




Art Curriculum Plan Year 1

	Term 1	Term 2	Term 3
<b>Art Work focus and theme</b>	<p>Theme - Line and Shape</p> 	 <p>Keith Haring</p>	<p>Theme – Landscapes</p>  <p>2006</p> <p>David Hockney, <i>Woldgate Woods</i>,</p>
<b>Additional projects</b> – linked to events and subjects	<p>Self-portraits with pencils – link to PSHE</p> <p>Leaf Man Collage – science/literacy links</p> <p>Christmas Doors/Cards/Decorations</p>	<p>Easter cards/decorations</p> <p>Drawings linked to moon landing</p> <p>Food printing linked to science</p>	
Link to Programme of study	<p>KS1 Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● to use a <b>range of materials creatively</b> to <b>design and make</b> products</li> <li>● to use <b>drawing, painting and sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using <b>colour, pattern, texture, line, shape, form and space</b></li> <li>● to learn about the <b>work of a range of artists, craft makers and designers</b>, describing the differences and similarities between different practices and disciplines, and <b>making links to their own work</b>.</li> </ul>		
<b>Composite knowledge</b> (questions to be	<p>Children are able to control a pencil to create lines of various lengths, thickness and shape.</p> <p>Children are able to understand how shapes can</p>	<p>Children are able to hold a pencil to create different dots, lines and patterns.</p> <p>Children will be able to understand how certain</p>	<p>- Which colours can we mix together to find a perfect palette? (which primary colours are needed to make secondary colours)</p>

<p>answered)</p>	<p>be used to create art.</p> <p>Children will be able to draw shapes to create an artwork inspired by Mondrian.</p> <ul style="list-style-type: none"> <li>- How does Mondrian use shape and line in his art?</li> <li>- How can we use pencils to create tone and shade?</li> <li>-How can we create lines of different length, shape and thickness?</li> </ul>	<p>art techniques are used to create an effect.</p> <p>Children will create a space drawing inspired by Keith Haring. They will experiment with different mediums including drawing, painting, printmaking and sculpture.</p> <ul style="list-style-type: none"> <li>- How do you make and use a printing block?</li> <li>- How can you use shapes to tell a story in art?</li> <li>- Can you think about composition to create a feeling of space in your prints ?</li> </ul>	<ul style="list-style-type: none"> <li>- Why is it important to practise observations in art?</li> <li>- How can we use shapes and line to create a David Hockey inspired landscape?</li> </ul>
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<p><b>Component Knowledge</b></p> <p>(Intentional knowledge they need to understand)</p>	<p><b>Making Skills:</b></p> <p><b><u>DRAWING</u></b></p> <p>To explore mark making, experiment with drawing lines.</p> <p>To draw lines of different shape, length and thickness using a pencil.</p> <p>To begin to draw basic shapes after observing an object.</p> <p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To understand what tone is (the lightness and darkness of a colour) and how to apply this to their own work – using tone when drawing to create lighter and darker effects.</p> <p><b><u>LINE</u></b></p> <p>To use and experiment with line for purpose – creating outlines and edges and using it for shading.</p> <p><b><u>PATTERN</u></b></p> <p>To understand patterns in nature as well as human design and to make patterns using a range of</p>	<p><b>Making Skills:</b></p> <p><b><u>PRINTING, SCULPTURE AND COLLAGE</u></b></p> <p>To learn about a range of materials and techniques such as clay-etching, printing and collage.</p> <p>To design and make own printing block.</p> <p>To find, cut and tear materials to make a collage.</p> <p><b>Formal Techniques:</b></p> <p><b><u>LINE</u></b></p> <p>To use and experiment with line for purpose – creating outlines and edges and using it for shading.</p> <p><b><u>SPACE</u></b></p> <p>To begin to understand the purpose of the area around and within objects, forms, shapes, and lines.</p> <p>To think about the composition of their art.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To identify the use of shapes in art and describe and use shape for purpose in own art – starting with</p>	<p><b>Making Skills:</b></p> <p><b><u>PAINTING</u></b></p> <p>To develop skill and control when painting to create basic shapes with a medium sized brush.</p> <p>To paint something seen first-hand.</p> <p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To remember the primary colours and how to mix them to create secondary colours.</p> <p>To begin to create shades (adding black) of colours and justify the chosen colours based on the purpose.</p> <p>To understand what tone is (the lightness and darkness of a colour) and how to apply this to their own work – using tone when drawing to create lighter and darker effects.</p> <p><b><u>LINE</u></b></p> <p>To use and experiment with line for purpose – creating outlines and edges and using it for shading.</p>
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	<p>materials.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To identify the use of shapes in art and describe and use shape for purpose in own art – starting with simple geometric shapes.</p> <p><b>Evaluation Skills:</b></p> <p>To self-assess their own skills in making their art – to sat what went well,</p> <p>what was difficult and</p> <p>what they could have improved.</p> <p>To recognise and describe key features of their own and other’s work.</p> <p>To describe what they feel about their work and the art of others.</p> <p><b>Exploration and Creation</b></p> <p>- To use sketchbooks to record thoughts and ideas and to experiment with key skills and materials prior to a ‘final piece.’</p>	<p>simple geometric shapes.</p> <p><b>Evaluation Skills:</b></p> <p>To self-assess their own skills in making their art – to sat what went well,</p> <p>what was difficult and</p> <p>what they could have improved.</p> <p>To recognise and describe key features of their own and other’s work.</p> <p>To describe what they feel about their work and the art of others.</p> <p><b>Exploration and Creation</b></p> <p>- To use sketchbooks to record thoughts and ideas and to experiment with key skills and materials prior to a ‘final piece.’</p> <p>- To create their own art with a purpose and intention that is personal to them.</p> <p>-To use artists’ work to develop and stimulate their own original artwork.</p> <p>-To gain inspiration for their artwork from the</p>	<p><b><u>SPACE</u></b></p> <p>To begin to understand the purpose of the area around and within objects, forms, shapes, and lines.</p> <p>To think about the composition of their art.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To identify the use of shapes in art and describe and use shape for purpose in own art – starting with simple geometric shapes.</p> <p><b><u>TEXTURE</u></b></p> <p>To use a range of materials to create textures in own art for a purpose – thicker paints, paper and card, natural materials.</p> <p><b>Evaluation Skills:</b></p> <p>To self-assess their own skills in making their art – to sat what went well,</p> <p>what was difficult and</p> <p>what they could have improved.</p> <p>To recognise and describe key features of their own</p>
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	<ul style="list-style-type: none"> <li>- To create their own art with a purpose and intention that is personal to them.</li> <li>-To use artists' work to develop and stimulate their own original artwork.</li> <li>-To gain inspiration for their artwork from the natural world.</li> </ul>	<p>natural world.</p>	<p>and other's work.</p> <p>To describe what they feel about their work and the art of others.</p> <p><b>Exploration and Creation</b></p> <ul style="list-style-type: none"> <li>- To use sketchbooks to record thoughts and ideas and to experiment with key skills and materials prior to a 'final piece.'</li> <li>- To create their own art with a purpose and intention that is personal to them.</li> <li>-To use artists' work to develop and stimulate their own original artwork.</li> <li>-To gain inspiration for their artwork from the natural world.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><b>Drawing</b> – Sketch, Shade, Draw, HB pencil, Crayon, Mark-make, Observational</p> <p><b>Colour and tone</b> –shade, light, dark, pale</p> <p><b>Line</b> –outline, edge, straight, curved, thick, thin, scribble, long, short, wavy</p> <p><b>Pattern</b> –Repetition, repeat, natural, simple</p> <p><b>Shape and Form</b>- 2D shape, 3D shape, circular, rounded</p>	<p><b>Printing</b> - Block Printing, repeat, pressure, reverse, rubbings, roller, printing ink</p> <p><b>Collage</b> – Stick, overlap, shred, fabric, materials</p> <p><b>Line</b> –outline, edge, straight, curved, thick, thin, scribble, long, short, wavy</p> <p><b>Space</b>– composition, background, near, far</p> <p><b>Shape and Form</b>- 2D shape, figure, body, circular, rounded</p>	<p><b>Painting</b> - Brush stroke, bristles, poster paint, mix, blend</p> <p><b>Colour and tone</b> –primary colours, secondary colours, shade, light, dark, blend, bright, pale</p> <p><b>Line</b> –outline, edge, straight, curved, thick, thin, scribble, long, short, wavy</p> <p><b>Space</b>– Three-dimensional, composition, background, near, far</p>

	<p><b>Evaluation</b> – Evaluate, improve, compare, describe, similar, different</p> <p><b>Type of art</b> – op-art</p>	<p><b>Evaluation</b> – Evaluate, improve, compare, describe, similar, different</p> <p><b>Type of art</b> – cut-out</p>	<p><b>Texture</b> – bumpy, hairy, smooth, shiny, spiky</p> <p><b>Shape and Form- 2D shape, 3D shape, circular, rounded</b></p> <p><b>Evaluation</b> – Evaluate, improve, compare, describe, similar, different</p> <p><b>Type of art</b> -landscape</p>
<b>Resources</b>	HP pencils, rulers, 2D shapes, paper	Printing blocks (sponge), printing inks, pencils, paper, scissors, glue	HP pencils, paints, leaves, card, magnifying glasses
<b>Links to prior knowledge</b>	Children will link back to knowledge of 2D shapes and repeating patterns, observational drawings of snails etc.	Children will link back to their knowledge of printing with various shapes in reception and will understand that a print can be used more than once.	Children will use their observational skills from reception to help them to draw leaves. Children will use their knowledge of colours and colour mixing to help them to make a palette of colours.
<b>Key knowledge/skills for assessment</b>	<p>How does Mondrian use shape and line in his art?</p> <p>- How can we use pencils to create tone and shade?</p> <p>-How can we create lines of different length, shape and thickness?</p>	<p>Children will understand how and why prints are used in art.</p> <p>Children will design and use a simple shape block print inspired by Keith Haring.</p>	<p>Children will be able to draw leaves by observing them closely and using lines and shapes to recreate this.</p> <p>Children will be able to mix their own basic colours for the purpose of painting a landscape.</p> <p>Children will be able to control a large paintbrush to create a simple painting in the style of Hockney.</p>
<b>Art Capital /Experiences</b>	Exploring our outdoor area to find natural patterns and shapes	Children to experiment with various types of printing – with pre-made printing blocks,	Online art gallery tour with the National Gallery

		vegetable and fruit printing	Waltham Abbey visit
<b>Cross-curricular links</b>	Maths – 2D shapes and repeating patterns, using length and rulers	Maths - shapes	Science- plants and trees Geography – our school grounds

Art Curriculum Plan Year 2

	Term 1	Term 2	Term 3
<b>Artwork focus and theme</b>	<p>Theme – Portraits</p>  <p><a href="https://www.npg.org.uk/collections/search/portrait-list.php?search=sp&amp;OOnly=true&amp;sText=Florence+Nightingale">https://www.npg.org.uk/collections/search/portrait-list.php?search=sp&amp;OOnly=true&amp;sText=Florence+Nightingale</a></p> <p><a href="https://www.npg.org.uk/collections/search/person-list.php?sText=Mary+Seacole&amp;search=sas&amp;OOnly=true&amp;firstRun=true&amp;submitSearchTerm=Search">https://www.npg.org.uk/collections/search/person-list.php?sText=Mary+Seacole&amp;search=sas&amp;OOnly=true&amp;firstRun=true&amp;submitSearchTerm=Search</a></p>	<p>Theme – Cityscapes</p>  <p><a href="https://www.tate.org.uk/art/artworks/turner-the-burning-of-the-houses-of-parliament-d36235">https://www.tate.org.uk/art/artworks/turner-the-burning-of-the-houses-of-parliament-d36235</a></p> <p>Turner's</p>	<p>Theme – Natural Forms</p>  <p>Yayoi Kusama, <i>Pumpkin</i>, 1990s</p>
<b>Additional projects</b> – linked to events and subjects	Linked to History	Linked to History	Linked to science
Link to Programme of study	Pup KS1 Pupils should be taught: <ul style="list-style-type: none"> <li>● to use a <b>range of materials creatively</b> to <b>design and make</b> products</li> <li>● to use <b>drawing, painting and sculpture</b> to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using <b>colour, pattern, texture, line, shape, form and space</b></li> </ul>		



	<ul style="list-style-type: none"> <li>to learn about the <b>work of a range of artists, craft makers and designers</b>, describing the differences and similarities between different practices and disciplines, and <b>making links to their own work</b>.</li> </ul>		
<p><b>Composite knowledge</b></p> <p>(questions to be answered)</p>	<p>-Children will be able to use shapes and line to create a self-portrait inspired by the portraits of FN and MS .</p> <p>Children will mix a variety of colours to create their own palette.</p> <p>Children will add pattern and texture to their self-portraits.</p>	<p>Children will create their own Turner inspired cityscape based on London’s skyline.</p> <p>- Children will use lines of various thicknesses, lengths and shapes to create a cityscape.</p> <p>Children will add tone and shading to create a feeling of space in their drawings.</p>	<p>Children will be able to mould and carve an organic shape from clay based on a fruit or vegetable of their choice.</p> <p>Children will experiment with different 2D shapes to create patterns.</p> <p>Children will mix paints and apply them to create different textures.</p>
<p><b>Component Knowledge</b></p> <p>(Intentional knowledge they need to understand)</p>	<p><b>Making Skills:</b></p> <p><b><u>DRAWING</u></b></p> <p>To explore drawing techniques and start to apply tone (light and dark) to show form.</p> <p>To begin to develop control with a range of drawing materials (pens, pastels and different grades of pencils) to experiment different effects.</p> <p>To focus on a specific part of an object and draw it.</p> <p><b>Formal Techniques:</b></p>	<p><b>Making Skills:</b></p> <p><b><u>PAINTING</u></b></p> <p>To further improve skill and control when painting by choosing the right brush size for the task, beginning to add finer detail using smaller brushes.</p> <p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To mix, apply and refine colour mixing for a</p>	<p><b>Making Skills:</b></p> <p><b><u>SCULPTURE</u></b></p> <p>To use a range of materials to design and make products including printmaking, clay and collage.</p> <p>To form different shapes using clay for a purpose- use tools to cut, roll, coil.</p> <p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To mix, apply and refine colour mixing for a</p>

	<p><b><u>COLOUR AND TONE</u></b></p> <p>To mix, apply and refine colour mixing for a purpose – beginning to use some tints by adding white.</p> <p>To describe colour selections.</p> <p><b><u>LINE</u></b></p> <p>To draw lines with increased skill and confidence.</p> <p>To use line to show create a form and begin to shade using line.</p> <p><b><u>SPACE</u></b></p> <p>To experiment with the composition of their artwork for a certain purpose.</p> <p>To begin to see how artists use line, tone and colour to create a three-dimensional space.</p> <p><b><u>PATTERN</u></b></p> <p>To learn a range of techniques to make repeating and nonrepeating patterns and try some of these themselves – printing, photography, collage.</p>	<p>purpose – beginning to use some tints by adding white.</p> <p>To describe colour selections.</p> <p><b><u>LINE</u></b></p> <p>To draw lines with increased skill and confidence.</p> <p>To use line to show create a form and begin to shade using line.</p> <p><b><u>SPACE</u></b></p> <p>To experiment with the composition of their artwork for a certain purpose.</p> <p>To begin to see how artists use line, tone and colour to create a three-dimensional space.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To learn that shapes in art can either be geometric or organic and to identify these in art.</p> <p>To begin to use a range of shapes within their own artworks.</p>	<p>purpose – beginning to use some tints by adding white.</p> <p>To describe colour selections.</p> <p><b><u>LINE</u></b></p> <p>To draw lines with increased skill and confidence.</p> <p>To use line to show create a form and begin to shade using line.</p> <p><b><u>PATTERN</u></b></p> <p>To learn a range of techniques to make repeating and nonrepeating patterns and try some of these themselves – printing, photography, collage.</p> <p>To identify natural and man-made patterns around them.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To learn that shapes in art can either be geometric or organic and to identify these in art.</p> <p>To begin to use a range of shapes within their own artworks.</p>
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	<p><b><u>SHAPE AND FORM</u></b></p> <p>To learn that shapes in art can either be geometric or organic and to identify these in art.</p> <p>To begin to use a range of shapes within their own artworks.</p> <p><b><u>TEXTURE</u></b></p> <p>To identify and describe different textures.</p> <p>To select and use appropriate materials to create textures in own art – thinking about how art materials can be manipulated to create texture.</p> <p><b>Evaluation Skills:</b></p> <p>To self-assess their own skills in making their art – to sat what went well, what was difficult and what they could have improved.</p> <p>To begin to compare other’s artwork (peers and original artist) and identify similarities and differences.</p> <p>To describe choices and preferences using basic art-based vocabulary.</p>	<p><b>Evaluation Skills:</b></p> <p>To self-assess their own skills in making their art – to sat what went well, what was difficult and what they could have improved.</p> <p>To begin to compare other’s artwork (peers and original artist) and identify similarities and differences.</p> <p>To describe choices and preferences using basic art-based vocabulary.</p> <p><b>Exploration and Creation</b></p> <p>-To use sketchbooks to record thoughts and ideas and to experiment with key skills and materials prior to a ‘final piece.’</p> <p>- To create their own art with a purpose and intention that is personal to them.</p> <p>-To develop personal and imaginative responses to a theme.</p>	<p>To extend their ability to create 3D sculptural forms.</p> <p><b><u>TEXTURE</u></b></p> <p>To identify and describe different textures.</p> <p>To select and use appropriate materials to create textures in own art – thinking about how art materials can be manipulated to create texture.</p> <p><b>Evaluation Skills:</b></p> <p>To self-assess their own skills in making their art – to sat what went well, what was difficult and what they could have improved.</p> <p>To begin to compare other’s artwork (peers and original artist) and identify similarities and differences.</p> <p>To describe choices and preferences using basic art-based vocabulary.</p> <p><b>Exploration and Creation</b></p> <p>-To use sketchbooks to record thoughts and</p>
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	<p><b>Exploration and Creation</b></p> <p>-To use sketchbooks to record thoughts and ideas and to experiment with key skills and materials prior to a 'final piece.'</p> <p>- To create their own art with a purpose and intention that is personal to them.</p> <p>-To develop personal and imaginative responses to a theme.</p>		<p>ideas and to experiment with key skills and materials prior to a 'final piece.'</p> <p>- To create their own art with a purpose and intention that is personal to them.</p> <p>-To develop personal and imaginative responses to a theme.</p>
<p><b>Key Vocabulary</b></p>	<p><b>Colour and tone</b>– primary colours, secondary colours, tone, tint, shade, pale, bright, dull, colour wheel</p> <p><b>Line</b> – Detail, outline, edge, vertical, horizontal, diagonal, fine, bold, curved</p> <p><b>Space</b> – Three-dimensional, composition, background, foreground</p> <p><b>Texture</b> – Surface, dry, wet, bumpy, smooth</p> <p><b>Pattern</b> – Natural, simple, plain, complicated, decoration</p> <p><b>Shape and Form</b> –2D shapes, symmetrical, figure, circular, spherical</p> <p><b>Evaluation</b> - self-assess, evaluate, improve, identify, describe, compare, similar, different</p> <p><b>Type of art</b> – self-portrait, abstract, Cubism</p>	<p><b>Drawing</b> – Sketch, shade, detail, control, observational, 2B pencil</p> <p><b>Colour and tone</b>– tone, shade</p> <p><b>Line</b> – Detail, outline, edge, vertical, horizontal, diagonal, fine, bold, curved</p> <p><b>Space</b> – Three-dimensional, composition, background, foreground, middle-ground, near, far</p> <p><b>Shape and Form</b> – 2D shapes, 3D shapes, symmetrical, figure, circular, spherical</p> <p><b>Evaluation</b> - self-assess, evaluate, improve, identify, describe, compare, similar, different</p> <p><b>Type of art</b> – matchstick people, cityscape</p> <p><b>Painting</b> - Brush size, brush stroke, watercolour paints, palette, blend</p>	<p><b>Sculpture</b> – Knead, mould, coil, pinch, smooth, construct, form</p> <p><b>Colour and tone</b>– primary colours, secondary colours, tone, tint, shade, pale, bright, dull, colour wheel</p> <p><b>Line</b> – outline, vertical, horizontal, diagonal, fine, bold, curved</p> <p><b>Texture</b> – Surface, dry, wet, bumpy, smooth</p> <p><b>Pattern</b> – Natural, simple, plain, complicated, decoration</p> <p><b>Shape and Form</b> –2D shapes, 3D shapes, symmetrical, figure, circular, spherical</p> <p><b>Evaluation</b> - self-assess, evaluate, improve, identify, describe, compare, similar, different</p> <p><b>Type of art</b> - sculpture</p>
<p><b>Resources</b></p>	<p>Poster paints, photographs (to collage with), paintbrushes</p>	<p>HB and 2B pencils, pens, ruler</p>	<p>Clay, acrylic paints, real fruit and veg,</p>

			paintbrushes, 2D shapes
<b>Links to prior knowledge</b>	<p>Children will remember their use of colour mixing and secondary and primary colours from year 1 and reception.</p> <p>Children will use their knowledge of 2D shapes to create a self-portrait.</p>	<p>Children will recall their knowledge of sketching a landscape from year 1 David Hockney topic.</p> <p>Children will use their knowledge of shading and tone from the Bridget Riley year 1 topic.</p>	<p>Children will link back to year 1 Bridget Riley topic in using 2D shapes to create patterns.</p> <p>Children will use their experience with clay and playdough to make forms.</p>
<b>Key knowledge/skills for assessment</b>	<p>How do artists capture the image of a person?</p> <ul style="list-style-type: none"> <li>- How can you use colour to create different textures and shades?</li> <li>- Can you create your own colour palette to paint your self-portrait?</li> </ul>	<p>How has Turner used line, shape and colour to create a burning cityscape?</p> <ul style="list-style-type: none"> <li>- How can we use tone and shading to create space in our drawings?</li> <li>- Can we use paint and pastels to create a cityscape?</li> </ul> <p>We can compare modern London's skyline with Turner's painting.</p>	<p>Children will be able to mould and carve an organic shape from clay based on a fruit or vegetable of their choice.</p> <p>Children will experiment with different 2D shapes to create patterns.</p> <p>Children will mix paints and apply them to create different textures.-</p> <p>How has Yayoi Kusama used shapes to create a pattern?</p>
<b>Art Capital /Experiences</b>	<p>Children able to take photos of each other for their self-portraits. They could get the chance to go to a gallery or online gallery to see other portraits/self-portraits</p> <p>Use the links to the National Gallery zoomable pictures.</p>	<p>Children can sketch our school or our local area</p>	<p>Children to look at organic forms to find natural patterns – cutting up fruit and vegetable.</p>

	(plan visit?)		
<b>Cross-curricular links</b>	ICT - photography PSHE		Maths – 2D shapes and repeating patterns Science – plants

Art Curriculum Plan Year 3

	Term 1	Term 2	Term 3
<b>Art Work focus and theme</b>	 <p><b>Theme – Early Painting</b> Various artists, <i>Lascaux Cave Paintings</i>, 17,000BC</p>	 <p><b>Theme – Illustrations</b> Dapo Adeola, <i>Various Illustrations</i>, 2010s</p>	 <p><b>Theme – Printing</b> Elizabeth Catlett, <i>Sharecropper</i>, 1952</p>
<b>Additional projects – linked to events and subjects</b>	Stone Age -History		
<b>Link to Programme of study</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with <b>creativity, experimentation and an increasing awareness of different kinds of art, craft and design</b>. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to <b>record their observations</b> and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about <b>great artists, architects and designers in history</b>.</li> </ul>		
<b>Composite knowledge</b> (questions to be answered)	<ul style="list-style-type: none"> <li>What is a natural colour?</li> <li>Can you show me how you hold a paint brush?</li> <li>How does a different type of paint brush change the effect of your painting?</li> <li>What lines can be used when you are drawing?</li> </ul>	<ul style="list-style-type: none"> <li>How does Dapo Adeola illustrate his characters using line, shape and colour?</li> <li>What does the word font mean?</li> <li>Can you build a story through drawings?</li> <li>Do all illustrations resemble cartoons?</li> </ul>	<ul style="list-style-type: none"> <li>Can you describe how the use of line and colour in Elizabeth Catlett’s prints, tells a story and shows emotion?</li> <li>What does the word texture mean?</li> <li>How do we use line to create shapes and texture (defines how rough or smooth it is)?</li> </ul>
<b>Component Knowledge</b> (Intentional knowledge they need to understand)	<p><b>Making Skills:</b> <b>PAINTING</b> To increase skill and control when painting using a range of different media (watercolour, acrylic, poster paint, natural paints). To use a range of brushes to create different effects.</p>	<p><b>Making Skills:</b> <b>DRAWING</b> To develop drawing skills by drawing from observation, using some geometry and shading when drawing. To use a range of drawing media confidently (charcoal, different grades of pencils, pastels, colouring pencils, ink and biro).</p>	<p><b>Making Skills:</b> <b>PRINTING</b> To use a range of materials to design and make products including printmaking, clay and collage. To practise different types of printing - To practise different types of printing –screen print, collagraph, relief printing (lino).</p>




<p><b>Formal Techniques:</b> <b><u>COLOUR AND TONE</u></b> To build the understanding of mixing and applying colour – natural and synthetic paints. To use tints (add white) and shades (add black) when mixing colours for different purposes. To begin to understand colour theory and use the colour wheel.</p> <p><b><u>LINE</u></b> To show organic and geometric shapes and forms through different types of line and understand the purpose of using specific lines in art.</p> <p><b><u>PATTERN</u></b> To construct a variety of more complex patterns through various methods – printing, photography, painting.</p> <p><b><u>SHAPE AND FORM</u></b> To identify geometric and organic shapes within images and objects and begin to use these to create their own images.</p> <p><b><u>TEXTURE</u></b> To develop an understanding of texture through practical experiments with materials to link with a purpose.</p> <p><b>Evaluation Skills:</b> To discuss one's own and other's work using an increasingly sophisticated use of art language (focusing on the formal elements). To compare other's artwork (peers and original artist) and identify similarities and differences. To reflect on their own work in order to make improvements.</p> <p><b>Exploration and creation:</b> -To use sketchbooks for planning and refining work. - To record observations, thoughts and ideas and to</p>	<p>To sketch a design and use it to make a final piece. <b>Formal Techniques:</b> <b><u>COLOUR AND TONE</u></b> To continue to use simple shading rules and link to creating form and shape in art.</p> <p><b><u>LINE</u></b> To show organic and geometric shapes and forms through different types of line and understand the purpose of using specific lines in art.</p> <p><b><u>SPACE</u></b> To understand the use of positive and negative space in art. To create an illusion of 3D space using line, colour and tone.</p> <p><b><u>PATTERN</u></b> To construct a variety of more complex patterns through various methods – printing, photography, painting.</p> <p><b><u>SHAPE AND FORM</u></b> To develop the ability to create and describe 3D form in a range of materials.</p> <p><b><u>TEXTURE</u></b> To develop an understanding of texture through practical experiments with materials to link with a purpose.</p> <p><b>Evaluation Skills:</b> To discuss one's own and other's work using an increasingly sophisticated use of art language (focusing on the formal elements). To compare other's artwork (peers and original artist) and identify similarities and differences. To reflect on their own work in order to make improvements.</p>	<p><b>Formal Techniques:</b> <b><u>COLOUR AND TONE</u></b> To continue to use simple shading rules and link to creating form and shape in art.</p> <p><b><u>LINE</u></b> To show organic and geometric shapes and forms through different types of line and understand the purpose of using specific lines in art.</p> <p><b><u>SPACE</u></b> To understand the use of positive and negative space in art. To create an illusion of 3D space using line, colour and tone.</p> <p><b><u>SHAPE AND FORM</u></b> To identify geometric and organic shapes within images and objects and begin to use these to create their own images. To develop the ability to create and describe 3D form in a range of materials.</p> <p><b>Evaluation Skills:</b> To discuss one's own and other's work using an increasingly sophisticated use of art language (focusing on the formal elements). To compare other's artwork (peers and original artist) and identify similarities and differences. To reflect on their own work in order to make improvements.</p> <p><b>Exploration and creation:</b> - To use sketchbooks for planning and refining work. - To record observations, thoughts and ideas and to develop skill and technique. -To develop ideas through sketches and annotations. - To develop personal and imaginative responses to a theme. -To use literary sources to inspire art.</p>
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	<p>develop skill and technique.</p> <ul style="list-style-type: none"> <li>-To develop ideas through sketches and annotations.</li> <li>- To develop personal and imaginative responses to a theme.</li> <li>-To use literary sources to inspire art.</li> </ul>	<p><b>Exploration and creation:</b></p> <ul style="list-style-type: none"> <li>-To use sketchbooks for planning and refining work.</li> <li>- To record observations, thoughts and ideas and to develop skill and technique.</li> <li>-To develop ideas through sketches and annotations.</li> <li>- To develop personal and imaginative responses to a theme.</li> <li>-To use literary sources to inspire art.</li> </ul>	
<b>Key Vocabulary</b>	<p><b>Painting</b> - Brush size, palette, dry brush, pigments  <b>Colour and tone</b>– Colour wheel, tone, tint, complimentary, contrasting, warm, cool, solid, dull, deep  <b>Line</b> – Detail, vertical, horizontal, diagonal, broad, fine, broken, bold  <b>Texture</b> – Surface, uneven, coarse, cracked, wet, dry  <b>Pattern</b> – Cross-hatch, plain, complicated, continuous  <b>Shape and Form</b> – Organic, geometric, angular, pointed  <b>Evaluation</b> – Reflect, improve, identify, discuss, compare, similar, different, likeness  <b>Type of art</b> – Cave painting</p>	<p><b>Line</b> – Detail, vertical, horizontal, diagonal, broad, fine, broken, bold  <b>Space</b> – Three-dimensional, composition, background, foreground, negative space, positive space, distance  <b>Texture</b> – Surface, uneven, coarse, cracked, wet, dry  <b>Pattern</b> – Cross-hatch, plain, complicated, continuous  <b>Shape and Form</b> – Organic, geometric, symmetrical, angular, pointed  <b>Evaluation</b> – Reflect, improve, identify, discuss, compare, similar, different, likeness  <b>Type of art – Illustrations</b></p>	<p><b>Printing</b> – Collagraph, etching, lino print, lino cut, carve, relief printing  <b>Drawing</b> – Pastel, sketch, control, illustrate  <b>Colour and tone</b>– tone, tint, complimentary, contrasting, warm, cool, solid, dull, deep  <b>Line</b> – Detail, vertical, horizontal, diagonal, broad, fine, broken, bold  <b>Space</b> – Three-dimensional, composition, background, foreground, middle-ground, negative space, positive space, distance  <b>Shape and Form</b> – Organic, geometric, angular, pointed  <b>Evaluation</b> – Reflect, improve, identify, discuss, compare, similar, different, likeness  <b>Type of art</b> – Printing</p>
<b>Resources</b>	<p>Examples Of -Natural pigments – charcoal, beetroot, turmeric, mustard, blackberries, mud, paprika, spirulina, glycerine, honey, water, paint brushes - paint</p>	<p>HP pencils, colouring pencils, pastels.</p>	<p>Styrofoam, pencils, printing ink, paper  Other objects may be used as printing resources.</p>
<b>Links to prior knowledge</b>	<p>Children will use their knowledge of mixing paints from year 1 and 2.  Children will use their experience using line and colour to create animal and human forms.</p>	<p>Children will use their knowledge of reading and observations of various illustrations.</p>	<p>Children will use their knowledge of printing in Y2.</p>
<b>Key knowledge/skills for assessment</b>	<p><b>Chn. will mix paints to replicate natural pigmentations used by ancient peoples; for cave paintings.</b>  <b>Chn. understand that this specific form of art is telling a story within history - hunter/gatherers.</b></p>	<p><b>Children will be able to use line and shape to illustrate characters and backgrounds.</b>  <b>Children will be able to reflect a story through their drawings.</b>  <b>Children will be able to use pencils and colouring pencils with greater control and</b></p>	<p><b>Chn. will be able to use various lines to create their own patterns.</b>  <b>Chn. will be able to explain the process of block printing (relief).</b>  <b>Chn. will use line to show varying textures with evolving confidence.</b></p>

	<p>-How can you mix natural pigments to make paints?  - What story can you paint using line, shape and colour?  - Why would humans over 20,000 years ago paint in caves?</p>	<p><b>confidence.</b></p> <ul style="list-style-type: none"> <li>- How does Dapo Adeola illustrate his characters using line, shape and colour?</li> <li>- What does the word font mean?</li> <li>- Can you build a story through drawings?</li> <li>- Do all illustrations resemble cartoons?</li> </ul>	<p><b>Children will carve lines and shapes into a printing resource; and use printing techniques to create a portrait.</b></p> <p>- Can you describe how the use of line and colour in Elizabeth Catlett's prints, tells a story and shows emotion?  What does the word texture mean?  How do we use line to create shapes and texture (defines how rough or smooth it is)?</p>
<b>Art Capital /Experiences</b>	<p>Children will be given the chance to experiment with different pigments and can paint outside and on ground/walls.</p>	<p>Possibly having an illustrator visiting the school or having a session on zoom.  <b>This term children engaged with an online story read by Dapo.</b></p>	<p>Children can take pictures or bring in pictures of their family or friends they wish to print.</p>
<b>Cross-curricular links</b>	<p>History – Stone Age  Science - animals</p>	<p>Literacy  PSHE</p>	<p>Literacy  History  Maths - Repeating pattern and perspective.</p>

Art Curriculum Plan Year 4

	Term 1	Term 2	Term 3
Art Work focus and theme	<p>Kathe Kollowitz, <i>Self-Portrait</i>, 1933</p>  <p>Theme – Self-Portraits</p>	 <p>Paul Cezanne, <i>Still Life with Apples</i>, 1890</p> <p>Theme – Still Life</p>	 <p>Henri Matisse - Theme - Collage.</p>
Additional projects – linked to events and subjects			
Link to Programme of study	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with <b>creativity, experimentation and an increasing awareness of different kinds of art, craft and design</b>. Pupils should be taught:</p>		

	<ul style="list-style-type: none"> <li>to create sketch books to <b>record their observations</b> and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about <b>great artists, architects and designers in history.</b></li> </ul>		
<p><b>Composite knowledge</b></p> <p>(questions to be answered)</p> <p>Significant artist</p>	<p>Children will be able to use charcoal, ink and pencil to draw their self-portrait.</p> <p>Children will use line to create a human form.</p> <p>Children will think about how they can use different techniques to create shadow and highlight in their self-portraits.</p> <p><b>Who was Kathy Kollwitz and what is she famous</b></p> <p>- How has Kathe Kollowitz used various lines to create a self-portrait?</p> <p>- How can we use charcoal to create tone (shadow and highlights) in our own self-portraits?</p> <p>- Can we use charcoal and other drawing materials to represent ourselves through art?</p>	<p>Children will be able to complete an observational drawing of a still-life subject.</p> <p>Children will be able to choose and mix colours to create their own palette for their still life-painting.</p> <p>Children will be able to collect objects and assemble them for their own still-life painting.</p> <p>Children will use shape and will consider space when painting their still life inspired by Cezanne.</p> <p>- How did Cezanne use paint to create shapes and form in his still life?</p> <p>- Can you use perspective and proportion in your paintings to create space?</p> <p>- Can you create a colour palette which can be used to represent a still life?</p>	<p>Children will make a collage in the style of Matisse using freeform cutting.</p> <p>Children will use a variety of materials (textures).</p> <p>Children understand that collage is another art form. A series of overlapping materials which form a picture (composition) such as paper, cloth, or wood) glued on a surface.</p> <p><b>Who was Matisse and what is he famous for?</b></p> <p><b>What is collage?</b></p> <p><b>What did Matisse feel he could express through his artwork?</b></p> <p><b>What materials can be used to create a collage?</b></p>
<p><b>Component</b></p>	<p><b>Making Skills:</b></p>	<p><b>Making Skills:</b></p>	<p><b>Making Skills:</b></p>

<p><b>Knowledge</b></p> <p>(Intentional knowledge they need to understand)</p>	<p><b><u>DRAWING</u></b></p> <p>To continue to develop an understanding of geometry and proportion when drawing (building up perspective).</p> <p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To understand tone in more depth to create 3D effects – linking to shadows and highlights when drawing and painting.</p> <p>To analyse and describe use of tone in artists’ work.</p> <p><b><u>LINE</u></b></p> <p>To analyse and describe how artists use line in their work.</p> <p>To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p><b><u>SPACE</u></b></p> <p>To understand the use of positive and negative space in art and begin using this in their own creations.</p>	<p><b><u>DRAWING</u></b></p> <p>To draw a still life from observation.</p> <p><b><u>PAINTING</u></b></p> <p>To develop skill and control when painting.</p> <p>To apply expression and creativity to own paintings.</p> <p>To understand that paints have different properties and need to be applied differently (acrylic compared to watercolour).</p> <p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To begin to analyse and describe colour and painting techniques in artists’ work.</p> <p>To use tints and shades when mixing colours for different purposes.</p> <p>To understand tone in more depth to create 3D effects – linking to shadows and highlights when drawing and painting.</p> <p>To analyse and describe use of tone in artists’ work.</p> <p>To understand colour theory and use the colour wheel.</p>	<p><b><u>PRINTING, SCULPTURE AND COLLAGE</u></b></p> <p>To create sculptures, collage and prints using a range of materials.</p> <p>To use photography to inspire their art (experiment with photography apps and photomontage).</p> <p>To practise different types of making sculpture – Modroc, wire, clay, paper mâché, sticks, found materials.</p> <p><b>Formal Techniques:</b></p> <p><b><u>LINE</u></b></p> <p>To analyse and describe how artists use line in their work.</p> <p>To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p><b><u>PATTERN</u></b></p> <p>To create original designs for patterns using repeating shapes.</p> <p>To analyse and describe how other artists use pattern.</p>
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	<p>To gain confidence creating an illusion of 3D space using line, colour and tone.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To create geometric compositions using mathematical shapes.</p> <p><b>Evaluation Skills:</b></p> <p>To use more complex art-based vocabulary when discussing one's own and others' art.</p> <p>To use their own and other's opinion of work to identify areas of improvement.</p> <p>To reflect on their own work and skills in order to make improvements.</p> <p><b>Exploration and Creation</b></p> <p>-To use sketchbooks for planning and refining work.</p> <p>To record observations, thoughts and ideas and to develop skill and technique.</p> <p>-To develop ideas through sketches and annotations.</p>	<p><b><u>LINE</u></b></p> <p>To analyse and describe how artists use line in their work.</p> <p>To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p><b><u>SPACE</u></b></p> <p>To understand the use of positive and negative space in art and begin using this in their own creations.</p> <p>To gain confidence creating an illusion of 3D space using line, colour and tone.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To create geometric compositions using mathematical shapes.</p> <p>To analyse and describe the use of shape in an artist's work.</p> <p><b><u>TEXTURE</u></b></p> <p>To use a range of natural and synthetic materials to express complex textures – in printing, sculpture and</p>	<p><b><u>SHAPE AND FORM</u></b></p> <p>To develop the ability to create 3D forms using a range of materials (clay, Modroc, wire).</p> <p>To analyse and describe how artists use and apply form in their work and begin to use in their own art.</p> <p><b><u>TEXTURE</u></b></p> <p>To use a range of natural and synthetic materials to express complex textures – in printing, sculpture and painting.</p> <p><b>Evaluation Skills:</b></p> <p>To use more complex art-based vocabulary when discussing one's own and others' art.</p> <p>To use their own and other's opinion of work to identify areas of improvement.</p> <p>To reflect on their own work and skills in order to make improvements.</p> <p><b>Exploration and Creation</b></p>
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	<ul style="list-style-type: none"> <li>-To use literary sources to inspire art.</li> <li>-To create and invent art for different purposes (architectural designs, fashion, branding)</li> </ul>	<p>painting.</p> <p><b>Evaluation Skills:</b></p> <ul style="list-style-type: none"> <li>To use more complex art-based vocabulary when discussing one's own and others' art.</li> <li>To use their own and other's opinion of work to identify areas of improvement.</li> <li>To reflect on their own work and skills in order to make improvements.</li> </ul> <p><b>Exploration and Creation</b></p> <ul style="list-style-type: none"> <li>-To use sketchbooks for planning and refining work.</li> <li>To record observations, thoughts and ideas and to develop skill and technique.</li> <li>-To develop ideas through sketches and annotations.</li> <li>-To use literary sources to inspire art.</li> <li>-To create and invent art for different purposes (architectural designs, fashion, branding)</li> </ul>	<ul style="list-style-type: none"> <li>-To use sketchbooks for planning and refining work.</li> <li>To record observations, thoughts and ideas and to develop skill and technique.</li> <li>-To develop ideas through sketches and annotations.</li> <li>-To use literary sources to inspire art.</li> <li>-To create and invent art for different purposes (architectural designs, fashion, branding)</li> </ul>
<b>Key Vocabulary</b>	<b>Drawing</b> – Charcoal, pastel, ink, design	<b>Painting</b> - Acrylic paints, watercolour, Wet-on-wet, overlay	<b>Sculpture</b> – Malleable, hollowing-out, loop tool, ribbon tool modelling, mod-roc, Papier-Mache

	<p><b>Colour and tone</b>– shadow and highlight, harsh, flat</p> <p><b>Line</b> – jagged, free, angular, sharp, broken, faint, soft</p> <p><b>Space</b> – Perspective, negative space, positive space, focal point, angle</p> <p><b>Shape and form</b> –Organic, geometric, height, width, angular, pointed</p> <p><b>Evaluation</b>- Reflect, analyse, evaluate, improve, discuss, likeness, opinion</p> <p><b>Type of art</b> – self-portrait</p>	<p><b>Colour and tone</b>– shadow and highlight, complimentary, contrasting, harsh, warm, cool, vibrant, flat</p> <p><b>Line</b> – free, angular, sharp, faint, soft</p> <p><b>Space</b> – Perspective, negative space, positive space, focal point, angle</p> <p><b>Texture</b> –Surface, uneven, coarse, cracked, polished</p> <p><b>Shape and form</b> –Organic, geometric, height, width, angular, pointed</p> <p><b>Evaluation</b>- Reflect, analyse, evaluate, improve, discuss, likeness, opinion</p> <p><b>Type of art</b> – still life, impressionism, cubism</p>	<p><b>Line</b> – jagged, free, angular, sharp, faint, soft</p> <p><b>Texture</b> –Surface, uneven, coarse, cracked, polished</p> <p><b>Pattern</b> – Crosshatch, continuous, symmetrical, spiral, overlapped.</p> <p><b>Shape and form</b> –Organic, geometric, height, width, angular, pointed</p> <p><b>Evaluation</b>- Reflect, analyse, evaluate, improve, discuss, likeness, opinion</p> <p><b>Type of art</b> – pottery, ceramics</p>
<b>Resources</b>	Charcoal, ink, grades of pencils, mirrors, ipads	Watercolour, acrylic paint, oil pastels, still life objects, pencils - chalk	
<b>Links to prior knowledge</b>	Children will use their skills using line to create a portrait from year 3 printing topic.	Children will link back to observation skills they have been using since reception.  Children will use their knowledge of studying organic forms from year 2 sculpture project.	
<b>Key knowledge/skills for assessment</b>	<p>-Children will be able to use charcoal, ink and pencil to draw their self-portrait.</p> <p>Children will use line to create a human form.</p>	<p>Children will be able to complete an observational drawing of a still-life subject.</p> <p>Children will be able to choose and mix colours</p>	<p>Children will make a collage in the style of Matisse using freeform cutting.</p> <p>Children will use a variety of materials</p>



	<p><b>Children will think about how they can use different techniques to create shadow and highlight in their self-portraits.</b></p> <p>How has Kathe Kollowitz used line to create a self-portrait?</p> <ul style="list-style-type: none"> <li>- How can we use charcoal to create tone (shadow and highlights) in our own self-portraits?</li> <li>- Can we use charcoal and other drawing materials to represent ourselves through art?</li> </ul>	<p><b>to create their own palette for their still life-painting.</b></p> <p><b>Children will be able to collect objects and assemble them for their own still-life painting.</b></p> <p><b>Children will use shape and will consider space when painting their still life inspired by Cezanne.</b></p> <p>How did Cezanne use paint to create shapes and form in his still life?</p> <ul style="list-style-type: none"> <li>- Can you use perspective and proportion in your paintings to create space?</li> <li>- Can you create a colour palette which can be used to represent a still life?</li> </ul>	<p><b>(textures).</b></p> <p><b>Children understand that collage is another art form. A series of overlapping materials which form a picture (composition) such as paper, cloth, or wood) glued on a surface.</b></p> <p>Who was Matisse and what is he famous for?</p> <p>What is collage?</p> <p>What did Matisse feel he could express through his artwork?</p> <p>What materials can be used to create a collage?</p>
<b>Art Capital /Experiences</b>	Children will have the opportunity to take pictures on ipads for their self-portrait.	Children create their own still life paintings using objects they have collected -focus fruit/plants.	Children could have the opportunity to go to Tate Modern to see The Snail first-hand.
<b>Cross-curricular links</b>	Black History (person focus to be announced)	<p>Science – plants</p> <p>Maths - perspectives and angles</p>	PSHE

Art Curriculum Plan Year 5

	Term 1	Term 2	Term 3
<b>Artwork focus and theme</b>	<p>Vincent Van Gogh, <i>Starry Night</i>, 1889</p>  <p>Theme – Impressionism</p>	<p>Christopher Wren St Pauls 1675–1710</p>  <p>Theme – Architecture</p>	 <p>Exekias, <i>The Exekias Amphora (Achilles and Penthesilia)</i>, 530BC</p> <p>Theme – Greek Pottery</p>
<b>Additional projects</b> – linked to events and subjects			
Link to Programme of study	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an <b>increasing awareness of different kinds of art, craft and design</b>. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● to create <b>sketch books to record their observations</b> and use them to review and revisit ideas</li> <li>● to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● about <b>great artists, architects and designers</b> in history.</li> </ul>		
<b>Composite knowledge</b>	To create a space inspire picture in the style of Van Gogh’s <i>Starry Night</i>	To understand the purpose and use of geometric line.	Children will be able to explain the use of pottery in Ancient Greece as a useful and

<p><b>(questions to be answered)</b></p>	<p>Using line, paint and tools to add texture and utilising impressionist techniques.</p> <p>To understand how using various tools can add texture to a painting.</p> <p>To be able to use impressionist techniques to create individual pieces of art.</p> <ul style="list-style-type: none"> <li>- Who was Vincent Van Gogh and why is he a significant figure within the world of Art?</li> <li>- What does the word impressionism mean?</li> <li>- How <b>does</b> he use lines (types) in his picture (specifically referring to the model used)?</li> <li>- How can we use certain tools when painting to add texture and effect (impressionist techniques)?</li> </ul>	<p>To use geometric and curved line to create an architectural drawing.</p> <p>To use tone to add light and darkness to an object/to understand the impact of tone.</p> <p>To draw accurately - with increasing confidence.</p> <ul style="list-style-type: none"> <li>- How has Christopher Wren used line and shape to design a building?</li> <li>- How can we use line and geometric shapes to create an architectural drawing for a particular purpose?</li> <li>- Can <b>and how do you</b> use pencils to add shade and tone (dimension) to your architectural drawings?</li> </ul>	<p>artistic object.</p> <p>Children will be able to use clay and mod-roc to create their own pot.</p> <p>Children will use line and shape to tell a story on their pots, along with the use of pattern to add decoration.</p> <ul style="list-style-type: none"> <li>- How did the Ancient Greeks use pottery as a form of art?</li> <li>- What story could you represent using line and shape?</li> <li>- What materials and techniques can be used to sculpt a pot that is useful and artistic?</li> </ul>
<p><b>Component</b></p>	<p><b>Making Skills:</b></p>	<p><b>Making Skills:</b></p>	<p><b>Making Skills:</b></p>

<p><b>Knowledge</b></p> <p>(Intentional knowledge they need to understand)</p>	<p><b><u>PAINTING</u></b></p> <p>To control brush strokes and apply tints (light) and shades (dark) when painting.</p> <p>To paint with greater skill and expression (show moods and emotions).</p> <p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To analyse and describe colour and painting techniques in artists' work.</p> <p>To select and mix more complex colours to show thoughts and feelings.</p> <p>To develop confidence when applying tone when drawing and painting – thinking about highlights and shadows.</p> <p><b><u>LINE</u></b></p> <p>To analyse and describe how artists use line in their work.</p> <p>To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p><b><u>SPACE</u></b></p> <p>To begin to create realistic three-dimensional</p>	<p><b><u>DRAWING</u></b></p> <p>To continue drawing from observation moving to more complex studies (movement, reflections, architecture).</p> <p>To draw using perspective and mathematical processes.</p> <p>To add in greater detail to drawings.</p> <p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To develop confidence when applying tone when drawing and painting – thinking about highlights and shadows.</p> <p><b><u>LINE</u></b></p> <p>To analyse and describe how artists use line in their work.</p> <p>To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p>To add line to use precise detailing to own art.</p> <p><b><u>PATTERN</u></b></p> <p>To construct patterns through various methods with</p>	<p><b><u>PRINTING, SCULPTURE AND COLLAGE</u></b></p> <p>To create sculptures and prints using a range of materials.</p> <p>To use photography to inspire their art (experiment with photography apps and photomontage).</p> <p>To practise different types of making sculpture – Modroc, wire, clay, paper mâché, sticks, found materials.</p> <p><b>Formal Techniques:</b></p> <p><b><u>LINE</u></b></p> <p>To analyse and describe how artists use line in their work.</p> <p>To continue to use line to show geometric and organic forms and shapes as well as shading.</p> <p><b><u>PATTERN</u></b></p> <p>To create original designs for patterns using repeating shapes.</p> <p>To analyse and describe how other artists use pattern.</p>
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	<p>spaces in their artwork considering perspective and scale.</p> <p><b><u>PATTERN</u></b></p> <p>To construct patterns through various methods with both organic and geometric shapes.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To create geometric compositions using mathematical shapes.</p> <p>To analyse and evaluate artists' use of shape.</p> <p>To analyse and describe how artists use and apply form in their work.</p> <p><b>Evaluation Skills:</b></p> <p>To develop a greater understanding of vocabulary when discussing their own and others' work</p> <p>To regularly analyse and reflect on their purpose and choices in creating their art – skills, materials, techniques.</p>	<p>both organic and geometric shapes.</p> <p><b><u>SPACE</u></b></p> <p>To begin to create realistic three-dimensional spaces in their artwork considering perspective and scale.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To create geometric compositions using mathematical shapes.</p> <p>To analyse and evaluate artists' use of shape.</p> <p><b><u>TEXTURE</u></b></p> <p>To develop an understanding of texture through practical making activities.</p> <p><b>Evaluation Skills:</b></p> <p>To develop a greater understanding of vocabulary when discussing their own and others' work</p> <p>To regularly analyse and reflect on their purpose and choices in creating their art – skills, materials, techniques.</p>	<p><b><u>SHAPE AND FORM</u></b></p> <p>To develop the ability to create 3D forms using a range of materials (clay, Modroc, wire).</p> <p>To analyse and describe how artists use and apply form in their work and begin to use in their own art.</p> <p><b><u>TEXTURE</u></b></p> <p>To use a range of natural and synthetic materials to express complex textures – in printing, sculpture and painting.</p> <p><b>Evaluation Skills:</b></p> <p>To use more complex art-based vocabulary when discussing own and others' art.</p> <p>To use their own and other's opinion of work to identify areas of improvement.</p> <p>To reflect on their own work and skills in order to make improvements.</p> <p><b>Exploration and Creation</b></p>
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	<p><b>Exploration and Creation</b></p> <ul style="list-style-type: none"> <li>-To make personal investigations and record observations in sketchbooks.</li> <li>-To record experiments with media and try out new techniques and processes in sketchbooks.</li> <li>-To use literary sources to inspire art.</li> <li>-To express thoughts, feelings, and ideas through the creation of art (messages, graphics, text, images).</li> <li>-To create and invent art for different purposes (architectural designs, fashion, branding)</li> </ul>	<p><b>Exploration and Creation</b></p> <ul style="list-style-type: none"> <li>-To make personal investigations and record observations in sketchbooks.</li> <li>-To record experiments with media and try out new techniques and processes in sketchbooks.</li> <li>-To use literary sources to inspire art.</li> <li>-To express thoughts, feelings, and ideas through the creation of art (messages, graphics, text, images).</li> <li>-To create and invent art for different purposes (architectural designs, fashion, branding)</li> </ul>	<ul style="list-style-type: none"> <li>-To use sketchbooks for planning and refining work.</li> <li>To record observations, thoughts and ideas and to develop skill and technique.</li> <li>-To develop ideas through sketches and annotations.</li> <li>-To use literary sources to inspire art.</li> <li>-To create and invent art for different purposes (architectural designs, fashion, branding)</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><b>Painting</b>- Impasto, palette knife, wet-on-wet, sgraffito</p> <p><b>Colour and tone</b>– Shadow and highlight, faded, density, vibrant, flat,</p> <p><b>Line</b> –loose, free, faint, sharp, <b>boundary, organic</b></p> <p><b>Space</b> – Perspective, scale, proportion, focal point</p> <p><b>Pattern</b> – Intricate, symmetrical, spiral</p> <p><b>Shape and Form</b>– Organic, geometric, proportion</p> <p><b>Evaluation</b> – Reflect, analyse, evaluate, contrast,</p>	<p><b>Type of art</b> - Abstract art, impressionism</p> <p><b>Drawing</b> - Study, design, architectural</p> <p><b>Colour and tone</b>– Shadow and highlight, monochromatic</p> <p><b>Line</b> –Precise, angular, faint, sharp, geometric, horizontal, vertical, diagonal.</p> <p><b>Space</b> – Perspective, scale, proportion, symmetrical, asymmetrical</p> <p><b>Pattern</b> – Intricate, symmetrical, spiral</p> <p><b>Shape and Form</b>– Organic, geometric, height, width,</p>	<p><b>Sculpture</b> – Malleable, hollowing-out, loop tool, ribbon tool modelling, mod-roc, Papier-Mache</p> <p><b>Line</b> – jagged, free, angular, sharp, faint, soft</p> <p><b>Texture</b> – Surface, uneven, coarse, cracked, polished</p> <p><b>Pattern</b> – Crosshatch, continuous, symmetrical, spiral, overlapped</p> <p><b>Shape and form</b> – Organic, geometric, height, width, angular, pointed</p> <p><b>Evaluation</b>- Reflect, analyse, evaluate, improve, discuss, likeness, opinion</p>

	likeness, opinion, purpose	proportion  <b>Evaluation</b> – Reflect, analyse, evaluate, contrast, likeness, opinion, purpose  <b>Type of art</b> - architecture	<b>Type of art</b> – pottery, ceramics
<b>Resources</b>	<b>Pencil</b> , Acrylic paints, paintbrushes, palette knives, palettes	HP pencils, 2B pencils, rulers, compasses, paper	Clay, mod-roc, papier-mache, pencils, watercolour, acrylic paints, rulers
<b>Links to prior knowledge</b>	Children will use their knowledge from year 1, 2 and 4 of the colour wheel and blending to make their own palette.	Children will use their knowledge of line from previous years and apply it to an architectural drawing.  Children will use their D&T knowledge to design for a purpose.	Children will link back to year 2 with moulding and using clay to make sculpture.  Children will link back to year 3 in telling a story through paint using line and form (Early painting).
<b>Key knowledge/skills</b>  for assessment	<b>To create a space inspire picture in the style of Van Gogh’s Starry Night</b>  <b>Using line, paint and tools to add texture and utilising impressionist techniques.</b>  <b>To understand how using various tools can add texture to a painting.</b>  <b>To be able to use impressionist techniques to create individual pieces of art.</b>  - Who was Vincent Van Gogh and why is he a significant figure within the	<b>To understand the purpose and use of geometric line.</b>  <b>To use geometric and curved line to create an architectural drawing.</b>  <b>To use tone to add light and darkness to an object/to understand the impact of tone.</b>  <b>To draw accurately - with increasing confidence.</b>  - How has Wren used shapes to create his drawing?	<b>Children will be able to explain the use of pottery in Ancient Greece as a useful and artistic object.</b>  <b>Children will be able to use clay and mod-roc to create their own pot.</b>  <b>Children will use line and shape to tell a story on their pots, along with the use of pattern to add decoration.</b>

	<p>world of Art?</p> <ul style="list-style-type: none"> <li>- What does the word impressionism mean?</li> <li>- How does he use lines (types) in his picture (specifically referring to the model used)?</li> <li>- How can we use certain tools when painting to add texture and effect (impressionist techniques)?</li> </ul>	<ul style="list-style-type: none"> <li>- How can we use shading to add dimension to our drawings?</li> </ul>	<ul style="list-style-type: none"> <li>- How did the Ancient Greeks use pottery as a form of art?</li> <li>- What story could you represent using line and shape?</li> <li>- What materials and techniques can be used to sculpt a pot that is useful and artistic?</li> </ul>
<b>Art Capital /Experiences</b>	Children can research images of Space to inspire their art.	A possible visit to the St Pauls to see the building in person. Explore the architecture of the school.	Children could have the opportunity to go to the British museum to see the pottery first-hand.
<b>Cross-curricular links</b>	<p>Science – Space</p> <p>Geography – European artists</p>	<p>Maths – using ruler to precisely measure</p> <p>D&amp;T – designing for a purpose</p> <p>RE- Christianity</p>	History – Ancient Greeks



Art Curriculum Plan Year 6

	Term 1	Term 2	Term 3
Artwork focus and theme	<p>Albrecht Durer, <i>Praying hands</i>, 1500</p> 	<p>Barbara Jones-Hogu, <i>Oh Freedom</i>, 1971</p>  <p>Theme - Messages in art</p> <p>WW II</p>	<p>Frida Kahlo, <i>Self-Portrait with Thorn Necklace and Hummingbird</i>, 1940</p> 
Additional projects – linked to events and subjects			
Link to Programme of study	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with <b>creativity, experimentation and an increasing awareness of different kinds of art, craft and design</b>. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● to create sketch books to <b>record their observations</b> and use them to review and revisit ideas</li> <li>● to improve their mastery of art and design techniques, including <b>drawing, painting and sculpture</b> with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● <b>about great artists, architects and designers</b> in history.</li> </ul>		
Composite	What significant Artist have we been studying?	What significant Artist have we been studying?	- What significant Artist have we been

<p><b>knowledge</b></p> <p>(questions to be answered)</p> <p><b>Please note that the significant artists will be discussed</b></p>	<p><b>What was his thinking behind this piece of art?</b></p> <p><b>How can we use line and shape to create a detailed natural form -For example:</b></p> <p><b>A part of the human anatomy or other natural forms such as animals?</b></p> <p><b>How can we use different grades of pencils to create tone (highlights and shadow -specific charcoal - light and dark)?</b></p> <p><b>How can we 'play with' perspective (position proportion) to present dramatic or disorientating images?</b></p>	<p><b>How has Barbara Jones-Hogu used art to spread a message?</b></p> <p><b>How can we use our art to spread a message?</b></p> <p><b>Can you use colour to create emotions in your art?</b></p> <p><b>How can we use lines, shapes and colour to express emotions?</b></p>	<p><b>studying?</b></p> <p><b>- How has Frida Kahlo used symbolism in her art? Can you add objects in your paintings that symbolise who you are?</b></p> <p><b>- How can we use line and shape to create likeness in our self-portraits?</b></p>
<p><b>Component Knowledge</b></p> <p>(Intentional knowledge they need to understand)</p>	<p><b>Making Skills:</b></p> <p><b><u>DRAWING</u></b></p> <p>To learn and apply new drawing techniques such as gestural drawing (figures moving), tonal drawings (light and dark) and still life.</p> <p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To mix and apply colours to represent still life objects</p>	<p><b>Making Skills:</b></p> <p><b><u>PRINTING, SCULPTURE AND COLLAGE</u></b></p> <p>To create prints using a range of materials.</p> <p>To use photography to inspire their art (experiment with photography apps and photomontage).</p> <p>To practise different types of printing –screen print, collagraph, monoprinting, relief printing (lino printing).</p>	<p><b>Making Skills:</b></p> <p><b><u>PAINTING</u></b></p> <p>To paint with greater skill and control.</p> <p>To apply tone and more complex colour theory to own work.</p> <p>To explain why they have chosen specific painting techniques in their work.</p> <p><b>Formal Techniques:</b></p>

	<p>from observation.</p> <p>To increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p><b><u>LINE</u></b></p> <p>To confidently use line to create human and animal forms considering thickness, length, and shape.</p> <p>To add line to create precise detailing to own art.</p> <p><b><u>SPACE</u></b></p> <p>To create realistic three-dimensional spaces in their artwork considering perspective and scale.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To fluently sketch key shapes of objects when drawing.</p> <p>To analyse and describe how artists use and apply form in their work.</p> <p><b><u>TEXTURE</u></b></p> <p>To understand how artists manipulate materials to create texture and echo in their own art – how to</p>	<p><b>Formal Techniques:</b></p> <p><b><u>COLOUR AND TONE</u></b></p> <p>To express feelings and emotions through colour.</p> <p>To increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p><b><u>LINE</u></b></p> <p>To confidently use line to create human and animal forms considering thickness, length and shape.</p> <p><b><u>PATTERN</u></b></p> <p>To create complex artwork using their knowledge of pattern.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To create abstract compositions using shape.</p> <p><b><u>TEXTURE</u></b></p> <p>To understand how artists manipulate materials to create texture and echo in their own art – how to create implied texture.</p>	<p><b><u>COLOUR AND TONE</u></b></p> <p>To mix and apply colours to represent still life objects from observation.</p> <p><b><u>LINE</u></b></p> <p>To deepen knowledge and understanding of using line when drawing portraits (to create likeness).</p> <p>To add line to create precise detailing to own art.</p> <p><b><u>SHAPE AND FORM</u></b></p> <p>To fluently sketch key shapes of objects when drawing.</p> <p>To analyse and describe how artists use and apply form in their work.</p> <p><b><u>SPACE</u></b></p> <p>To create realistic three-dimensional spaces in their artwork considering perspective and scale.</p> <p><b><u>TEXTURE</u></b></p> <p>To understand how artists manipulate materials to create texture and echo in their own art – how to</p>
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	<p>create implied texture</p> <p><b>Evaluation Skills:</b></p> <ul style="list-style-type: none"> <li>-To use key art vocabulary with greater sophistication when discussing own and others' art.</li> <li>-To give reasoned evaluations of their own and others' work which takes account of context and intention of their art.</li> </ul> <p><b>Creation and Exploration</b></p> <ul style="list-style-type: none"> <li>-To make personal investigations and record observations in sketchbooks.</li> <li>-To record experiments with media and try out new techniques and processes in sketchbooks.</li> <li>-To use literary sources to inspire art.</li> <li>-To express thoughts, feelings, and ideas through the creation of art (messages, graphics, text, images).</li> </ul>	<p><b>Evaluation Skills:</b></p> <ul style="list-style-type: none"> <li>-To use key art vocabulary with greater sophistication when discussing own and others' art.</li> <li>-To give reasoned evaluations of their own and others' work which takes account of context and intention of their art.</li> </ul> <p><b>Creation and Exploration</b></p> <ul style="list-style-type: none"> <li>-To make personal investigations and record observations in sketchbooks.</li> <li>-To record experiments with media and try out new techniques and processes in sketchbooks.</li> <li>-To use literary sources to inspire art.</li> <li>-To express thoughts, feelings, and ideas through the creation of art (messages, graphics, text, images).</li> </ul>	<p>create implied texture.</p> <p><b>Evaluation Skills:</b></p> <ul style="list-style-type: none"> <li>-To use key art vocabulary with greater sophistication when discussing own and others' art.</li> <li>-To give reasoned evaluations of their own and others' work which takes account of context and intention of their art.</li> </ul> <p><b>Creation and Exploration</b></p> <ul style="list-style-type: none"> <li>-To make personal investigations and record observations in sketchbooks.</li> <li>-To record experiments with media and try out new techniques and processes in sketchbooks.</li> <li>-To use literary sources to inspire art.</li> <li>-To express thoughts, feelings, and ideas through the creation of art (messages, graphics, text, images).</li> </ul>
<p><b>Key Vocabulary</b></p>	<p><b>Drawing –</b></p> <p>preliminary study, pencil grades, 4B pencil, B pencil</p> <p><b>Colour and tone–</b></p>	<p><b>Printing –</b></p> <p>Collagraph, etching, lino print, lino cut, carve, relief printing</p> <p><b>Line –</b></p>	<p><b>Painting –</b></p> <p>Dilute, wash, round brush, flat brush</p> <p><b>Colour and tone-</b></p>

	<p>Monochromatic, refined, graduated, gradient</p> <p><b>Line –</b></p> <p>Precise, curvaceous, flowing, loose, confident, contour</p> <p><b>Space –</b></p> <p>Perspective, scale, proportion</p> <p><b>Texture –</b></p> <p>Matt, grainy</p> <p><b>Shape and Form–</b></p> <p>Bulky, mass, solid, fluid, proportion</p> <p><b>Evaluation –</b></p> <p>Reflect, analyse, evaluate, contrast, likeness, opinion, intention, context</p> <p><b>Type of art –</b></p> <p>Gestural drawings, realism</p>	<p>Precise, curvaceous, flowing, loose, confident, contour</p> <p><b>Pattern –</b></p> <p>Intricate, regular, irregular</p> <p><b>Shape and Form–</b></p> <p>Solid, fluid, proportion</p> <p><b>Texture –</b></p> <p>Glossy, matt, silky, grainy, engraved</p> <p><b>Evaluation –</b></p> <p>Reflect, analyse, evaluate, contrast, likeness, opinion, intention, context</p> <p><b>Type of art –</b></p> <p>Abstract art, propaganda, figurative</p>	<p>Refined, graduated, hue, gradient</p> <p><b>Line –</b></p> <p>Precise, curvaceous, flowing, loose, confident, contour</p> <p><b>Shape and Form–</b></p> <p>Bulky, mass, solid, fluid, proportion</p> <p><b>Space –</b></p> <p>Perspective, scale, proportion, focal point</p> <p><b>Texture –</b></p> <p>Glossy, matt, silky, grainy, engraved</p> <p><b>Evaluation –</b></p> <p>Reflect, analyse, evaluate, contrast, likeness, opinion, intention, context</p> <p><b>Type of art –</b></p> <p>Symbolism, portraiture</p>
<b>Resources</b>	Drawing paper, 4B, 2B, B pencils	Lino, carving tools, found materials, cardboard, printing ink. Various paints - access to various fonts - depending on choice of representation.	Still life objects, watercolours, acrylic paints, round and flat paint brushes of various sizes
<b>Links to prior</b>	Children will use observation skills gained from	Children will use their previous knowledge of	

<b>knowledge</b>	<p>studying the human figure.</p> <p>Children will recall their use of line to add detail from self-portrait topics.</p>	<p>painting and printing techniques in year 1 and year 3.</p>	
<b>Key knowledge/skills for assessment</b>	<p>Children are able to confidently control a pencil to create lines of various lengths, thickness and shape in order to create a form.</p> <p>Children are to see how Albrecht Durer adds detail and tone and will apply this to their own drawings.</p> <p>Children will think about space and form to create proportion and scale in their drawings.</p>	<p>Children will be able to see how art can be used to spread a message/as propaganda.</p> <p>Children will choose a social, personal or global cause they want to represent.</p> <p>Children use colours to express emotions and feelings to make a relevant comment on through their art.</p> <p><b>Depending on choice of representation.</b></p> <p>Children will be able to confidently carve lines and shapes in lino to create an image to print.</p>	<p>Children will be able to identify key symbols in Frida Kahlo's paintings and will be able to say why the artist has used them.</p> <p>Children will be able to use line and shape to paint a self-portrait that has some likeness to themselves.</p> <p>Children complete smaller still life studies to add in objects that symbolise their personality.</p> <p>Children consider space in their painting to create proportion and perspective.</p>
<b>Art Capital /Experiences</b>	<p>Children can have the chance to sketch animals in real life or in a museum?</p>	<p>Children will be inspired by a cause that they wish to illustrate with their art – this may require them to research current news and affairs - focus WWII</p>	<p>Children will look into objects and their significance and symbolism – can look at other key artists who use symbols.</p> <p>Children bring in objects from home to use as their still life.</p>
<b>Cross-curricular</b>	<p>Science – animals</p>	<p>Talk time/PSHE</p>	<p>PSHE</p>

<b>links</b>		History - WWII	
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