	Drawing	Painting	Sculpture/3D Form	Textiles	Collage	Printing
YR	Piet Mondrian	Jackson Pollock	Sculpture			Kandinsky
	Colours focus	Using tools to make	Antony Gormley	E DAZZ MILIO OPFA		Creating new colours
		coloured marks	Manipulating clay			
						0000
				How to Make a		
				Cardboard Loom Step		
				by Step Art for Kids		
Vay Facual	Inchire and	Inquire and Freehres	Imanina la alcart	In anima I a als artisida a		Inanius look at
Key Focus/	Inspire and Evaluate - look at	Inspire and Evaluate – look at Jackson Pollock	Inspire - look at	Inspire Look at video – How clothes are made		Inspire - look at
steps to success	Piet Mondrian and	and his work. What do	Antony Gormley Experiment – Look at	How are Clothes Made?		Kandinsky. What do you like about it?
Success	his work. What do	you like about it? What	clay. How can we	Environmental Studies		What don't you like
	you like about it?	don't you like about it?	mould it? How can we	Class 2		about it?
	What don't you like	Experiment – Look at	manipulate it? What	Discuss different types of		Experiment -
	about it? What	tools and practice using	happens when we use	fabric and look at some		Learning about
	tools do you think	them with paint.	different tools to	of these under		primary and
	were used?	What marks can we	sculpt, bend, mark	magnifying glasses.		secondary colours
	Experiment - Look	make with the tools?	make onto it? Can we	What do you notice? How		and how we make
	at tools and	Drip, splat, flick, roll,	create different	a picture of a simple		them. Explain how we
	practice using a	dab	textures on it? How do	loom and explain what it		can use objects for
	ruler to draw	Design and Practice -	we join 2 bits of clay	does.		printing and practice
	straight lines.	Talking about how they	together?	Experiment How can we		using different size
	What marks can	will create their own	Design and Practice -	create our own weavings		potatoes and other
		artwork. What tools will	Talking about how	– demonstrate this using		vegetables that can

	we make with the	they use? What colours	they will create their	a large version of a	be cut into round
	tools?	will they use? Have a go	own artwork. What	cardboard loom with	pieces.
	Straight lines and	at designing/sketching	tools will they use?	string.	Colour mixing
	lines that cross	your art piece.	What colours will they	Design and Practice –	Design and Practice –
	over.	Create - Making their	us?	Talking about how they	Talking about how
	Design and	own art	Create - Making their	will create their own	they will create their
	Practice - Talking	Reflect - How	own art	artwork. What tools will	own artwork. What
	about how they will	successful was their	Reflect - How	they use? What colours	tools will they use to
	create their own	art? Did it go well? Do	successful was their	will they us? Have a	make the circles?
	artwork. What tools	they like it? Would they	art? Did it go well? Do	variety of wool, fabric and	What colours will they
	will they use? What	change anything if they	they like it? Would they	paper strips available	use?
	colours will they	did it again?	change anything if	Create – Making their	Create – Making their
	use? Have a go at		they did it again?	own art (do this in small	own art
	drawing your art			groups on pre prepared	Reflect - How
	piece.			cardboard/ string looms)	successful was their
	Create - Making			Reflect - How successful	art? Did it go well? Do
	their own art using			was their art? Did it go	they like it? Would
	lines and colours			well? Do they like it?	they change anything
	for the spaces –			Would they change	if they did it again?
	practice colouring			anything if they did it	
	in the lines and in			again?	
	one direction.				
	Reflect - How				
	successful was				
	their art? Did it go				
	well? Do they like it?				
	Would they change				
	anything if they did				
	it again?				
Knowledge	Know how to			Know some words to	Who is Kandinsky?
	hold a pencil	Who is Jackson Pollock?	Who is Antony	describe materials	Know how to hold a
	using the	Tate Kids	Gormley?	(e.g. soft, hard, fluffy,	paint brush using the
	tripod grip	Know Jackson Pollock	Know Antony Gormley	stripy)	tripod grip
	•	was an American	is a British Sculptor	Know clothes are	Know paint needs to
	Recognise and	painter famous for	Know one of	made from	be left to dry before
	name simple	messy paintings	Anthony Gormley's	material/fabric	you paint on top of it
	colours (red,		famous works is the	Name items of	so that colours do not
	orange, yellow,		Angel of the North	clothing they are	run.

				, , ,	
	green, blue, purple,	Know Jackson Pollock	Sculpture located in	wearing (eg. t-shirt,	Recognise and
	pink etc)	used a painting style	the North of England	trousers, jumper,	name simple colours
		called action painting	Know sculptures are	dress, socks)	(red, orange, yellow,
		Know action painting	a 3D art form		green, blue, purple,
		means painting in a	Know Sculptures		pink etc)
		quick, messy manner	need to strong base to		-Know simple 2D
		Know what tools can	build from • Know		shapes: circle, square,
		be used and what	lasting joins are		rectangle, triangle
		marks they may make	needed to produce		-Know rubbing on top
		Know how to hold	lasting sculptures		of a surface creates a
		equipment correctly	Know sculptures can		pattern
		and accurately	be made from a range		-Know how to use
		Know and recognise	of different materials		pre-inked stamps
		simple colours	(including natural,		
		Know that some colours	manmade and		
		will change colour if	recycled)		
		they mix together			
			Know you can mould		
		Know how to hold a	soft materials like clay,		
		paint brush using	playdough and salt		
		the tripod grip	dough		
		Know paint needs to	know how to roll clay		
		be left to dry	etc to make a		
		Recognise and	sausage shape		
		name simple	Know how to join		
		colours (red,	clay etc back together		
		orange, yellow,	by pinching and		
		green, blue, purple,	squeezing it together		
		pink etc)	Know clay etc goes		
		Know colours can	hard if left in the air to		
		be lighter and	dry		
		darker			
Skills	Hold a pencil	Hold a paint brush	Show control	Name some basic	Stamp carefully
	using correct	using correct tripod	handling clay etc	properties of	with minimal
	tripod grip	grip	Roll clay etc	materials (e.g. soft,	slipping
	Hold a pencil	Hold a paint brush	between palms to	hard, fluffy)	Create and
	with correct	with correct			describing

	pressure to make a mark Name colours Name different things you can draw with (e.g. pencil, crayon, chalk etc) Use a ruler to draw straight lines	pressure to make a mark Name colours Identify lighter and darker shades of a colour Clean painting equipment	make a sausage shape • Pinch and squeeze to join clay etc back together	Decorate materials to make them look different Create a simple weaving		patterns using colours and simple shapes Make rubbings Use pre-inked stamps and paint to stamp Clean stamping equipment
	Safely use and expl	cted level of development vore a variety of materials, to see the contract of the process the contract of the contract	ools and techniques, expe	erimenting with colour, desig	n, texture, form and functi	ion.
Vocabulary	Red, orange, yellow, green, blue, purple, pink, mark, draw, colour, colours, lines, patterns, dark, light, mix, thick, thin, shapes, primary	Red, orange, yellow, green, blue, purple, pink, mark, draw, colour, colours, lines, patterns, dark, light, mix, thick, thin, shapes, shades	Clay, smooth, sculpture, 3D	Weave, fabric, clothing, material, loom	cutting, rolling, pinching, squeezing, pushing, pulling, texture, patterns, joining	Circle, square, rectangle, triangle, cube, cylinder, build, stack, stick, shapes, construct, print
Assessment						

	Drawing	Painting	Sculpture/ 3D form	Textiles	Collage	Printing
ΥI	Paul Cezanne Tone and shading		Sebastien Boyesen (local artist) - link to Wichelstowe local walk - tree and bridge		Andy Goldsworthy – natural materials (linked with Autumnal change Term 2)	Christmas cards
Key Focus/	Inspire and Evaluate – look at Paul Cezanne and		Inspire and Evaluate – look at Sebastian and		Inspire and Evaluate - look at Andy	Inspire and Evaluate Look at a variety of
success	his work. What do you like about it? What don't you like about it? Experiment – Using oil		his work. What do you like about it? What don't you like about it? Experiment –		Goldsworthy and his work. What do you like about it? What don't you like about it?	pictures of relief printing. How do you think the images were created?
	pastilles, colour mixing, learning and practising tone and shade Design and Practice – Talking about how they will create their own		Practising making sculptures out of clay. Creating a design for a new bridge onto a clay tile. Use Chris Gryder for inspiration too for		Experiment – Look at the natural materials outside. What colours can you see? What shapes can you see? Design and Practice	Experiment – Look at how creating indents in the foam does not allow so much paint to go in. Look at what happens when the
	artwork – looking at a fruit bowl (bring in real fruit) and children to choose the fruit and perspective Create – Making their own art Reflect – How successful		the clay tiles. Design and Practice – Talking about how they will create their own artwork – what will they create inspired by Sebastian? What sculpture will		- Design their own collage and talk about how they will create their artwork. What tools will they use? What colours will they use? What shapes will they use?	painted foam is pressed to the paper. Design and Practice Design their own Christmas card/ Consider keeping images very simple as this works best.
	was their art? Did it go		they make? What will		What is the big	GS tills WOIKS DESt.

	well? Do they like it? Would they change anything if they did it again?	they make it out of? What designs will be on their art? Create – Making their own art Reflect – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?	picture? Why did they choose this design? How did Andy inspire you? Create – Making their own art outside with collected materials Reflect – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?	Create - Make own Christmas card for selling at the school Christmas fair. Reflect - How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?
Knowledge	Know Paul Cezanne was a French artist Know Paul Cezanne was known for still life art often including apples Know still life is painting or drawing of an arrangement of still objects (often fruit or flowers) Know a graphite pencil can be mixed with coloured pencils to create a darker shade	Know Sebastian is a Welsh sculptor and works throughout the UK Know Sebastien creates 'integrated' artwork features within new developments as he feels it is important to celebrate art and design within urban environments Know sculptures are a 3D art form Know Sculptures need to strong base to build from Know lasting joins are needed to produce lasting sculptures Know sculptures can be made from a range of different materials	Now 2D means flat and 3D means not flat. Know how to make flat 2D materials into simple 3D objects (eg, bending, rolling a piece of paper) Know materials can be joined in different ways (eg. glue, tape) Know some simple man made and natural materials. Know Andy Goldsworthy is a British sculptor who used natural materials to create his art.	Now that we print from a flat surface pressing on another. Now that carving into a flat surface will create a space where the ink/ paint cannot go which leaves a white area on the page (relief)

		(including natural,	
		man made and	
		recycled)	
Skills	observe, line, size, thick, thin, pattern, texture, mix, shade, still life	Create art using malleable materials, such as clay, modroc and modelling clay. Create sculptures from observation Show awareness of safety when using tools. Use impressions or paint to add decoration to sculptures Carve details into sculptures using tools.	Explore a variety of textures and describe how they look and feel. Identify and describe natural and humanly-constructed patterns. Explore texture, pattern and line through relief printing. Pupils should explore a range of printing materials (soft and hard like cork or sponge) and comment on the marks they make Pupils should investigate and create repeating patterns in one colour Pupils should explore a range of printing materials (soft and hard like cork or sponge) and comment on the marks they make Pupils should investigate and create repeating patterns in one colour Pupils should begin to print without smudging Pupils should create simple printing block from different materials (e.g. foam, card, vegetables)
	 Express thoughts and feelings abou Explore the work of a range of artists disciplines, and making links to own 	s, craft makers and designers, describing the differe	ences and similarities between different practices and
		work by commenting on the techniques used.	

• Identify the changes that could be made to improve own artwork.

Vocabulary	Three dimensional,	observe, line, size,	joining, shaping,	Three dimensional,	Printing, relief, foam,
	natural materials, folding,	thick, thin, pattern,	moulding, construct,	natural materials,	block, repeat
	bending, cutting, sticking,	texture, mix, shade,	manipulate, smooth,	folding, bending,	
	collage, pattern, shape,	still life	size, scale, form,	cutting, sticking,	
	colour, size		space, material,	collage, pattern,	
			natural, man-made,	shape, colour, size	
			recycled,		
Assessment					

	Drawing	Painting	Sculpture/3D	Textiles	Collage	Printing
			Form			
Y2	Term 5 Sparks and	Term 4 Henri	Term 6 Chris Ryniak –		Term 1 Giuseppe	
	Flames -	Rousseau	clay monsters		Arcimboldo	
			How to Make a Chris			
			Ryniak-Style Creature		422	
			out of Polymer Clay #2			
			0.0			
			3772			
Key Focus/	Inspire and Evaluate –	Inspire and Evaluate –	Inspire and Evaluate –		Inspire and Evaluate	
steps to	Experiment	look at Henri Rousseau	look at Chris Ryniak's		- look at Giuseppe	
success	Design and Practice	and his work. What do	work. What do you like		Arcimboldo and his	
	Create Reflect	you like about it? What	about it? What don't		work. What do you	
		don't you like about it?	you like about it? How		like about it? What	
		What type of paint has	has the clay been		don't you like about	
		been used here (oil)	moulded into shape?		it?	
		Experiment – Learning	How are parts added		Experiment -	
		about patterns, cutting	and what is important		Learning about how	
		out different shapes	about this?		using pieces of	
		and placing cut outs	Experiment – What will		paper or material	
		together.	happen if additional		from a variety of	
		Design and Practice -	bits of clay are added?		places can be	
		Talking about how	What happens to the		brought together to	
		they will create their			make one picture.	

	anne andernante unie ad	a variable O MAII art aris a cit	Danium m	u d Buustis s
	own artwork – what	cracks? What about	•	nd Practice
	will they draw a picture	thin/ small parts?		about how
	of inspired by Henri	Design and Practice –	· · · · · · · · · · · · · · · · · · ·	create their
	Rousseau	Talking about how they		vork – what
	Create - Making their	will create their own	will they	
	own art	clay sculpture – draw	picture o	f inspired by
	Reflect - How	a picture of this first	Giuseppe	e
	successful was their	Create – Making their	Arcimbo	do
	art? Did it go well? Do	own clay monster	Create -	Making
	they like it? Would they	Reflect - How	their owr	art
	change anything if	successful was their	Reflect -	How
	they did it again?	art? Did it go well? Do	successf	ul was their
	, ,	they like it? Would they		t go well?
		change anything if		ike it? Would
		they did it again?	they cha	
		,	•	if they did it
			again?	, , , ,
Knowledge	-Know that shades of	Know Chris Ryniak	• Know A	rcimboldo
	paint can be mixed by	is an American	was an It	alian artist
	adding white or black	sculpture	famous f	or his
	to make them lighter	Know Chris Ryniak	collages	
	or darker.	draws, sculpts and	• Know th	
	-Know that it is better	paints bizarre	events of	:
	to paint part of a	critters that are	Arcimbo	do's life and
	painting that are not	exhibited in	why he s	
	touching to avoid	galleries and	create co	
	colour run/ mixing	museums		rcimboldo
	-Identify and name	throughout the		ost of his
	poster paint and	world		on nature -
	powder paint	Know rolling,	fruit, flow	
	-Know colours have	pinching,	vegetabl	
	different lighter and	squeezing, pushing	• Know h	
	darker shades	and pulling can be	choose	
	duikei siludes	used to form a	complim	entary
			colours	Gillary
		solid shape from a		ou to place
		clay ball		ow to place
			and laye	r cut outs to

		•	Know a clay can	create depth	
			be joined by		
			pinching it		
			together with a		
			clay slip		
		•	Identify strong and		
			weak clay joins		
Skills	 Pupils should 	•	Pupils should	 Explore a variety 	
	research artists		research artists	of textures and	
	and comment on		and comment on	describe how	
	their work and		their work and	they look and	
	focusing on how it		focusing on how it	feel.	
	makes them feel		makes them feel or	 Identify and 	
	or things it makes		things it makes	describe natural	
	them think of or		them think of or	and humanly-	
	experiences it		experiences it	constructed	
	reminds them of		reminds them of	patterns	
	Pupils should	•	Pupils should	Explore line and	
	design, make and		design, make and	tone to show	
	evaluate their own		evaluate their own	shape, pattern	
	paintings		clay creature	and texture	
	Pupils should		inspired by Chris	when using	
	compare their		Ryniak	different media.	
	finished paintings	•	Pupils should	Show an	
	to Rousseau'sand		compare their	understanding	
	describe		finished to and	of how colours	
	similarities and		describe	relate to mood in	
	differences		similarities and	art.	
	Pupils should use a		differences		
	variety of tools	•	Pupils should		
	with paint to make		manipulate and		
	thick and thin		mould clay by		
	marks (brush,		rolling, pinching,		
	sponge, finger)		squeezing,		
	Use different		pushing, pulling,		
	techniques to		scratching and		
	apply paint		cutting using theirs		
	арріу рапіс		catting asing theirs		

		(splatter, sponge, stroke) P3 Pupils should use poster paint and begin to mix powder paint independently Pupils should identify primary and secondary colours and begin to link to objects (eg sunshine yellow, raspberry pink) Pupils should mix white and black to different colours to create different shades.	hands, fingers and tools Pupils should begin to select and safely use appropriate tools to make cuts and marks Pupils should begin to join pieces of clay together by squeezing and pinching with a clay slip Pupils should add simple impress decoration using lines and dots to add texture and pattern for a finished final design				
	 Express thoughts and feelings about famous works of art. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to own work. Describe the emotions a piece of art brings about. 						
	•	es of own artwork by comn hat could be made to impr	•	used.			
Vocabulary	observe, colour, shade, thickness, texture, position, size, shape, self- portrait	·	Material, stitch, sewing, needle, thread, properties, colour, texture, pattern, shape	roll, squeeze, pinch, carve, smooth, shape, form, model, carve, clay slip, join	Paper, layer, contrast, collage, complimentary, contrast		
Assessment							

	Drawing	Painting	Sculpture/ 3D Form	Textiles	Collage	Printing
Y3	Colour, shades,		Sculpture	Isabella Whitworth		
	paintbrush strokes		Bronze age pottery (link	Tie dye, natural tie dye		
	Van Gogh		to term 3/4)	- link to science		
				(plants)		
Key Focus/	Inspire and Evaluate –		Inspire and Evaluate -	Inspire and Evaluate –		
steps to	look at Van Gogh and his		look at Bronze Age	look at Isabella		
success	work. What do you like		pottery What do you	Whitworth and her		
	about it? What don't you		like about it? What don't	work. What do you like		
	like about it? What		you like about it?	about it? What don't		
	medium was used for		Experiment -	you like about it?		
	Starry Night? (oil paint)		Manipulating clay,	Experiment - Learning		
	Experiment -Lots of		different techniques of	about different types		
	smaller lines can be used		clay (e.g. pinching,	of tie dye and how it		
	to make swirls if different		squeezing, rolling),	works. (Plant die dye,		
	shades and tones. Gentle		moulding into a pot and	sun dry), practising		
	smudging can be used		thinking about	different stitch work		
	(oil/ chalk pastels) to		challenges they may	(use knowledge from		
	create a swirled effect.		overcome	Y2 DT)		
	Design and Practice –		Design and Practice –	Design and Practice -		
	Talking about how they		Talking about how they	Talking about how		
	will create their own		will create their own	they will create their		
	artwork – creating a		artwork – what shape	own artwork – what		
	backdrop for the		will their pot be, what	design will their		
	Christmas Nativity using		design will be on their	Christmas decoration		
	inspiration from Van Gogh		pot?	be? What shape?		
	'Starry Night'			What dye technique		

	Create - Making their own	Create - Making their	will they use? What	
	art	own art	stitching will they use	
	Evaluate - How	Reflect - How	to make their design?	
	successful was their art?	successful was their	Create - Making their	
	Did it go well? Do they like	art? Did it go well? Do	own art	
	it? Would they change	they like it? Would they	Reflect - How	
	anything if they did it	change anything if they	successful was their	
	again?	did it again?	art? Did it go well? Do	
	again	ala it agairt:	they like it? Would they	
			change anything if	
			they did it again?	
Knowledge	Know Vincent Van	• Know pottery is a	Using natural dyes is	
Kilowieage		• • • • • • • • • • • • • • • • • • • •	,	
	Gogh is one of the	useful way of finding	entirely different from	
	world's most famous	out about the past	wax resist or synthetic	
	painters	Know the beaker	dyes	
	Know Vincent Van	people were named	Results are not	
	Gough painted over	after the drinking	always predictable	
	30 portraits of himself	beaker they used	and one stage of work	
	Name some of	during the Bronze Age	can demand a	
	Vincent Van Gogh's	• Know a pinch pot is a	change of design	
	most famous	simple hand-made way	direction because it	
	paintings such as	of creating a pot	has failed to turn out	
	Sunflowers, Starry	Know using cross	as planned	
	Night or The Bedroom	hatching and a slip	 Plant dyes work by 	
	Know different	creates a longer lasting	extracting pigments	
	drawing tools	clay join	from various parts of	
	produce lines of		plants (roots, leaves,	
	different textures and		flowers, bark, etc.) and	
	thicknesses		using them to colour	
	Know pencils/ oil/		textiles	
	chalk pastels can be		 Solar dyeing 	
	blended/ smudged		involves exposing dye	
	together to create		and fabric in a jar to	
	new colours, tones		sunlight, allowing the	
	and shades		sun's UV rays to help	
			fix the dye to the	
			material	

		Isabella started	
		working with synthetic	
		dyes over 30 years	
		ago, but has since	
		developed a strong	
		interest in using and	
		studying natural dyes.	
		• She researches the	
		dye trade and its	
		history, has published	
		her findings and	
		contributed to major	
		conservation projects	
		• Isabella trained as a	
		graphic designer and	
		illustrator. Drawing has	
		always been a key	
		element of her design	
		work, which is often	
		based on nature.	
		Know tie-dying is a	
		technique used to	
		colour fabric by	
		tying/knotting bits of	
		the material to resist	
		the dye.	
		-Know how to create	
		lines, circles and	
		triangles using tie-dye	
		-Know how to create	
		simple one colour tie	
		dye fabrics	
		-Know how to select	
		embellishments to	
		enhance the final	
		product	

Skills	Pupils should	•	•	Show a good	•	Pupils should	•	•
	research artists and			understanding of		research artists		
	comment on their			safety when		and comment on		
	work and focusing on			handling sculpting		their work focusing		
	how it makes them			tools.		on how it makes		
	feel or things it makes		•	Use pinch, slab and		them feel or things		
	them think of or			coil techniques		it makes them		
	experiences it			when creating		think of or		
	reminds them of			sculptures out of		experiences it		
	Pupils should design,			clay.		reminds them of		
	make and evaluate		•	Finish sculptures in		and identify		
	their own self-portrait			different ways, such		aspects of others'		
	Pupils should			as glazing, polishing		work as a starting		
	compare their			and painting.		point for their own		
	finished work to		•	Create sculptures	•	Pupils should		
	Vincent Van Gogh's			from observation		design, make and		
	and describe			and imagination.		evaluate their own		
	similarities and		•	Apply slip to neatly		tie-dyed fabrics		
	differences			join different parts		square		
	Pupils should extend			of a clay sculpture.	•	Pupils should		
	the drawing media		•	Use tools effectively		compare their		
	they draw with (eg.			to carve sculptures.		finished product to		
	charcoal, chalk,					their design and		
	pastels) and draw					describe		
	lines of different sizes					similarities and		
	and thicknesses					differences		
	Pupils should begin to				•	Use a sketchbook		
	mix coloured					to record initial		
	pencils/pastels etc to					ideas and designs		
	match colour and					to revisit		
	shades from				•	Pupils can		
	observations					confidently		
	Pupils should show					discuss and sort		
	pattern and textures					materials based		
	using different marks					on their properties		
	and pressure					(including man-		
						made, recycled		
						and natural).		

	 T		
		Pupils can look at	
		existing products	
		to inspire their own	
		designs.	
		 Pupils should 	
		confidently plait	
		three lengths.	
		Pupils can	
		confidently handle	
		scissors, needles	
		etc with care and	
		accuracy	
		 Pupils can use a 	
		range of joining	
		techniques	
		(sewing, gluing,	
		tying) Pupils can	
		begin to use more	
		than one stitch	
		(eg running, back	
		and overcast) to	
		join materials	
		 Pupils can consider colour 	
		when designing	
		fabrics. Pupils can	
		decorate fabric	
		with a single	
		colour and	
		patterned tie-dye .	
		 Pupils can select 	
		embellishment for	
		effect and to	
		enhance their	
		product and add	
		them using a	
		needle and	
		thread.	
		unedd.	

	Use sketch books to rec	ord notes, experiment ar	nd collect ideas, such as ar	twork, patterns, technique	es and observations in nat	ure.
	Use sketch books to exp	olore new ideas and prac	tise techniques.			
	Use sketch books to col	lect ideas to be used in f	uture artwork.			
	Comment on their own	artwork and that of othe	rs, giving reasons to suppo	rt their views.		
Vocabulary	observe, line, size, thick,	Embellishment, sew,	Cutting, marking,	Embellishment, sew,		
	thin, pattern, texture, mix,	join, needle, thread,	joining, shaping,	join, needle, thread,		
	shade, still life	aesthetics, tie-dye,	moulding, crosshatch,	aesthetics, tie-dye,		
		resist, plait natural,	clay slip, texture, carve	resist, plait natural,		
		manmade, recycled		man-made, recycled		
Assessment	observe, colour, shade,					
	thickness, texture,					
	position, size, shape					

	Drawing	Painting	Sculpture/ 3D Form	Textiles	Collage	Printing
Y4	David McEown Landscapes – Links to science and geography. Scale and proportion		Tim Nobel and Sue Webster Junk sculptures – art with a message			Karen Lederer
						Based on the book Tar Beach by Faith Rengold – English Link
			Tim Noble and Sue Webster – Art Works for Change			

Key Focus/	Inspire and Evaluate – look	Inspire and Evaluate –	Inspire and Evaluate
steps to	at David McKeown and his	look at Tim Noble and	– look at Karen
success	work. What do you like	Sue Webster and their	Lederer and her work.
	about it? What don't you like	work. What do you like	What do you like
	about it?	about it? What don't	about it? What don't
	Experiment - Practice	you like about it? What	you like about it?
	simple drawings using	message do you think	Experiment – Show
	vanishing points and	the art work is giving?	how to create a string
	discuss how this helps us	Experiment – discuss	printing block to use
	with perspective. Useful	what types of waste	as a repeating
	videos:	could be used to make	pattern.
	How to Draw One-Point	a sculpture/ 3d exhibit	Design and Practice –
	Perspective - Easy Art	and what message it	Talking about how
	<u>Lesson for Kids</u>	could give. Work in	they will create their
		pairs	own artwork – using
	One - Point Perspective -	Design and Practice –	cardboard and string
	5th grade	Talking about how they	and paint for printing.
		will create their own	Will the print for part
	One - Point Perspective- 4th	artwork – work in pairs	of a bigger picture?
	<u>grade</u>	Create - Making their	Create – Making their
	Design and Practice –	own art. Take photos	own art
	Talking about how they will	for sketch books.	Reflect – How
	create their own artwork –	Reflect - How	successful was their
	what scene will they draw	successful was their	art? Did it go well? Do
	(school grounds)? What key	art? Did it go well? Do	they like it? Would
	features are there?	they like it? Would they	they change anything
	Create - Making their own	change anything if they	if they did it again?
	art	did it again?	

Knowledge	Reflect – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again? • David is a Canadian artist and has dedicated the past three decades to captivating Earth's pristine wilderness through the medium of watercolour. • His paintings, spanning from the icy landscapes of Antarctica to the remote reaches of the North Pole, grace collections worldwide. Understand what a vanishing point is and how these can be used to create perspective in drawings.	 Know Tim Noble and Sue Webster are contemporary British artists Know Tim Noble and Sue Webster's use art to inspire humans to take action against waste Know Khalil Chistee is a Pakistani sculptor who uses discarded plastic bags to create art Know art can be used to give a message Know sculptures can be made from a range of different materials Know hollowing 3D shapes reduces 		 Know that relief printing is pressed from a flat surface with raised pattern parts. Know that relief printing is often used to create repetitive patterns but can be used to create more detailed pictures. Understand that this type of art is called callograph printing
		shapes reduces drying time and weight		
Skills	 Use different grades of pencil to apply tone to drawings. Use different sketching techniques, such as 	Pupils should research artists and comment on their work expressing their	•	Pupils should learn about great artists, architects and designers in history and

hatching, cross-	likes and dislikes		appraise their
hatching, stippling,	through		work. Pupils
blending and scribbling.	annotations as well		should be inspired
With purpose, make	as commenting on		by their work to
marks and lines using a	how it makes them		create their own
range of wet media	feel or things it	•	Pupils should
including watercolours,	makes them think		design, make and
acrylic paint and ink.	of or experiences it		evaluate their
, .	reminds them of.		own art piece in
Produce detailed	Pupils should use		the style of
drawings from	others' work as a	•	Pupils should
observations and	starting point for		compare their
photographs	their own		final product with
Demonstrate	Pupils should		their inspiration
awareness of the	design, make and		and design and
direction of light in	evaluate their own		describe
drawings through	Pupils should		similarities and
shading.	compare their final		differences
Use a focus point and	product with their	•	Pupils should use
the horizon to	inspiration and		sketchbooks to
demonstrate	design and		record their
perspective.	describe similarities		observations and
Display an awareness	and differences		show the design,
of objects having three	Pupils should use		make and
	sketchbooks to		evaluate process.
dimensions when	collect and record	•	Pupils should
drawing.	information from		demonstrate a
Show a good	different sources as		range if print
understanding of	well as planning,		making
composition, proportion	trying out ideas,		techniques (eg
and scale.	plan colours and		relief, intaglio,
Understand which	collect source		stencil)
colours are primary,	material for future	•	Pupils should
secondary and tertiary	works.		create their own
and create secondary	Pupils should		patterns and
and tertiary colours by	consider different		organise them in
mixing.	materials used to		different ways
9.	make sculptures		

Mix colours to create	(including natural,	Pupils should print
	man-made and	with multiple
tints, tones and shades.	recycled) and	different colours
Mix colours to show the	create small	(4+) using
direction of light in their		
artwork.	prototypes before	different
	the final piece	techniques
	Pupils should have	Pupils should
	an increasing	create their own
	awareness in	callograph
	environmental	printing blocks.
	sculpture and	Pupils should
	found object art.	create and use
	Pupils should work	stencils.
	as a group to	Pupils should print
	create a large	with a number of
	sculpture	colours relating to
	S3 Pupils should	atmosphere and
	Work in a safe,	mood using
	organised way,	layering.
	caring for	
	equipment. Pupils	
	should secure work	
	to continue at a	
	later date	
	Pupils should	
	understand and	
	begin to confidently	
	use different ways	
	of joining materials	
	and considering	
	their effectiveness	
	Pupils should	
	understand how	
	sculptures change	
	over time. Pupils	
	should develop an	
	understanding of	
	different ways of	
	uillelelit ways of	

			finishing work (e.g.			
			paint glaze, polish)			
	- Use sketch beaks to recor	d notes experiment and	d collect ideas auch as arts	vork pattorns toobnique	and observations in nat	u ro
			d collect ideas, such as arty	work, patterns, technique	s and observations in hai	.ure.
	 Use sketch books to explo Use sketch books to collect 	•	•			
				t the sime size		
		twork and that of others	s, giving reasons to suppor	t their views.		
Vocabulary	Perspective, vanishing point,		joining, shaping,			Callograph, printing,
	pencil grade, shade, cross		moulding, construct,			relief, pattern, repeat,
	hatch, shadow		manipulate, smooth,			layer, block
			size, scale, form, space,			
			material, natural, man-			
			made, recycled,			
			message			
Assessment						

	Drawing	Painting	Sculpture/ 3D form	Textiles	Collage	Printing
Y5	Drawing	Painting Peter Thorpe Link to science	Sculpture/ 3D form	Modern Fashion Designers – range	Emily Schofield Big Boat Collage Link to History	Printing

		Contrast to Make do and mend REINFORCE CHILDREN'S CLOTHES They will last swice as long structure as long	
Key Focus/	Inspire and Evaluate –	Inspire and Evaluate	Inspire and Evaluate –
steps to	look at Peter Thorpe and	– look at some of the	look at some of the
success	his work. What do you like	work of modern	work of Emily Schofield
	about it? What don't you	fashion designers and	and discuss how she
	like about it?	compare with the	uses a variety of
	Experiment – Learning	'Make do and Mend'	materials and colours
	about how colours, how	attitude/ approach to	to layer pieces of paper
	they evoke emotions,	clothing. What do you	and material to create
	complimentary and	like about it? What	a picture.
	contrasting colours.	don't you like about	Experiment – tearing
	Design and Practice –	it?	cutting and layering to
	Talking about how they	Experiment -	make imperfect shapes
	will create their own	Learning about how	that form images
	artwork – what will they	colours, how they	Design and Practice
	draw a picture of inspired	evoke emotions,	Use the style of Emily
	by Peter Thorpe?	complimentary and	Schofield's work with
	Create - Making their	contrasting colours.	pictures of boats. Look
	own art	Experiment with	at the mage of a Viking
	Reflect - How successful	different types of	long boat and design a
	was their art? Did it go	stitches to join two	collage.
	well? Do they like it?	pieces of material	Create - Making their
	Would they change	together. Experiment	own art
	anything if they did it	with different types of	Reflect - How
	again?	stitch.	successful was their
		Design and Practice	art? Did it go well? Do
		Design their own	they like it? Would they

			binka book mark demonstrating a variety of stitches. Create – Making their own art Reflect – How successful was their art? Did it go well? Do they like it? Would they change anything if they did it again?	change anything if they did it again?	
Knowledge		Now what colours evoke different emotions Know and use primary, secondary, warm, cold, contrasting and complimentary colours in their own work Know and use artistic vocabulary including: foreground, midground, background	 Know and describe some modern fashion designers from around the world Know how to create a wide range of stitches (including a cross stitch) Know how to meet a brief to fulfil the wants and needs of a design Explain their choices of materials and tools to create a design 	 Know that collage/art doesn't have to be made of perfect shapes and lines. Know that different types of materials can be combined in the same image for effect. Know that layering paper can help the artist to create a desired image or shape. 	
Skills •	,	Understand which colours are primary, secondary and tertiary and create secondary and	Pupils should learn about great artists, architects and designers in history and appraise their	Pupils should research artists and comment on their work expressing their likes and dislikes	•

tertiary colours by	work. Pupils through	
mixing.	should be annotations as well	
Mix colours to create	inspired by their as commenting on	
tints, tones and	work to create how it makes them	
shades.	their own feel or things it	
Choose colours	Pupils should makes them think	
carefully to create	design, make of or experiences it	
mood.	and evaluate reminds them of.	
Show purpose and	their own binka Pupils should use	
control when mark	cross stitch others' work as a	
making with different	bookmark starting point for	
types of paint, such	Pupils should their own	
as acrylic and	compare their • Pupils should	
watercolour.	final product with design, make and	
	their inspiration evaluate their own	
	and design and • Pupils should	
	describe compare their final	
	similarities and product with their	
	differences inspiration and	
	Pupils should use design and	
	sketchbooks to describe similarities	
	record their and differences	
	observations and • Eupils should use	
	show the design, sketchbooks to	
	make and collect and record	
	evaluate process. information from	
	Pupils can select different sources as	
	and use different well as planning,	
	threads and trying out ideas,	
	needles with plan colours and	
	purpose building collect source	
	on previous material for future	
	knowledge works.	
	Pupils can Use previous	
	recognise knowledge and	
	different forms of research of existing	
	textiles and ideas to inspire	
	your own ideas	

		express opinions on them Pupils can work in a safe organised way and use tools safely. Pupils can confidently secure their work to continue at a later date. Pupils can effectively join different materials with purpose Pupils can consider colour to create aesthetic designs	Pupils can select different materials with purpose considering texture and colour. Pupils can carefully Tear or cut for a desired finish. Pupils can cut or tear multiple shapes at the same time. Pupils can begin to represent images using collage Pupils can select colours to create a mood or feeling for the collage and say why. Pupils can sort	
		Pupils can use designs from sketch books create a finished product to meet a brief	materials based on specific qualities to create a desired effect Pupils can carefully tear or cut for a desired finish and aesthetic. Pupils can select and use paste or adhesive to place cut or torn shapes to create a new piece of art	

- Use sketch books to explore new ideas and practise techniques.
- Use sketch books to collect ideas to be used in future artwork.
- Comment on their own artwork and that of others, giving reasons to support their views.
- Compare artwork and art techniques using appropriate terminology.
- Make adaptations to their artwork when necessary and give reasons for any changes.

Vocabulary	shape, tone, colour,	Cross stitch, running	Rip, tear, layer, collage	
	shading, hatching,	stitch, join, fashion,		
	shadow, hardness,	design, create		
	perspective, dimension,			
	vanishing point,			
	vanishing lines, horizon,			
	composition, scale,			
	proportion			
Assessment				

	Drawing	Painting	Sculpture/3D form	Textiles	Collage	Printing
Y6	Salvador Dali		Mayans Wire and papier mache			Pablo Picasso – Lino Printing

Key Focus/	Inspire and Evaluate -	Inspire and Evaluate –	Inspire and Evaluate
steps to	look at a variety of	look at Mayan masks.	- look at Pablo
success	surrealist art work by	What do you like about	Picasso and his work.
	Dali and other artists.	them? What don't you	What do you like
	What do you like about	like about them?	about it? What don't
	them? What don't you	Experiment – Using wire	you like about it?
	like about them?	and mod rock/ paper	Experiment – Revise
	Experiment – What	mache	the printing
	type of objects would	Design and Practice –	techniques we have
	look strage together?	Talking about how they	used previously.
	How could they be	will create their own	Explain the Pablo
	connected e.g.	artwork. What tools will	Picasso's work was
	holding, hanging, on	they use? What patterns	produced using lino
	top of.	will be on their clay tile?	printing. Demonstrate
	Design and Practice –	Create - Making their	how this is done and
	Talking about how	own art	watch youtube video
	they will create their	Reflect - How successful	<u>Printmaking with</u>
	own artwork.	was their art? Did it go	<u>Daniel Linocut for</u>
	Practice using pencils	well? Do they like it?	Beginners Crash
	for tonig and shading	Would they change	<u>Course</u>
	and for creating	anything if they did it	Design and Practice –
	shadow.	again?	Talking about how
	Create - Making their		they will create their
	own art		own artwork – what
	Reflect - How		picture will they draw?
	successful was their		Have they kept this
	art? Did it go well? Do		simple?
	they like it? Would they		Create - Making their
	change anything if		own art
	they did it again?		Reflect - How
			successful was their
			art? Did it go well? Do
			they like it? Would
			they change anything
			if they did it again?
Knowledge		Masks played a central	-Know how to cut lino
	Know Salvador	role in Maya culture. They	safely
	Dali was a Spanish	were made for a variety	

	painter who was known for being a bit eccentric and unusual Know Salvador Dali was famous for his surrealist art such as the melting clock 'The Persistence of Memory' Select the correct pencil to add shade and tone Use tone to develop colour in 3D drawings Know the proportions of the human body Know perspective drawing creates a 3rd dimension using perspective and shadows Know the best drawing media to create different	of occasions and purposes • The importance of the masks dictated how intricate the designs were. The most sacred Mayan masks featured complex and delicate mosaics made out of jade. • Know how to safely use wire to bend it into shapes • Know how to use mod roc and paper mache to cover your wire sculpture	-Understand that a simple design works bestKnow relief printing is when the pressed in parts of a printing block do not show up
Skills	Pupils should learn about great artists, architects and designers in history and appraise their work. Pupils should be inspired by	Show a good understanding of safety when handling sculpting tools. Use malleable and rigid materials to create sculptures.	Be able to cut and print using lino and the associated tools Use lino print to create a pattern or a picture

their work to	Plan and create	Create prints with
create their own	sculptures using	Create prints with two/three
Pupils should	wire.	overlays.
•		•
design, make and evaluate their own	Finish sculptures in different ways gueb	Pupils should doing marks and
	, ,	design, make and
art piece in the	as glazing, polishing	evaluate their
style of surrealism	and painting.	own art piece in
Pupils should	Create sculptures from observation	the style of
compare their		Pupils should a great was the six
final product with	and imagination.	compare their
their inspiration	Pupils should design ,	final product with
and design and	make and evaluate	their inspiration
describe	their own art piece in	and design and
similarities and	the style of	describe
differences	Pupils should	similarities and
Pupils should use	compare their final	differences
sketchbooks to	product with their	Pupils should use
record their	inspiration and	sketchbooks to
observations and	design and describe	record their
show the design,	similarities and	observations and
make and	differences	show the design,
evaluate process.	Pupils should use	make and
Pupils should	sketchbooks to	evaluate process.
develop their own	record their	Pupils should
style of drawing	observations and	demonstrate a
using mixed	show the design,	range if print
media and work in	make and evaluate	making
a sustained and	process.	techniques
independent way	Pupils should	(e.g.relief, intaglio,
to develop their		stencil)
own style of		Pupils should
drawing.		create their own
Pupils should work in a quatrined and		printed or
in a sustained and		pictures.
independent way		Pupils should argate their own
to create a		create their own
detailed drawing		callograph
		printing blocks.

Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature.		across a number of sessions Pupils explained why they have chosen specific drawing techniques Pupils should create their own art with consideration for line, tone, shape and colour Pupils should draw perspective drawings using a horizon, single vanishing point and vanishing lines. Pupils should develop an awareness of composition, scale and proportion in their drawings. Pupils should develop an awareness of foreground and background in their drawings. Use sketch books to record notes, experiment and collect ideas, such as artwork, patterns, techniques and observations in nature.	Pupils should create and use stencils. •
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Use sketch books to collect ideas to be used in future artwork.

• Compare artwork and art techniques using appropriate terminology.

• Comment on their own artwork and that of others, giving reasons to support their views.

	Make adaptations to their artwork when necessary and give reasons for any changes.						
Vocabulary	Line, tone, colour,		cutting, rolling, pinching,			Lino, cutting, relief,	
	shade, shape,		squeezing, pushing,			printing, pattern	
	silhouette, surrealism,		pulling, texture, patterns,				
	horizon, vanishing		joining				
	point, vanishing lines,						
	foreground, back						
	ground						
Assessment							