



St. Joseph's  
Catholic Primary School

# ART CURRICULUM

socially mistakes morally potential  
confidently  
Grow Learn spiritually  
Love St Jesus academically world  
ourselves faith  
others Joseph's

LOVE

LEARN

GROW

## ART – TOPICS OVERVIEW

YEAR	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception		Topic: Seasons Outcome: Outside art Artist: Monet (Impressionism) CP – DT/ART		Topic: Transport Outcome: Colour mixing Artist: Kandinsky (Abstract) CP – DT/ART		Topic: Living things Outcome: Collage Artist: ROA (Street Art) CP – DT/ART
Year 1		Topic: Winter Area of Art: Drawing & <b>Collage</b> Outcome: Firework picture Artist: Cai Guo- Qiang (Contemporary)		Topic: Keen to be green Area of Art: Drawing & <b>Digital media</b> Outcome: Sunflower picture Artist: Van Gough (Post Impressionism)		Topic: African Adventure Area of Art: Drawing & <b>Textiles</b> Outcome: tie dye Artist: (give artist) Artist: Henri Rousseau (Post Impressionism)
Year 2	Topic: Superheroes Area of Art: Drawing & <b>Painting</b> Outcome: Painting Artist: Roy Lichtenstein (Pop art)		Topic: Antarctic Area of Art: Drawing & <b>Printing</b> Drawing/Printing Outcome: Picture Artist: Picasso (Abstract)		Topic: Metamorphosis Area of Art: Drawing & <b>3D</b> Outcome: Texture art using clay Artist: George Seurat (Post Impressionism)	
Year 3		Topic – Extreme Earth Area of Art – Drawing & <b>Painting</b> Outcome: Painting Artist: Katsushika Hokusai (Contemporary)		Topic: Walk like an Egyptian Area of Art: Drawing & <b>Printing</b> Outcome: Block Print Artist: O’Keeffe (Contemporary)	Topic: Cruise to the Carribean Area of Art: Drawing & <b>Digital Media</b> Outcome: Digital Picture Artist: Bernard Hoyes (African American art)	
Year 4	Topic: The Blitz Area of Art: Drawing & <b>Textiles</b> Outcome: Purse Artist: Henry Moore (Abstract)		Topic: Romans Area of Art: Drawing & <b>3D</b> Outcome: Clay. Papier mâché pot Artist: Patrick Caulfield (Pop art)			Topic Local area: Area of Art: Drawing and <b>Collage</b> Outcome: Artist: Paul Nash (Surrealism)

## ART – TOPICS OVERVIEW

YEAR	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Year 5	Topic: Tigers Area of Art: Drawing & <b>Collage</b> Outcome: Henri Rousseau (Post Impressionism):	Topic: Explorers Area of Art: Drawing & <b>Digital media</b> Outcome: Artist: Edward Wilson ( scientific artist )	Topic: DT	Topic: DT	Topic: Ancient Greece Area of Art: Drawing & <b>3D</b> Outcome: Clay pot Artist: Oltos (Pre- Classical / Archaic)	Topic: DT
Year 6	Topic: Anglo Saxons/ Vikings Area of Art: Drawing & <b>Textiles</b> Outcome: Stockings	Topic: Victorian Children Area of Art: Drawing & <b>Printing</b> Outcome: Block Printing Artist: William Morris (arts and crafts)	Topic: DT	Topic: DT	Topic: Animals Area of Art: <b>Drawing</b> Outcome: Animal sketch Artist: Damien Hirst (contemporary)	Topic: South America Area of Art: Drawing & <b>Painting</b> Outcome: Artist: Freda Khalo (Surrealism)

## Art – RECEPTION

The Continuous Provision in EYFS means that Art is taught with a focus on continuous access and development of skills and knowledge, learnt through play.

Below are the links to the EYFS Framework that specifically support the development of knowledge and skills in Art although links can be found throughout the framework.

Area of EYFS Curriculum	PSE Self confidence	Communication and Language: Understanding	Communication and Language: Speaking	Physical Development: Moving and Handling	Expressive Arts and Design: Exploring and using media and materials	Expressive Arts and Design: Being imaginative
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>•Can select and use activities and resources with help.</li> <li>•Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>•Understands use of objects (e.g. “What do we use to cut things?”)</li> </ul>	<ul style="list-style-type: none"> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<p>Draws lines and circles using gross motor movements.</p> <ul style="list-style-type: none"> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>• Can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things.</li> <li>• Uses various construction materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
<b>40-60 months</b>	Confident to speak to others about own needs,	•Responds to instructions involving a two-part sequence.	•Extends vocabulary, especially by grouping and naming,	•Uses simple tools to effect changes to materials.	•Begins to build a repertoire of songs and dances.	•Create simple representations of events, people and objects.



**Early Learning Goal**

•Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

•Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

•Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

•Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing

•Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

•Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## ART – YEAR 1 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 Drawing (Landscapes)  &amp; Collage</b>	<p><b>Focus Artist – Cai Guo Qiang (Contemporary)</b></p> <ul style="list-style-type: none"> <li>• Explore the artist Cai Guo-Qiang,</li> <li>• To explore the timeline of art.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• To understand that collage is to create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</li> <li>• To understand what a repeating pattern is.</li> <li>• To develop knowledge of how to arrange and glue materials to different backgrounds.</li> <li>• To understand how to sort and group materials for different purposes e.g. colour texture.</li> <li>• To understand how to work on different scales.</li> <li>• To understand how to create and arrange shapes, colours, textures and materials appropriately.</li> <li>• To explore feelings in art.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To develop knowledge and understanding of different media used to create drawings.</li> <li>• To develop knowledge of lines, marks, forms, shape, tone and texture in drawing.</li> <li>• To understand what a primary and secondary colour is.</li> <li>• To have a basic understanding of perspective.</li> </ul>	<p><b>Artist</b></p> <ul style="list-style-type: none"> <li>• To be able to ask questions about <b>Cai Guo Qiang's</b> Art and say what they like and dislike.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• To be able to cut, tear, roll and coil material for collage.</li> <li>• To be able to gather and sort material needed.</li> <li>• To be able to create a collage through joining of different objects, materials.</li> <li>• To Create an image from imagination, experience or observation.</li> <li>• To be able to create moods in artwork.</li> <li>• To be able to express how people feel through art.</li> </ul> <p><b>Drawing – Focus Landscapes</b></p> <ul style="list-style-type: none"> <li>• To be able to use a variety of media eg. Pencils, rubbers, crayon, pastels, felt tips, charcoal, ballpoints and chalk.</li> <li>• To control marks made</li> <li>• Lines and marks – name, match and draw from observations</li> <li>• To be able to Invent new lines. Draw on different surfaces from a range of different media.</li> <li>• Form and shape – Observe and draw shapes, draw shapes between objects, invent new shapes.</li> <li>• Tone – To understand tone; drawing light/dark lines, patterns and shapes.</li> <li>• Texture – To understand texture; by describing, naming, rubbing and copying.</li> </ul> <p><b>Evaluating and Developing work</b></p> <ul style="list-style-type: none"> <li>• To use a journal to collect and develop ideas. To develop an understanding on how to annotate a journal</li> <li>• To be able to develop their ideas – try things out, change their minds.</li> <li>• Ask and answer questions about the starting points for their work.</li> <li>• Review what they and others have done and say what they think and feel about it.</li> </ul>

## Lent 2 Drawing (Landscapes)

## & Digital media

### Focus Artist – Van Gough (Post Impressionism)

- Explore the artist Van Gough
- To explore the timeline of art.
- To understand how Van Gough created mood in his paintings.

### Digital Media

- To understand how to explore ideas using digital sources i.e. internet, CD- ROMs.
- To have knowledge of how to record visual information using digital cameras, video recorders.

### Drawing

- To develop knowledge and understanding of different media used to create drawings.
- To develop knowledge of lines, marks, forms, shape, tone and texture in drawing.
- To understand what a primary and secondary colour is.
- To understand the use of a viewfinder to focus on a specific part of an artefact before drawing it.
- To have a basic understanding of perspective.

### Artist

- To be able to ask questions about **Van Gough's** pieces of art and to say what they like and dislike.

### Digital Media

- To use digital media to create a picture using a simple graphics package to create images and effects with:
  - Lines by changing the size of brushes in response to ideas
  - Shapes using eraser, shape and fill tools.
  - Colours and texture using simple filters to manipulate and create images.
- To Use basic selection and cropping tools.

### Drawing – Focus Landscapes

- To be able to use a variety of media eg. Pencils, rubbers, crayon, pastels, felt tips, charcoal, ballpoints and chalk.
- To be able to control marks made.
- To be able to name, match and draw, lines and marks from observations.
- To Invent new lines. Draw on different surfaces from a range of different media.
- To be able to draw in a way to record experiences and feelings
- **Form and shape** – Observe and draw shapes, draw shapes between objects, invent new shapes.
- **Tone** – To understand tone; drawing light/dark lines, patterns and shapes.
- **Texture** – To understand texture; by describing, naming, rubbing and copying.

### Evaluating and Developing work

- To use a journal to collect and develop ideas
- Develop their ideas – try things out, change their minds.
- Ask and answer questions about the starting points for their work.
- Review what they and others have done and say what they think and feel about it.



## Pentecost 2 Drawing (Landscapes)

## & Textiles

### Focus Artist - Henri Rousseau (Post Impressionism)

- Explore the artist Henri Rousseau
- To explore the timeline of art

### Textiles

- To understand how to Match and sort fabrics and threads for colour, texture, length, size and shape.
- To have knowledge of how to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.

### Drawing

- To develop knowledge and understanding of different media used to create drawings.
- To develop knowledge of lines, marks, forms, shape, tone and texture in drawing.
- To understand what a primary and secondary colour is.
- I understand the use of a viewfinder to focus on a specific part of an artefact before drawing it.
- To have a basic understanding of perspective

### Artist

- To be able to ask questions about Henri Rousseau's pieces of art. To say what they like and dislike about his art.

### Textiles

- To be able to create a repeating pattern in print.
- To be able to name Primary and secondary colours
- To be able to cut and shape fabric using scissors/snips.
- To apply shapes with glue or by stitching.
- To apply decoration using beads, buttons, feathers etc.
- To create cords and plaits for decoration.
- To apply colour with printing, dipping, fabric crayons.
- To create and use dyes i.e. onion skins, tea, coffee.
- Texture
- To create fabrics by weaving materials i.e. grass through twigs

### Drawing – Focus Landscapes

- To be able to use a variety of media eg. Pencils, rubbers, crayon, pastels, felt tips, charcoal, ballpoints and chalk.
- Control marks made.
- To be able to name, match and draw, lines and marks from observations.
- Invent new lines and draw on different surfaces from a range of different media.
- To be able to draw in a way to record experiences and feelings
- Form and shape – Observe and draw shapes, draw shapes between objects, invent new shapes.
- Tone – To understand tone; drawing light/dark lines, patterns and shapes.
- Texture – To understand texture; by describing, naming, rubbing and copying.

### Evaluating and Developing work

- To use a journal to collect and develop ideas.
- Develop their ideas – try things out, change their minds.
- To be able to ask and answer questions about the starting points for their work.
- Review what they and others have done and say what they think and feel about it.

## ART – YEAR 2 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 Drawing (Portraits)  &amp; painting</b>	<p><b>Focus Artist – Roy Lichtenstein (Pop Art)</b></p> <ul style="list-style-type: none"> <li>• Explore the artist Roy Lichtenstein</li> <li>• To explore the timeline of art</li> <li>• To understand how uses Roy Lichtenstein and other artists use colour, pattern and shape.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• To understand how to use a variety of tools and techniques including different brush sizes and types.</li> <li>• To have knowledge of different types of paint and their properties.</li> </ul> <p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• To identify primary and secondary colours by name.</li> <li>• Texture</li> <li>• To understand how to create textured paint by adding paint/sand or plaster</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To develop knowledge and understanding of different media used to create drawings.</li> <li>• To develop knowledge of lines, marks, forms, shape, tone and texture in drawing.</li> <li>• To understand what a primary and secondary colour is.</li> <li>• To understand different grades of pencils and the marks they make.</li> <li>• To have a basic understanding of perspective in art.</li> </ul>	<p><b>Artist</b></p> <ul style="list-style-type: none"> <li>• To be able to ask questions about Roy Lichtenstein pieces of art.</li> <li>• To be able describe and critique the work of Roy Lichtenstein.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• To know how to mix and match colours to artefacts and objects.</li> <li>• To be able to work on different scales.</li> <li>• To experiment with tools and techniques e.g. layering, mixing media, scrapping through.</li> <li>• To mix primary shades and tones.</li> <li>• To mix paint and create all secondary colours. I can create brown paint.</li> <li>• To create a piece of art using inspiration from Roy Lichtenstein’s work.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To be able to use a variety of media eg. Pencils, rubbers, crayon, pastels, felt tips, charcoal, ballpoints and chalk.</li> <li>• Be able to make marks with different grades of pencils.</li> <li>• To use charcoal, pencils and pastels to create art</li> <li>• To use of a viewfinder to focus on a specific part of an artefact before drawing it.</li> <li>• To be able to observe anatomy and create a drawing based on observation.</li> <li>• To be able to draw in a way to record experiences and feelings</li> <li>• Lines and marks – name, match and draw from observations</li> <li>• Invent new lines. Draw on different surfaces from a range of different media.</li> <li>• Form and shape – Observe and draw shapes, draw shapes between objects, invent new shapes.</li> <li>• Tone – To understand tone; drawing light/dark lines, patterns and shapes.</li> <li>• Texture – To understand texture; by describing, naming, rubbing and copying.</li> </ul> <p><b>Evaluating and Developing work</b></p> <ul style="list-style-type: none"> <li>• To use a journal to collect and develop ideas. To start to annotate work journal.</li> <li>• Develop their ideas – try things out, change their minds.</li> <li>• Ask and answer questions about the starting points for their work.</li> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• Identify what they might change in their current work or develop in future work.</li> </ul>

## Lent 1 Drawing (Portraits)

## & Printing

### Focus Artist – Pablo Picasso (Abstract)

- Explore the artist Pablo Picasso
- To explore the timeline of art
- To understand how uses colour, pattern and shape are used in his work.

### Printing

- Understanding different printing techniques such as block printing, roll printing, mono printing, screen printing.
- To understand how to build repeating patterns and recognise pattern in the environment.

### Drawing

- To develop knowledge and understanding of different media used to create drawings.
- To develop knowledge of lines, marks, forms, shape, tone and texture in drawing.
- To understand what a primary and secondary colour is.
- To understand different grades of pencils and the marks they make.
- To have a basic understanding of perspective in art.

### Artist

- To be able to ask questions about Pablo Picasso pieces of art.
- To be able to describe and critique the work of Pablo Picasso

### Printing

- To know how to print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
- To make simple marks on rollers and printing palettes. Take simple prints i.e. mono – printing.
- To be able to Roll print ink over found objects to create patterns e.g. plastic mesh, stencils.
- To be able to create simple printing blocks with press print.
- To design more repetitive patterns.
- **Colour**
- To experiment with overprinting motifs and colour.
- **Texture**
- To make rubbings to collect textures and patterns.

### Drawing

- To be able to use a variety of media eg.Pencils, rubbers, crayon, pastels, felt tips, charcoal, ballpoints and chalk.
- Be able to make marks with different grades of pencils.
- To use charcoal, pencils and pastels to create art
- To use of a viewfinder to focus on a specific part of an artefact before drawing it.
- To be able to observe anatomy and create a drawing based on observation.
- Lines and marks – name, match and draw from observations
- Invent new lines. Draw on different surfaces from a range of different media.
- Form and shape – Observe and draw shapes, draw shapes between objects, invent new shapes.
- Tone – To understand tone; drawing light/dark lines, patterns and shapes.
- Texture – To understand texture; by describing, naming, rubbing and copying.

### Evaluating and Developing work

- To use a journal to collect and develop ideas
- To develop an understanding on how to annotate a journal
- Develop their ideas – try things out, change their minds.
- To ask and answer questions about the starting points for their work.
- To review what they and others have done and say what they think and feel about it.
- To be able to Identify what they might change in their current work or develop in future work.

## Pentecost 1 Drawing (Portraits)

### & 3D

#### Focus Artist – George Seurat (Post Impressionism)

- Explore the artist George Seurat
- To explore the timeline of art
- To understand how uses colour, pattern and shape are used in his work.

#### 3D

- To explore 3D art and media and methods used to create 3D art.
- To understand how sculpture is created with a range of malleable media.
- Understand the safety and basic care of materials and tools.

#### Drawing

- To develop knowledge and understanding of different media used to create drawings.
- To develop knowledge of lines, marks, forms, shape, tone and texture in drawing.
- To understand what a primary and secondary colour is.
- To understand different grades of pencils and the marks they make.
- To have a basic understanding of perspective in art.

#### Artist

- To be able to ask questions about George Seurat pieces of art.
- To be able to describe and critique the work of George Seurat

#### 3D

- To manipulate malleable materials in a variety of ways including rolling and kneading.
- To create pieces of art by rolling, rubbing, pressing and stamping.
- To make a clay pot
- To manipulate malleable materials for a purpose, e.g. pot, tile.
- **Form** Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form.
- **Texture** Change the surface of a malleable material e.g. build a textured tile.

#### Drawing

- To be able to use a variety of media eg. Pencils, rubbers, crayon, pastels, felt tips, charcoal, ballpoints and chalk.
- Be able to make marks with different grades of pencils.
- Lines and marks – name, match and draw from observations
- To use of a viewfinder to focus on a specific part of an artefact before drawing it.
- To be able to observe anatomy and create a drawing based on observation.
- To invent new lines. Draw on different surfaces from a range of different media.
- Form and shape – Observe and draw shapes, draw shapes between objects, invent new shapes.
- Tone – To understand tone; drawing light/dark lines, patterns and shapes.
- Texture – To understand texture; by describing, naming, rubbing and copying.

#### Evaluating and Developing work

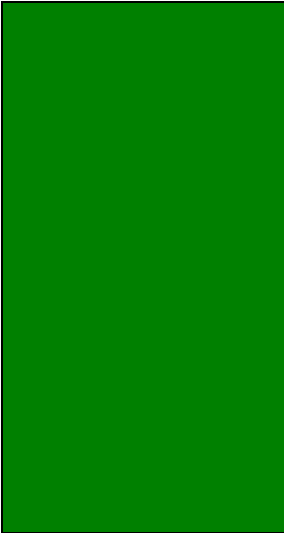
- To use a journal to collect and develop ideas
- To develop an understanding on how to annotate a journal
- To be able to develop their ideas – try things out, change their minds.
- To ask and answer questions about the starting points for their work.
- To be able to review what they and others have done and say what they think and feel about it.
- To be able to Identify what they might change in their current work or develop in future work.

## ART – YEAR 3 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 2 Drawing (Landscapes)  &amp; painting</b>	<p><b>Focus Artist – Katsushika Hokusai (Contemporary)</b></p> <ul style="list-style-type: none"> <li>• Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.</li> <li>• To explore the works of Katsushika Hokusai</li> <li>• To explore the timeline of art</li> <li>• To understand how uses colour, pattern and shape are used in his work.</li> <li>• To compare work from different historical periods</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• To have knowledge and understand the use of different painting effects and texture in art.</li> <li>• To have knowledge of the different tools and media used to produce texture in painting.</li> <li>• To understand how to make a background using a paint wash</li> <li>• To understand how to use a range of brushed to create different effect in paintings.</li> <li>• Develop a knowledge of Perspective by looking at Foreground, middle ground and background</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To understand ways in which surface detail can be added to drawings.</li> <li>• To understand how to draw both positive and negative shapes ie. Draw the outline of an object and the shape that an object creates within it.</li> <li>• To know how to add tone with different grades of pencils.</li> <li>• Understand the importance of making initial sketches as preparation for painting and other work.</li> </ul>	<p><b>Artist</b></p> <ul style="list-style-type: none"> <li>• To be able to ask questions about Katsushika Hokusai pieces of art.</li> <li>• To be able to describe and critique the work of Katsushika Hokusai.</li> <li>• To be able to describe the work of Katsushika Hokusai to other artists studied.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• To develop skills through experimenting with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• To be able to Work on a range of scales e.g. thin brush on small picture etc</li> <li>• To create different effects and textures with paint according to what they need for the task.</li> <li>• To make a background using a wash</li> <li>• <b>Colour</b> Mix colours and know which primary colours make secondary colours.</li> <li>• Language - Use more specific colour language.</li> <li>• Shade - Mix and use tints and shades.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To draw for a sustained period of time at an appropriate level</li> <li>• To use sketches to produce a final piece of art</li> <li>• To show facial expression in my art.</li> <li>• To make plans and use foreground, middle ground and back ground.</li> <li>• To be able to apply a simple use of pattern and texture in a drawing.</li> <li>• <b>Lines and Marks</b> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc</li> <li>• <b>Form and Shape</b> -Experiment with different grades of pencil and other implements to draw different forms and shapes and Begin to show an awareness of objects having a third dimension.</li> <li>• <b>Tone</b> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way</li> <li>• <b>Texture</b> Create textures with a wide range of drawing implements.</li> </ul> <p><b>Evaluating and Developing work</b></p> <ul style="list-style-type: none"> <li>• To be able to select and record from first hand observation, experience and</li> </ul>

	<ul style="list-style-type: none"> <li>To develop a knowledge of Perspective by looking at Foreground, middle ground and background</li> </ul>	<p>imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>To formulate questions and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>To use journals to collect and record visual information from different sources. Annotate journal to support progression of skills and knowledge.</li> <li>To use journals to critique own work and those of others.</li> </ul>
<p style="text-align: center;"><b>Lent 2 Drawing (Landscapes)  &amp; Printing</b></p>	<p><b>Focus Artist – Georgia O’Keeffe (Contemporary)</b></p> <ul style="list-style-type: none"> <li>Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.</li> <li>To explore the works of Georgia O’Keeffe</li> <li>To explore the timeline of art</li> <li>To understand how uses colour, pattern and shape are used in her work.</li> <li>To compare work from different historical periods</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Understanding different printing techniques such as block printing, roll printing, mono printing, screen printing. Be able to use language to describe different techniques</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To develop an Understanding of ways in which surface detail can be added to drawings.</li> <li>To understand how to draw both positive and negative shapes ie. Draw the outline of an object and the shape that an object creates within it.</li> <li>To know how to add tone with different grades of pencils.</li> <li>Understand the importance of making initial sketches as preparation for painting and other work.</li> <li>To develop a knowledge of Perspective by looking at Foreground, middle ground and background</li> </ul>	<p><b>Artist – Georgia O’Keeffe</b></p> <ul style="list-style-type: none"> <li>To be able to ask questions about Georgia O’Keeffe pieces of art.</li> <li>To be able to describe and critique the work of Georgia O’Keeffe</li> <li>To be able to describe the work of Georgia O’Keeffe compare to other artists studied.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>To create printing blocks using a relief or impressed method.</li> <li>To be able to create repeating patterns through mono printing on variety of paper.</li> <li>To be able to print with two colour overlays</li> <li>To colour mix through over lapping colour printing deliberately.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Draw for a sustained period of time at an appropriate level</li> <li>To use sketches to produce a final piece of art</li> <li>To show facial expression in my art.</li> <li>To make plans and use foreground, middle ground and back ground.</li> <li>Apply a simple use of pattern and texture in a drawing.</li> <li><b>Lines and Marks-</b> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li><b>Form and Shape -</b>Experiment with different grades of pencil and other implements to draw different forms and shapes and Begin to show an awareness of objects having a third dimension.</li> <li><b>Tone</b> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way</li> <li><b>Texture</b> Create textures with a wide range of drawing implements.</li> </ul> <p><b>Evaluating and Developing work</b></p>

		<ul style="list-style-type: none"> <li>• To be able to select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• To formulate question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• To use journals to collect and record visual information from different sources. Annotate journal to support progression of skills and knowledge.</li> <li>• To use journals to critique own work and those of others.</li> </ul>
<p style="text-align: center;"><b>Pentecost 1 Drawing (Landscapes)  &amp; Digital Media</b></p>	<p><b>Focus Artist – Bernard Hoyes (American Art)</b></p> <ul style="list-style-type: none"> <li>• Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.</li> <li>• To explore the works of Bernard Hoyes</li> <li>• To explore the timeline of art</li> <li>• To understand how uses colour, pattern and shape are used in his work.</li> <li>• To compare work from different historical periods</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• understand how to explore ideas using digital sources i.e. internet, CD- ROMs.</li> <li>• To have knowledge of how to record visual information using digital cameras, video recorders.</li> <li>• To understand how to use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand ways in which surface detail can be added to drawings.</li> <li>• To understand how to draw both positive and negative shapes ie. Draw the outline of an object and the shape that an object creates within it.</li> <li>• To know how to add tone with different grades of pencils.</li> <li>• Understand the importance of making initial</li> </ul>	<p><b>Artist – Bernard Hoyes</b></p> <ul style="list-style-type: none"> <li>• To be able to ask questions about Bernard Hoyes pieces of art.</li> <li>• To be able to describe and critique the work of Bernard Hoyes</li> <li>• To be able to describe the work of Bernard Hoyes compare to other artists studied.</li> </ul> <p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• To know how to record and collect visual information using digital cameras and video recorders.</li> <li>• To be able to present recorded visual images using software.</li> <li>• To use a graphics package to create images and effects with; <b>lines</b> by controlling the brush tool with increased precision. Change the type of brush to an appropriate style.</li> <li>• To be able to create <b>shapes</b> by making selections to cut, duplicate and repeat.</li> <li>• To know how to experiment with <b>colours and textures</b> by using effects and simple filters to manipulate and create images for a purpose.</li> <li>• To create are with It which includes my work and the work of others.</li> <li>• To combine digital images and combine with other media in art.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To be able to draw for a sustained period of time at an appropriate level</li> <li>• To use sketches to produce a final piece of art</li> <li>• To show facial expression in my art.</li> <li>• To make plans and use foreground, middle ground and back ground.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> <li>• <b>Lines and Marks</b> -Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc</li> <li>• <b>Form and Shape</b> -Experiment with different grades of pencil and other</li> </ul>



sketches as preparation for painting and other work.

- Develop a knowledge of Perspective by looking at Foreground, middle ground and background

implements to draw different forms and shapes and Begin to show an awareness of objects having a third dimension.

- **Tone** Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way
- **Texture** Create textures with a wide range of drawing implements.

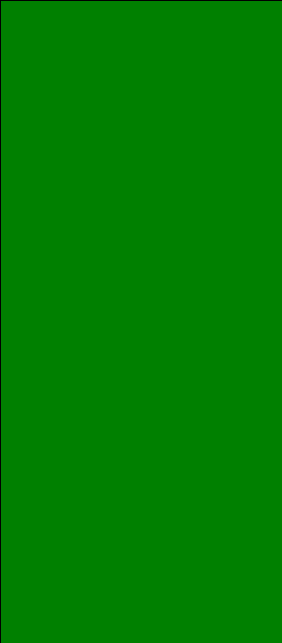
#### **Evaluating and Developing work**

- To know how to select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- To formulating questions and make thoughtful observations about starting points and select ideas to use in their work.
- Adapt their work according to their views and describe how they might develop it further.
- Use journals to collect and record visual information from different sources. Annotate journal to support progression of skills and knowledge.
- Use journals to critique own work and those of others.



## ART – YEAR 4 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 Drawing (Portraits)  &amp; Textiles</b>	<p style="text-align: center;"><b>Focus Artist – Henry Moore (Abstract)</b></p> <ul style="list-style-type: none"> <li>• Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.</li> <li>• To explore the works of Henry Moore</li> <li>• To explore the timeline of art</li> <li>• To understand how uses colour, pattern and shape are used in his work.</li> <li>• To compare work from different historical periods</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• To understand how to Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>• To have knowledge of how to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• To understand how to use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand ways in which surface detail can be added to drawings.</li> <li>• To understand how to draw both positive and negative shapes ie. Draw the outline of an object and the shape that an object creates within it.</li> <li>• I understand how to create reflection in my art</li> <li>• To know how to add tone with different grades of pencils.</li> <li>• Understand the importance of making initial sketches as preparation for painting and other work.</li> <li>• To understand the use of proportion , placement and shape of body.</li> </ul>	<p><b>Artist – Henry Moore</b></p> <ul style="list-style-type: none"> <li>• To be able to ask questions about henry Moore pieces of art.</li> <li>• To be able to describe and critique the work of Henry Moore</li> <li>• To be able to describe the work of Henry Moore compare to other artists studied.</li> <li>• To be able to explain some features of art from historical periods.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• To be able to cut and shape fabric using scissors/snips.</li> <li>• To apply shapes with glue or by stitching.</li> <li>• To apply decoration using beads, buttons, feathers etc.</li> <li>• To create cords and plaits for decoration.</li> <li>• Colour</li> <li>• To apply colour with printing, dipping, fabric crayons.</li> <li>• To create and use dyes i.e. onion skins, tea, coffee.</li> <li>• Texture</li> <li>• To create fabrics by weaving materials i.e. grass through twigs Develop skills in stitching, cutting and joining</li> <li>• I can sculpt clay and other mouldable materials eg Polymer clay</li> <li>• To be able to experiment with paste resist.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To draw for a sustained period of time at an appropriate level</li> <li>• To use sketches to produce a final piece of art</li> <li>• To show facial expression and body language in my art.</li> <li>• Apply a simple use of pattern and texture in a drawing.</li> <li>• <b>Lines and Marks</b> -Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</li> <li>• <b>Form and Shape</b> -Experiment with different grades of pencil and other implements to draw different forms and shapes and Begin to show an awareness of objects having a third dimension.</li> <li>• <b>Tone</b> Experiment with different grades of pencil and other</li> </ul>



**Lent 1  
Drawing  
(Portraits)  
  
&  
Printing**

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<p>implements to achieve variations in tone. Apply tone in a drawing in a simple way</p> <ul style="list-style-type: none"> <li>• To use drawing to capture body placement, shape and proportion.</li> <li>• I can combine use of line, tone, shape and colour to represent figures and movement.</li> <li>• <b>Texture</b> Use marks and lines to show textures with a wide range of drawing implements.</li> </ul> <p><b>Evaluating and Developing work</b></p> <ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• To formulate question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> <li>• Use journals to collect and record visual information from different sources. Annotate journal to support progression of skills and knowledge.</li> <li>• Use journals to critique own work and those of others.</li> </ul>
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<p><b>Focus Artist – Patrick Caulfield</b></p> <ul style="list-style-type: none"> <li>• Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.</li> <li>• To explore the works of Patrick Caulfield</li> <li>• To explore the timeline of art</li> <li>• To understand how uses colour, pattern and shape are used in his work.</li> <li>• To compare work from different historical periods.</li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• To explore 3D art and media and methods used to create 3D art.</li> <li>• Explore sculpture with a range of malleable media.</li> <li>• Understand the safety and basic care of materials and tools.</li> <li>• To understand the nature of a materials surface eg,fragile, tough, durable.</li> </ul>
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<p><b>Artist – Patrick Caulfield</b></p> <ul style="list-style-type: none"> <li>• To be able to ask questions about Patrick Caulfield pieces of art.</li> <li>• To be able to describe and critique the work of Patrick Caulfield</li> <li>• To be able to describe the work of Henry Moore compare to other artists studied.</li> <li>• To be able to explain some features of art from historical periods</li> <li>• To experiment with art in the style of Patrick Caulfield.</li> </ul> <p><b>3D</b></p> <ul style="list-style-type: none"> <li>• To manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>• To create pieces of art by rolling, rubbing, pressing and stamping.</li> <li>• To be able to make a clay pot.</li> <li>• To be able to manipulate malleable materials for a purpose, e.g. pot, tile.</li> <li>• <b>Form</b> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form.</li> </ul>
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### **Drawing**

- Understand ways in which surface detail can be added to drawings.
- To understand how to draw both positive and negative shapes ie. Draw the outline of an object and the shape that an object creates within it.
- I have some knowledge of scale and proportion.
- I understand how to create reflection in my art
- To know how to add tone with different grades of pencils.
- Understand the importance of making initial sketches as preparation for painting and other work.
- To understand the use of proportion, placement and shape of body.

- **Texture** Change the surface of a malleable material e.g. build a textured tile.
- To create surface patterns and textures using tools.

### **Drawing**

- Draw for a sustained period of time at an appropriate level
- To use sketches to produce a final piece of art
- To show facial expression and body language in my art.
- To be able to apply a simple use of pattern and texture in a drawing.
- To use drawing to capture body placement, shape and proportion.
- **Lines and Marks** -Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- **Form and Shape** -Experiment with different grades of pencil and other implements to draw different forms and shapes and Begin to show an awareness of objects having a third dimension.
- **Tone** Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way
- To combine use of line, tone, shape and colour to represent figures and movement.
- **Texture** Use marks and lines to show textures with a wide range of drawing implements.

### **Evaluating and Developing work**

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- To formulate question and make thoughtful observations about starting points and select ideas to use in their work.
- Adapt their work according to their views and describe how they might develop it further.
- Use journals to collect and record visual information from different sources. Annotate journal to support progression of skills and knowledge.
- To use journals to critique own work and those of others.

**Pentecost 2  
Drawing  
(Portraits)  
&  
Collage**

**Focus Artist – Paul Nash (Surrealism)**

- Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.
- To explore the works of Paul Nash
- To explore the timeline of art
- To understand how uses colour, pattern and shape are used in his work.
- To compare work from different historical periods

**Collage**

- To understand how to work on different scales.
- To understand how to create and arrange shapes, colours, textures and materials appropriately.
- To explore feelings in art.
- To understand how to place more emphasis on observation and design of textural art

**Drawing**

- Understand ways in which surface detail can be added to drawings.
- To understand how to draw both positive and negative shapes ie. Draw the outline of an object and the shape that an object creates within it.
- I understand how to create reflection in my art
- I have some knowledge of scale and proportion.
- To know how to add tone with different grades of pencils.
- Understand the importance of making initial sketches as preparation for painting and other work.
- To understand the use of proportion, placement and shape of body.

**Artist – Paul Nash**

- To be able to ask questions about Paul Nash pieces of art.
- To be able to describe and critique the work of Paul Nash
- To be able to describe the work of Paul Nash compare to other artists studied.
- To be able to explain some features of art from historical periods
- To experiment with art in the style of Paul Nash.

**Collage**

- To be able to cut, tear, roll and coil material for collage, using overlapping, tearing and layering to create collage.
- To be able to create moods in artwork.
- I can integrate my digital images into my art.

**Drawing**

- Draw for a sustained period of time at an appropriate level
- To use sketches to produce a final piece of art
- To show facial expression and body language in my art.
- To be able to apply a simple use of pattern and texture in a drawing.
- To use drawing to capture body placement, shape and proportion.
- **Lines and Marks** -Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- **Form and Shape** -Experiment with different grades of pencil and other implements to draw different forms and shapes and Begin to show an awareness of objects having a third dimension.
- **Tone** Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way
- To be able to combine use of line, tone, shape and colour to represent figures and movement.
- **Texture** Use marks and lines to show textures with a wide range of drawing implements.

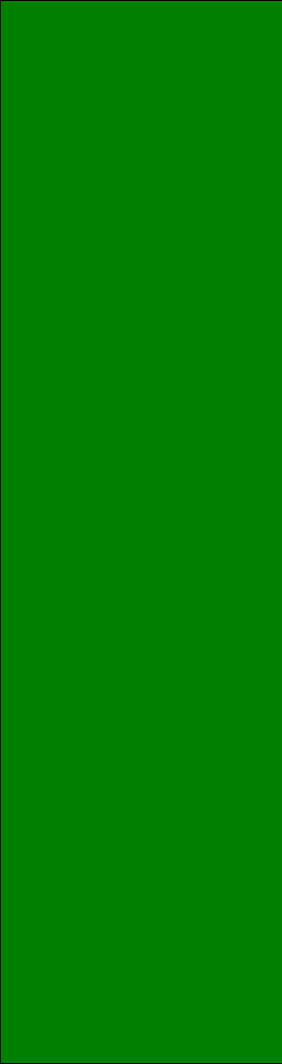


	<p><b>Evaluating and Developing work</b></p> <ul style="list-style-type: none"><li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>• To formulate question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>• Adapt their work according to their views and describe how they might develop it further.</li><li>• Use journals to collect and record visual information from different sources. Annotate journal to support progression of skills and knowledge.</li><li>• Use journals to critique own work and those of others</li></ul>
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- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- To formulate question and make thoughtful observations about starting points and select ideas to use in their work.
- Adapt their work according to their views and describe how they might develop it further.
- Use journals to collect and record visual information from different sources. Annotate journal to support progression of skills and knowledge.
- Use journals to critique own work and those of others

## ART – YEAR 5 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1 Drawing (Landscapes)  &amp; Collage</b>	<p><b>Focus Artist – Henri Rousseau (Post Impressionism)</b></p> <ul style="list-style-type: none"> <li>• Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.</li> <li>• To explore the works of Henri Rousseau</li> <li>• To explore the timeline of art</li> <li>• To compare work from different historical periods</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• To understand how to work on different scales.</li> <li>• To understand how to create and arrange shapes, colours, textures and materials appropriately.</li> <li>• To explore feelings in art.</li> <li>• To understand how to place more emphasis on observation and design of textural art</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To understand ways in which surface detail can be added to drawings.</li> <li>• To understand how to draw both positive and negative shapes ie. Draw the outline of an object and the shape that an object creates within it.</li> <li>• I understand how to create reflection in my art</li> <li>• To understand scale and proportion</li> <li>• To understand perspective and its use art</li> <li>• To understand composition, scale and proportion.</li> <li>• To know how to add tone with different grades of pencils.</li> <li>• Understand the importance of making initial sketches as preparation for painting and other work.</li> <li>• To understand the role of light in perspective.</li> </ul>	<p><b>Artist – Henri Rousseau</b></p> <ul style="list-style-type: none"> <li>• To be able to ask questions about Henri Rousseau pieces of art.</li> <li>• To be able to describe and critique the work of Henri Rousseau</li> <li>• To be able to describe the work of Henri Rousseau compare to other artists studied.</li> <li>• To be able to explain some features of art from historical periods</li> <li>• To experiment with art in the style of Henri Rousseau.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• To be able to add collage to a painted, printed or drawn background. Use a range of media to create collages.</li> <li>• To use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>• To use collage as a means of extending work from initial ideas</li> </ul> <p>To be able to develop experience in embellishing, pooling together experiences in texture to complete eg . applique, drawing, sticking, cutting, paint, weaving, layering.</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To be able to work from a variety of sources including observation, photographs and digital images.</li> <li>• To work in a sustained and independent way to create a detailed drawing. Produce increasingly detailed preparatory sketches for painting and other work.</li> <li>• To develop close observation using a variety of view finders.</li> <li>• To use a journal to collect and develop ideas.</li> <li>• To be able to use journals to critique own work and those of others.</li> <li>• To be able to Identify artists who have worked in a similar way to their own work.</li> </ul>



**Advent 2  
Drawing  
(Landscapes)**

**Focus Artist – Edward Wilson (Scientist and artist)**

- Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.
- To explore the works of Edward Wilson
- To explore the timeline of art
- To compare work from different historical periods

- **Lines, Marks, Tone, Form and Texture**
- To know how to use dry media to make different marks, lines, patterns and shapes within a drawing.
- To be able to experiment with wet media to make different marks, lines, patterns, textures and shapes.
- To explore colour mixing and blending techniques with coloured pencils.
- To use different techniques for different purposes i.e. shading, hatching within their own work.
- To start to develop their own style using tonal contrast and mixed media.
- **Perspective and Composition**
- To begin to use simple perspective in their work using a single focal point and horizon.
- To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- To show an awareness of how paintings are created i.e. Composition.
- To use shading to create mood and explain how it has been created.
- To use light to support perspective in drawing.
- To independently select materials and techniques to use to create a specific outcome and to be able to explain why.
- **Evaluating and Developing work**
- To be able to compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
- To be able to adapt their work according to their views and describe how they might develop it further.
- To independently be able to annotate work in journal.

**Artist – Edward Wilson**

- To be able to ask questions about Edward Wilson pieces of art.
- To be able to describe and critique the work of Edward Wilson
- To be able to describe the work of Edward Wilson compare to other artists studied.

## & Digital Media

### Digital Media

- understand how to explore ideas using digital sources i.e. internet, CD- ROMs.
- To have knowledge of how to record visual information using digital cameras, video recorders.
- To understand how to use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision.
- To understand how to present and manipulate visual and recorded images for art.

### Drawing

- Understand ways in which surface detail can be added to drawings.
- To understand how to draw both positive and negative shapes ie Draw the outline of an object and the shape that an object creates within it.
- I understand how to create reflection in my art
- To understand scale and proportion
- To understand perspective and its use art
- To understand composition, scale and proportion.
- To know how to add tone with different grades of pencils.
- Understand the importance of making initial sketches as preparation for painting and other work.
- To understand the role of light in perspective.

- To be able to explain some features of art from historical periods
- To experiment with art in the style of Edward Wilson.

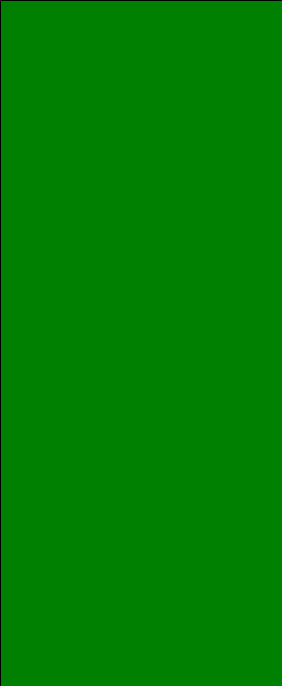
### Digital Media

- To be able to record Information using digital cameras and video recorders.
- To be able to present recorded visual images using software
- To be able to use a graphics package to create images and effects with; **lines** by controlling the brush tool with increased precision.
- To change the type of brush to an appropriate style.
- To Create **shapes** by making selections to cut, duplicate and repeat.
- By experiment with **colours and textures** by using effects and simple filters to manipulate and create images for a purpose.

### Drawing

- To work from a variety of sources including observation, photographs and digital images.
- To work in a sustained and independent way to create a detailed drawing. Produce increasingly detailed preparatory sketches for painting and other work.
- To develop close observation using a variety of view finders.
- To use a journal to collect and develop ideas.
- To use journals to critique own work and those of others.
- To identify artists who have worked in a similar way to their own work.
- **Lines, Marks, Tone, Form and Texture**
- To be able to use dry media to make different marks, lines, patterns and shapes within a drawing.
- To independently experiment with wet media to make different marks, lines, patterns, textures and shapes.
- To independently explore colour mixing and blending techniques with coloured pencils.
- To use different techniques for different purposes i.e. shading, hatching within their own work.
- To start to develop their own style using tonal contrast and mixed media.
- **Perspective and Composition**





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- To begin to use simple perspective in their work using a single focal point and horizon.
  - To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
  - To show an awareness of how paintings are created i.e. Composition.
  - To use shading to create mood and explain how it has been created.
  - Independently select materials and techniques to use to create a specific outcome and to be able to explain why.
  - To use light to support perspective in drawing.
- Evaluating and Developing work**
- To be able to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
  - To be able to adapt their work according to their views and describe how they might develop it further.
  - To independently be able to annotate work in journal.



- Pentecost 1  
Drawing  
(Landscapes)**
- &  
3D**
- Focus Artist – Oltos Pre classical / Archaic art)**
- Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.
  - To explore the works of Oltos
  - To explore the timeline of art
  - To compare work from different historical periods
- 3D**
- To explore 3D art and media and methods used to create 3D art.
  - Explore sculpture with a range of malleable media.
  - Understand the safety and basic care of materials and tools.
  - To expand knowledge of media used to create 3D forms.
- Drawing**

- Artist – Oltos**
- To be able to ask questions about Oltos pieces of art.
  - To be able to describe and critique the work of Oltos
  - To be able to describe the work of Oltos compare to other artists studied.
  - To be able to explain some features of art from historical periods
  - To experiment with art in the style of Oltos.
- 3D**
- To be able to plan, design and make models from observation or imagination.
  - To be able to join clay adequately and construct a simple base for extending and modelling other shapes.
  - To create surface patterns and textures in a malleable material Use papier mâché to create a simple 3D object.
  - To choose media for purpose

- Understand ways in which surface detail can be added to drawings.
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- To understand scale and proportion
- To understand perspective and its use art
- To understand composition, scale and proportion.
- To know how to add tone with different grades of pencils.
- Understand the importance of making initial sketches as preparation for painting and other work.
- To understand the role of light in perspective.

- To apply knowledge of different techniques to apply feeling

### **Drawing**

- To work from a variety of sources including observation, photographs and digital images.
- To be able to work in a sustained and independent way to create a detailed drawing. Produce increasingly detailed preparatory sketches for painting and other work.
- To develop close observation using a variety of view finders.
- To be able to use a journal to collect and develop ideas.
- To use journals to critique own work and those of others.
- Identify artists who have worked in a similar way to their own work.
- **Lines, Marks, Tone, Form and Texture**
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- To independently Experiment with wet media to make different marks, lines, patterns, textures and shapes.
- To independently Explore colour mixing and blending techniques with coloured pencils.
- To use different techniques for different purposes i.e. shading, hatching within their own work.
- To start to develop their own style using tonal contrast and mixed media.
- **Perspective and Composition**
- To begin to use simple perspective in their work using a single focal point and horizon.
- To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- To show an awareness of how paintings are created i.e.
- To use shading to create mood and explain how it has been created.
- Independently select materials and techniques to use to create a specific outcome and to be able to explain why.
- To use light to support perspective in drawing.

### **Evaluating and Developing work**

- To be able to compare ideas, methods and approaches in

their own and others' work and say what they think and feel about them.

- To be able to adapt their work according to their views and describe how they might develop it further.
- To independently be able to annotate work in journal.

## ART – YEAR 6 – TOPIC/SKILLS AND KNOWLEDGE

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1</b>  <b>Drawing (Portraits)</b>  <b>&amp;</b> <b>Textiles</b>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To understand how to use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>To understand the use of different stitches in creating textiles.</li> <li>To be able to explain why I have chosen a specific technique to create my art.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Understand ways in which surface detail can be added to drawings.</li> <li>To understand how to draw both positive and negative shapes ie. Draw the outline of an object and the shape that an object creates within it.</li> <li>I understand how to create reflection in my art</li> <li>To understand scale and proportion</li> <li>To understand perspective and its use art</li> <li>To understand composition, scale and proportion.</li> <li>To know how to add tone with different grades of pencils.</li> <li>Understand the importance of making initial sketches as preparation for painting and other work.</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>Match the tool to the material and be able to explain choice.</li> <li>To develop skills in stitching, cutting and joining. Experiment with paste resist.</li> <li>To be able to cross stitch</li> <li>I can apply knowledge if techniques to express feelings</li> <li>I can work collaboratively on a larger scale.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To work from a variety of sources including observation, photographs and digital images.</li> <li>To work in a sustained and independent way to create a detailed drawing. Produce increasingly detailed preparatory sketches for painting and other work.</li> <li>To develop close observation using a variety of view finders.</li> <li>To use a journal to collect and develop ideas.</li> <li>To use journals to critique own work and those of others.</li> <li>Identify artists who have worked in a similar way to their own work.</li> </ul> <p><b>Lines, Marks, Tone, Form and Texture</b></p> <ul style="list-style-type: none"> <li>To use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>To Independently experiment with wet media to make different marks, lines, patterns, textures and shapes.</li> <li>To independently explore colour mixing and blending techniques with coloured pencils.</li> <li>To use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>To start to develop their own style using tonal contrast and mixed</li> </ul>

		<p>media.</p> <ul style="list-style-type: none"> <li>● <b>Perspective and Composition</b></li> <li>● To begin to use simple perspective in their work using a single focal point and horizon.</li> <li>● To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>● To show an awareness of how paintings are created i.e.</li> <li>● To use shading to create mood and explain how it has been created.</li> <li>● To Independently select materials and techniques to use to create a specific outcome and to be able to explain why.</li> </ul> <p><b>Evaluating and Developing work</b></p> <ul style="list-style-type: none"> <li>● To be able to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>● To be able to adapt their work according to their views and describe how they might develop it further.</li> <li>● To independently be able to annotate work in journal</li> </ul>
<p><b>Advent 2</b></p> <p><b>Drawing (Portraits)</b></p> <p><b>&amp; Printing</b></p>	<p><b>Focus Artist – William Morris (Arts and crafts)</b></p> <ul style="list-style-type: none"> <li>● Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.</li> <li>● To explore the works of William Morris</li> <li>● To explore the timeline of art</li> <li>● To compare work from different historical periods</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>● Understanding different printing techniques such as block printing, roll printing, mono printing, screen printing. Be able to use language to describe different techniques</li> <li>● Understand how to print with a two colour overlay</li> </ul>	<p><b>Artist – William Morris</b></p> <ul style="list-style-type: none"> <li>● To be able to ask questions about William Morris pieces of art.</li> <li>● To be able to describe and critique the work of William Morris</li> <li>● To be able to describe the work of William Morris compare to other artists studied.</li> <li>● To be able to explain some features of art from historical periods</li> <li>● To experiment with art in the style of William Morris</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>● To be able to create printing blocks by simplifying an initial journal idea.</li> <li>● To use relief or impressed method</li> <li>● To be able to create prints with three overlays</li> <li>● To work into prints with a range of media e.g. pens, colour pens and paints</li> <li>● To be able to compare and contrast different printing techniques.</li> </ul>

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- To understand scale and proportion
- To understand perspective and its use art
- To understand composition, scale and proportion.
- To know how to add tone with different grades of pencils.
- Understand the importance of making initial sketches as preparation for painting and other work.

### **Drawing**

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- To use different techniques for different purposes i.e. shading, hatching within their own work.
- To start to develop their own style using tonal contrast and mixed media.
- **Perspective and Composition**
- To begin to use simple perspective in their work using a single focal point and horizon.
- To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- To show an awareness of how paintings are created i.e.
- To use shading to create mood and explain how it has been created.  
To Independently select materials and techniques to use to create a specific outcome and to be able to explain why.
- **Evaluating and Developing work**
- To be able to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- To be able to adapt their work according to their views and describe how they might develop it further.

## Pentecost 1

### Drawing (Portraits)

#### Focus Artist – Damien Hirst (Contemporary)

- Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.
- To explore the works of Damien Hirst
- To explore the timeline of art
- To compare work from different historical periods

#### Drawing

- Understand ways in which surface detail can be added to drawings.
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- To understand scale and proportion
- To understand perspective and its use art
- To understand composition, scale and proportion.
- To know how to add tone with different grades of pencils.
- Understand the importance of making initial sketches as preparation for painting and other work.

- To independently be able to annotate work in journal.

#### Artist – Damien Hirst

- To be able to ask questions about Damien Hirst pieces of art.
- To be able to describe and critique the work of
- To be able to describe the work of compare to other artists studied.
- To be able to explain some features of art from historical periods
- To experiment with art in the style of Damien Hirst.

#### Drawing

- To work from a variety of sources including observation, photographs and digital images.
- To work in a sustained and independent way to create a detailed drawing. Produce increasingly detailed preparatory sketches for painting and other work.
- To develop close observation using a variety of view finders.
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- To independently explore colour mixing and blending techniques with coloured pencils.
- To use different techniques for different purposes i.e. shading, hatching within their own work.
- To start to develop their own style using tonal contrast and mixed media.
- **Perspective and Composition**
- To begin to use simple perspective in their work using a single focal point and horizon.
- To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.

		<ul style="list-style-type: none"> <li>• To show an awareness of how paintings are created i.e.</li> <li>• To use shading to create mood and explain how it has been created.</li> <li>• To Independently select materials and techniques to use to create a specific outcome and to be able to explain why.</li> </ul> <p><b>Evaluating and Developing work</b></p> <ul style="list-style-type: none"> <li>• To be able to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• To be able to adapt their work according to their views and describe how they might develop it further.</li> <li>• To independently be able to annotate work in journal.</li> </ul>
<p><b>Pentecost 2</b></p> <p><b>Drawing (Portraits)</b></p> <p><b>&amp;</b></p> <p><b>Painting.</b></p>	<p><b>Focus Artist – Freda Khalo (Surrealism)</b></p> <ul style="list-style-type: none"> <li>• Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.</li> <li>• To explore the works of Freda Khalo</li> <li>• To explore the timeline of art</li> <li>• To compare work from different historical periods</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Understand the use of different painting effects and texture in art.</li> <li>• To have knowledge of the different tools and media used to produce texture in painting.</li> <li>• To understand how to make a background using a paint wash</li> <li>• To understand how to use a range of brushed to create different effect in paintings.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand ways in which surface detail can be added to drawings.</li> <li>• To understand how to draw both positive and negative shapes i.e. Draw the outline of an object and the shape that an object creates within it.</li> <li>• I understand how to create reflection in my art</li> </ul>	<p><b>Focus Artist – Freda Khalo</b></p> <ul style="list-style-type: none"> <li>• Explore the roles, purposes and techniques of artists, crafts people and designers working in different times and cultures.</li> <li>• To explore the works of Freda Khalo</li> <li>• To explore the timeline of art</li> <li>• To compare work from different historical periods</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• To develop a painting from a drawing.</li> <li>• To be able to carry out preliminary studies, try different media, materials and mixing appropriate colours.</li> <li>• To create imaginative work from a variety of sources observational drawings, themes, poetry and music</li> <li>• Colour – Mix and match colours to create atmosphere and light effects; Be able to identify complementary and contrasting colours.</li> <li>• Controlling and experimenting particular qualities of tones, shades, hues and mood.</li> <li>• Consider colour for purpose.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To work from a variety of sources including observation, photographs and digital images.</li> <li>• To work in a sustained and independent way to create a detailed drawing. Produce increasingly detailed preparatory sketches for painting and other work.</li> </ul>



- To understand scale and proportion
- To understand perspective and its use art
- To understand composition, scale and proportion.
- To know how to add tone with different grades of pencils.
- Understand the importance of making initial sketches as preparation for painting and other work.

- To develop close observation using a variety of view finders.
- To use a journal to collect and develop ideas.
- To use journals to critique own work and those of others.
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- To begin to use simple perspective in their work using a single focal point and horizon.
- To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
- To show an awareness of how paintings are created i.e.
- To use shading to create mood and explain how it has been created.
- To Independently select materials and techniques to use to create a specific outcome and to be able to explain why.
- **Evaluating and Developing work**
- To be able to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- To be able to adapt their work according to their views and describe how they might develop it further.
- To independently be able to annotate work in journal.