular topic designed to capture pupil's imaginations and encourage them to explore Art enthusiastically. We encourage teachers to use the units where appropriate throughout the school year to make learning relevant for our pupils (for example Year 3 teaching the Egyptian art unit alongside their history topic).</p>					
SEND	<p>Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support is outlined and reviewed through the child's EHCP and/ or Pupil Overview of Provision (POP). We recognize that children who have a SEND in other areas may excel in more creative subjects such as Art. We will ensure all children can engage in Art lessons and will provide support where necessary, whether this be through a supporting adult or group or peer support. Adaptive materials and equipment may also be used to support children.</p>					
Prior Learning links and Assessment	<p>Please recap on the previous year's group learning before embarking on the current topic. Each unit of work will start and end with a check in/check out task. Quizzes may also be used on Kapow.</p> <p>In Art, we expect that informal, formative assessment is carried out in each lesson and then formally assessed at the end of each unit. In the Kapow scheme, there are unit quizzes at the end of each teaching sequence which can also be used for summative assessment. We expect photographs to be taken of any group work and shared with the subject lead via Teams. We expect to see a child's end piece of Art in their sketchbooks; this may sometimes be a photograph. More detail can be found on Medium Term Plans as written by class teachers for each unit.</p>					
Our School Values	Compassionate	Hardworking	Resilient	Inviting	Successful	Teamwork
Art Golden Threads	Drawing	Painting and Mixed Media	Sculpture and 3D	Craft and Design		

EYFS	Drawing Marvellous Marks	Painting and mixed media Paint My World	Sculpture and 3D Sculpture and 3D creation station
ELG	<p>Physical development</p> <ul style="list-style-type: none"> Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop overall body-strength, balance, co-ordination and agility. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express ideas and feelings. Creating with materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used 		
Lesson Sequence	1) Investigate marks and patterns using a variety of media including: wax crayons, felt tips, chalks and pencils 2) To create a simple observational drawing 3) To use a variety of colours and textures to create a portrait.	1) Explore paint through finger painting 2) To create natural paint brushes using found objects 3) To respond to music through painting 4) To make child led collages using mixed media 5) To create landscape collages inspired by the work of Megan Coyle 6) To create a large piece of group art work based around fireworks.	1) To explore play and its properties 2) To explore playdough and its properties 3) To create natural 3D landscape pictures 4) To generate inspiration and conversation about sculpture, art and artists 5) To begin to make a 3D clay sculpture
Knowledge of Artists		Megan Coyle	
Curriculum Enhancement	It is expected that the principles of Art in EYFS are expanded through continuous provision opportunities for EYFS children.		

Year 1	Drawing – Make Your Mark <i>How can you make your mark?</i> Autumn 1	Painting and mixed media- Colour Splash <i>What happens when we mix colours?</i> Spring 2	Sculpture and 3D – Paper Play <i>How can we make models with paper?</i> Summer 2
National Curriculum	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination To learn about the work of a range of artists, craft makers and designers, describe the differences and similarities between different practices and disciplines, and make links to their work Evaluate and analyse creative works using the language of art, craft and design To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space 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 work. To use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To use a range of materials creatively to design and make products 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 work
Key Knowledge	<ul style="list-style-type: none"> Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture. Know paper can be shaped by cutting and folding it. How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls. Some artists are influenced by things happening around them. 	<ul style="list-style-type: none"> Know primary colours. Know primary colours can be mixed to make secondary colours. Know a pattern is a design in which shapes, colours or lines are repeated. Know that there are many different shades (or 'hues') of the same colour. Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. How to combine primary coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours. 	<ul style="list-style-type: none"> Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture. Know paper can be shaped by cutting and folding it. How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper. How to make larger structures using newspaper rolls. Some artists are influenced by things happening around them.

	<ul style="list-style-type: none"> Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. 		<ul style="list-style-type: none"> How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. 		<ul style="list-style-type: none"> Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. 	
Key Skills	<ul style="list-style-type: none"> Use sketchbooks to explore ideas. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture. Understand how artists choose materials based on their properties in order to achieve certain effects. Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 		<ul style="list-style-type: none"> Explore their own ideas using a range of media. Use sketchbooks to explore ideas. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 		<ul style="list-style-type: none"> Explore their own ideas using a range of media. Use sketchbooks to explore ideas. Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	
Lesson Sequence	<ol style="list-style-type: none"> To know how to create different types of lines. To explore line and mark-making to draw water To draw with different media To develop an understanding of mark-making To apply an understanding of drawing materials and mark-making to draw from observation 		<ol style="list-style-type: none"> Investigate how to mix secondary colours. To apply knowledge of colour mixing when painting. To explore colour when printing. Experiment with paint mixing to make a range of secondary colours Apply their painting skills when working in the style of an artist. 		<ol style="list-style-type: none"> Roll paper to make 3D structures. To shape paper to make a 3D drawing. To apply paper-shaping skills to make an imaginative sculpture To work collaboratively to plan and create a sculpture. To apply painting skills when working in 3D. 	
Knowledge of Artists	Bridget Riley Wassily Kandinsky	Zaria Forman Renata Bernata	Samantha Stephenson Louise Bourgeois	Marco Balich	Jasper Johns	Clarice Cliff

Curriculum Enhancement	Art activities should also be planned throughout the curriculum, for example in RE, where children can practice the skills they have learnt in Art.
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Year 2	Craft and Design - Map it Out <i>How do artists use different techniques?</i> Autumn 2	Painting and mixed media - Life in Colour <i>Can I create a collage using paint?</i> Spring 2	Sculpture and 3D - Clay Houses <i>What can we do with clay?</i> Summer 2
National Curriculum	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 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 work. To use a range of materials creatively to design and make products. 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 work. To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. 	<ul style="list-style-type: none"> To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To use a range of materials creatively to design and make products 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 work. 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describe the differences and similarities between different practices and disciplines, and make links to their work. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Key knowledge	<ul style="list-style-type: none"> Know that 'composition' means how things are arranged on the page. Know shapes can be organic (natural) and irregular. How to draw a map to illustrate a journey. How to choose which parts of their drawn map to represent in their 'stained glass'. How to overlap cellophane/tissue to create new colours. How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. How to apply paint or ink using a printing roller. 	<ul style="list-style-type: none"> Different amounts of paint and water can be used to mix hues of secondary colours. Colours can be mixed to 'match' real life objects or to create things from your imagination. That 'composition' means how things are arranged on the page. Collage materials can be shaped to represent shapes in an image. Patterns can be used to add detail to an artwork. Collage materials can be chosen to represent real-life textures and can be overlapped and overlaid to add texture. 	<ul style="list-style-type: none"> Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on. Patterns can be made using shapes. How to smooth and flatten clay. How to roll clay into a cylinder or ball. How to make different surface marks in clay. How to make a clay pinch pot. How to mix clay slip using clay and water. How to join two clay pieces using slip. How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay.

	<ul style="list-style-type: none"> • How to smooth a printing tile evenly to transfer an image. • How to try out a variety of ideas for adapting prints into 2D or 3D artworks. • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. 	<ul style="list-style-type: none"> • Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Painting tools can create varied textures in paint. • Different amounts of paint and water can be used to mix hues of secondary colours. • How to mix a variety of shades of a secondary colour. • How to match colours seen around them. • How to create texture using different painting tools. • How to choose and shape collage materials eg cutting, tearing. • How to compose a collage, arranging and overlapping pieces for contrast and effect. • Art can be figurative or abstract. • People make art about things that are important to them. 	<ul style="list-style-type: none"> • How to use clay tools to score clay. • Knowledge of artists: • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. • Evaluating and analysing: • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways.
Key skills	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas. • Further demonstrate increased control with a greater range of media. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Talk about art they have seen using some appropriate subject vocabulary. • Create work from a brief, understanding that artists are sometimes commissioned to create art. • Create and critique both figurative and abstract art, recognising some of the techniques used. • Explain their ideas and opinions about their own and others' artwork, beginning to 	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. • Talk about art they have seen using some appropriate subject vocabulary. • Apply their own understanding of art materials learnt from artist work to begin 	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas. • Use sketchbooks to help make decisions about what to try out next. • Further demonstrate increased control with a greater range of media. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Talk about art they have seen using some appropriate subject vocabulary. • Create and critique both figurative and abstract art, recognising some of the techniques used. • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages

	<p>recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <ul style="list-style-type: none"> • Begin to talk about how they could improve their own work. • Talk about how art is made. 	<p>purposefully choosing materials for a specific effect.</p> <ul style="list-style-type: none"> • Evaluating and analysing: • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work 	<p>within in and showing an understanding of why they may have made it.</p> <ul style="list-style-type: none"> • Begin to talk about how they could improve their own work. • Talk about how art is made.
Lesson Sequence	<ol style="list-style-type: none"> 1) Investigate maps as a stimulus for drawing 2) Learn and apply steps of the felt making process 3) Experiment with craft technique to develop an idea 4) To develop ideas and craft techniques 	<ol style="list-style-type: none"> 1) To develop knowledge of colour mixing. 2) To know how texture can be created with paint. 3) To use paint to explore texture and pattern. 4) To compose a collage, choosing and arranging materials for effect. 	<ol style="list-style-type: none"> 1) To use my hands as a tool to shape clay 2) To evaluate and improve the artwork. 3) To shape a pinch pot and join clay shapes as decoration 4) To use impressing and joining techniques to decorate a clay tile. 5) To use drawing to plan the features of a 3D model. 6) To make a 3D clay tile from a drawn design
Knowledge of Artists	Quentin Blake		Ranti Bam Rachel Whiteread
Curriculum Enhancement	Art activities should also be planned throughout the curriculum, for example in RE, where children can practice the skills they have learnt in Art.		

Year 3	Craft and Design Ancient Egyptian Scrolls <i>How did the Egyptians use art to communicate?</i> Autumn 2	Drawing Growing Artists <i>How do artists use scale?</i> Spring 2	Sculpture and 3D Abstract Shape and Space <i>Can we make art 3D?</i> Summer 2
National Curriculum	<ul style="list-style-type: none"> To create sketchbooks 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 To know about great artists, architects and designers in history 	<ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revise 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] About great artists, architects and designers in history 	<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. About great artists, architects and designers in history. 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]
Key knowledge	<ul style="list-style-type: none"> Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Layering materials in opposite directions make the handmade paper stronger. How to use a sketchbook to research a subject using different techniques and materials to present ideas. How to construct a new paper material using paper, water and glue How to use symbols to reflect both literal and figurative ideas. How to produce and select an effective final design. How to make a scroll. How to make a zine. How to use a zine to present information. Art from the past can give us clues about what it was like to live at that time. Artists can make their own tools. Artists can work in more than one medium. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and 	<ul style="list-style-type: none"> Using light and dark colours next to each other creates contrast. Three dimensional forms are either organic or geometric Organic forms can be abstract. Negative shapes show the space around and between objects. Artists can focus on shapes when making abstract art. How to join 2D shapes to make a 3D form. How to join larger pieces of materials, exploring what gives 3D shapes stability. How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. How to identify and draw negative spaces. How to plan a sculpture by drawing.

	<ul style="list-style-type: none"> • People use art to tell stories and communicate. • People can make art to express their views or beliefs. 	<p>historical evidence.</p> <ul style="list-style-type: none"> • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. 	<ul style="list-style-type: none"> • How to choose materials to scale up an idea. How to create different joins in card eg. slot, tabs, wrapping. • How to add surface detail to a sculpture using colour or texture. • Display sculpture. • Artists make decisions about how their work will be displayed.
Key skills	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate 	<ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.
Lesson Sequence	1) To investigate the style, pattern and characteristics of Ancient Egyptian art	1) To recognise how artists use shapes in the drawing	1) To join 2D shapes to make 3D structures.

	2) To apply design skills inspired by the style of an ancient civilisation 3) To apply an understanding of ancient techniques to construct a new material 4) To apply drawing and painting skills in the style of an ancient civilisation 5) To apply an understanding of Egyptian art to develop a contemporary response	2) To understand how to create tone in drawing by shading 3) To understand how texture can be created and used to make art 4) To apply observational drawing skills to create detailed studies 5) To explore composition and scale to create abstract drawings	2) To join materials in different ways when working in 3D. 3) To develop ideas for 3D artwork. 4) To apply knowledge of sculpture when working in 3D. 5) To evaluate and improve an artwork.
Knowledge of Artists		Maud Purdy Georgia O' Keefe	Magdalene Odundo
Curriculum Enhancement	Art activities should also be planned throughout the curriculum, for example in RE, where children can practice the skills they have learnt in Art. The Craft and Design topic should be taught alongside the History topic of Ancient Egyptians in Autumn 2.		

Year 4	Drawing Power Prints <i>What is a print?</i> Autumn 2	Painting and Mixed Media Light and Dark <i>How can colour be used to show light and dark?</i> Spring 2	Craft and Design Fabric of Nature <i>How has nature inspired artists?</i> Summer 2
National Curriculum	I can experiment with shading to create different tones. I can use contrasting tones to make a drawing look three-dimensional. I can explore more than one way of holding a pencil to create different effects 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].	Evaluate and analyse creative works using the language of art, craft and design Become proficient in drawing, painting, sculpture and other art, craft and design techniques 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 Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	To create sketch books to record their observations and use them to review and revisit ideas About great artists, architects and designers in history.

	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design</p> <p>About great artists, architects and designers in history</p>		
Key knowledge	<ul style="list-style-type: none"> • How to use basic shapes to form more complex shapes and patterns. • Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. • Patterns can be irregular and change in ways you wouldn't expect. • How to use pencils of different grades to shade and add tone. • How to hold a pencil with varying pressure to create different marks. • How to use observation and sketch objects quickly. • How to draw objects in proportion to each other. • How to use charcoal and a rubber to draw tone. • How to use scissors and paper as a method to 'draw'. • How to make choices about arranging cut elements to create a composition. • How to create a wax resist background. • How to use different tools to scratch into a painted surface to add contrast and pattern. • How to choose a section of a drawing to recreate as a print. • How to create a monoprint • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate 	<ul style="list-style-type: none"> • Adding black to a colour creates a shade. • Adding white to a colour creates a tint. • Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone can be used to create contrast in an artwork. • How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. 	<ul style="list-style-type: none"> • Patterns can be irregular and change in ways you wouldn't expect. • The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. • How to use texture more purposely to achieve a specific effect or to replicate a natural surface. • Using lighter and darker tints and shades of a colour can create a 3D effect. • To know that a mood board is a visual collection which aims to convey a general feeling or idea. • To know that batik is a traditional fabric decoration technique that uses hot wax. • How to select imagery and use it as inspiration for a design project. How to make a mood board. • How to recognise a theme and develop colour palettes using selected imagery and drawings. • How to draw small sections of one image to focus on colours and texture. • How to develop observational drawings into shapes and patterns for design. • How to transfer a design using a tracing method. • How to make a repeating pattern tile using cut and torn paper shapes. • How to use materials, like glue, in different ways depending on the desired effect. • How to paint on fabric.

	<ul style="list-style-type: none"> Artists evaluate what they make, and talking about art is one way to do this. 		<ul style="list-style-type: none"> How to wash fabric to remove glue to finish a decorative fabric piece. Designers can make beautiful things to try and improve people's everyday lives. Designers use mood boards to collect ideas. Art can be created to make money.
Key skills	<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use subject vocabulary confidently to describe and compare creative works. Use more complex vocabulary when discussing their own and others' art. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly. 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcomes. Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme. Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
Lesson Sequence	<ol style="list-style-type: none"> To draw using tone to create a 3D effect. To explore proportion and tone when drawing. 	<ol style="list-style-type: none"> To investigate different ways of applying paint 	<ol style="list-style-type: none"> To understand starting points in a design process. To explore techniques to develop imagery.

	3) To plan a composition for a mixed-media drawing. 4) To use shading techniques to create patterns and contrast. 5) To work collaboratively to develop drawings into prints.	2) To use tints and shades to give a three-dimensional effect when painting mix tints and shades of a colour 3) To explore how paint can create very different effects 4) To consider proportion and composition when planning a still-life painting 5) To apply knowledge of colour mixing and painting techniques to create a finished piece	3) To explore using a textile technique to develop patterns. 4) To learn how to create a repeating pattern. 5) To understand how art is made for different purposes.
Knowledge of Artists	Henry Moore Alberto Giacometti	Clara Peeters Audrey Flack Paul Cezanne	William Morris Megan Carter Senaka Senanayake
Curriculum Enhancement	To be updated throughout the year. Subject leaders will add curriculum enrichment opportunities before, during and after units have been taught.		

Year 5	Drawing I Need Space <i>What is a collograph?</i> Autumn 2	Sculpture and 3D Interactive Installation <i>How can art be interactive?</i> Spring 2	Painting and Mixed Media Portraits <i>How can we express ourselves through a self portrait?</i> Summer 2
National Curriculum	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas About great artists, architects and designers in history. To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. 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] about great artists, architects and designers in history 	<ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas About great artists, architects and designers in history.' to develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. 	<ul style="list-style-type: none"> To create sketchbooks 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 know about great artists, architects and designers in history
Key knowledge	<ul style="list-style-type: none"> Shapes can be used to place the key elements in a composition. Lines can be used by artists to control 	<ul style="list-style-type: none"> An art installation is often a room or environment in which the viewer 'experiences' the art all around them. 	<ul style="list-style-type: none"> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or

	<p>what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p> <ul style="list-style-type: none"> • How to create texture on different materials. • To know what print effects different materials make. How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. • How to make a collagraph print. How to develop drawn ideas for a print. • How to combine techniques to create a final composition. • How to decide what materials and tools to use based on experience and knowledge. • Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example, digital imagery, with paint or print. • People make art to fit in with popular ideas or fashions. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. 	<ul style="list-style-type: none"> • The size and scale of three-dimensional artwork change the effect of the piece. • How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • How to use everyday objects to form a sculpture. • How to try out ideas for making a sculpture interactive. • How to plan an installation proposal, making choices about light, sound and display. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists create works that make us question our beliefs. • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. • Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. • People make art to express emotion. People make art to encourage others to question their ideas or beliefs. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. 	<p>cool colours.</p> <ul style="list-style-type: none"> • Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Tone can help show the foreground and background in an artwork. • How to develop a drawing into a painting. • How to create a drawing using text as lines and tone. • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one. • How to combine materials to create an effect. • How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas. • Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists use self-portraits to represent important things about themselves. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example, digital imagery, with paint or print.
Key skills	<ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to 	<ul style="list-style-type: none"> • Develop ideas more independently from their own research. • Explore and record their plans, ideas and 	<ul style="list-style-type: none"> • Develop ideas more independently from their own research. • Explore and record their plans, ideas and

	<p>develop their ideas towards an outcome.</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>evaluations to develop their ideas towards an outcome.</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>evaluations to develop their ideas towards an outcome.</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Lesson Sequence	<ol style="list-style-type: none"> 1) To explore the purpose and effect of imagery. 2) To understand and explore decision-making in creative processes. 3) To develop drawn ideas through printmaking. 4) To test and develop ideas using sketchbooks 5) To apply an understanding of drawing processes to revisit and improve ideas. 	<ol style="list-style-type: none"> 1) To identify and compare features of art installations. 2) To investigate the effect of space and scale when creating 3D art. 3) To problem-solve when constructing 3D artworks. 4) To plan an installation that communicates an idea. 	<ol style="list-style-type: none"> 1) To explore how a drawing can be developed. 2) To combine materials for effect 3) To identify the features of self-portraits 4) To develop ideas toward an outcome by experimenting with materials and techniques 5) To apply knowledge and skills to create a mixed-media self-portrait

Knowledge of Artists	Teis Albers	Cai Guo-Qiang	Chila Kumari Singh Burman Vincent Van Gogh Njideka Akunyili Crosby
Curriculum Enhancement	To be updated throughout the year. Subject leaders will add curriculum enrichment opportunities before, during and after units have been taught.		

Year 6	Craft and Design Photo Opportunity <i>Is a photograph Art?</i> Autumn 2	Drawing Make My Voice Heard <i>How can you express an opinion through art?</i> Spring 2	Sculpture and 3D Making Memories <i>Can art represent memories?</i> Summer 2
National Curriculum	<ul style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works using the language of art, craft and design To improve their mastery of art and design techniques 	<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and 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] About great artists, architects and designers in history. 	<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revise 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] About great artists, architects and designers in history.
Key knowledge	<ul style="list-style-type: none"> Colours can be symbolic and have meanings that vary according to your culture or background. How an understanding of shape and space can support creating effective composition. How line is used beyond drawing and can be applied to other art forms. Pattern can be created in many 	<ul style="list-style-type: none"> A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background. The surface textures created by different materials can help suggest form in two-dimensional art work. 	<ul style="list-style-type: none"> Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. The surface textures created by different materials can help suggest form in two-dimensional art work. How an understanding of shape and space can support creating effective composition. How line is used beyond drawing and can be

	<p>different ways.</p> <ul style="list-style-type: none"> • To know how different materials can be used to produce photorealistic artwork. • To know that macro photography is showing a subject as larger than it is in real life • How to create a photomontage. • How to create artwork for a design brief. • How to use a camera or tablet for photography. • How to identify the parts of a camera. • How to manipulate a photograph using photo editing tools. • How to use drama and props to recreate imagery. • How to take a portrait photograph. • How to use a grid method to copy a photograph into a drawing. • Art can be imagined and abstract. • Art can be a digital art form, like photography. • People use art as a means to reflect on their unique characteristics. • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art. 	<ul style="list-style-type: none"> • How an understanding of shape and space can support creating effective composition. • How line is used beyond drawing and can be applied to other art forms. • That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. • To know gestural and expressive ways to make marks. • To know the effects different materials make. • To know the effects created when drawing on different surfaces. • How to use symbolism as a way to create imagery. • How to make handmade tools to draw with. • How to use charcoal to create chiaroscuro effects. • Artists can use symbols in their artwork to convey meaning, dramatic light and shade when drawing or painting. • Everyone has a unique way of experiencing art. 	<p>applied to other art forms.</p> <ul style="list-style-type: none"> • Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • How to translate a 2D image into a 3D form. • How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • How to manipulate cardboard to create different textures. • How to make a cardboard relief sculpture. • How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms. • Artists can use symbols in their artwork to convey meaning. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions.
Key skills	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. 	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • Create expressively in their own personal style and in response to their 	<ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. • Create expressively in their own personal style and in response to their choice of stimulus,

	<ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>choice of stimulus, showing the ability to develop artwork independently.</p> <ul style="list-style-type: none"> • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>showing the ability to develop artwork independently.</p> <ul style="list-style-type: none"> • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Lesson Sequence	<ol style="list-style-type: none"> 1) To apply an understanding of composition to create an effective photomontage advertising poster 2) To apply an understanding of abstract art through photography 3) To demonstrate an understanding of design choices made for effect using digital photography techniques 4) To apply an understanding of photography to design and recreate a famous painting 	<ol style="list-style-type: none"> 1) To explore expressive drawing techniques. 2) To consider how the symbolism in the art can convey meaning 3) To apply to understand the drawing technique chiaroscuro. 4) To evaluate the context and intention of street art. 5) To apply an understanding of impact and effect to create a powerful image. 	<ol style="list-style-type: none"> 1) To analyse how art can explore the concept of self. 2) To explore sculptural techniques. 3) To use the creative experience to develop ideas and plan sculpture. 4) To apply an understanding of materials and techniques to work in 3D. <p>To problem-solve, evaluate and refine artwork to achieve a chosen outcome.</p>

	To demonstrate observation and proportion to create art in a photorealistic style		
Knowledge of Artists	Edward Munch Chuck Close	Diego Rivera Dan Fenelon	Yinka Shonibare Judith Scott Nicola Anthony Yinka Shonibare Judith Scott Nicola Anthony
Curriculum Enhancement	To be updated throughout the year. Subject leaders will add curriculum enrichment opportunities before, during and after units have been taught.		