

Art



Know more, remember more



Know yourself, grow yourself



Use your learning, develop your skills

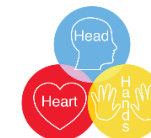


Curriculum overview

	Drawing	Painting	Collage/Sculpture
EYFS	Using a pencil experiment making lines of tone/depth. Make patterns/textures from observations, imagination and illustrations.	Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.	Collage/Sculpture Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Join different materials Explore textures
Main Artist	Vincent Van Gogh (focus for whole year)		
1	Develop a range of tone using a pencil with techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Investigate lines e.g. light/dark, thick, thin Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Ongoing: Describe and compare what I can see and give an opinion about the work of an artist.	Control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to mix a range of secondary colour and predict results Water can be added to paint to create watercolour effects. There are different effects from different brush strokes. Ongoing: Describe and compare what I can see and give an opinion about the work of an artist.	Collage Find, collect, arrange and stick a variety of materials to create images. Different effects can be created by layering, folding, crumpling and tearing materials. Ongoing: Describe and compare what I can see and give an opinion about the work of an artist.
Main Artist	Henri Matisse		
2	Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures, expanding range of patterns. Ongoing: Suggest and compare how artists have used colour, pattern and shape.	Experiment in lightening and darkening a colour with the use of black and white. Begin to mix colour shades and tones. Understand the difference between warm and cool colours and their impact Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Begin to choose the correct tools for different parts of the painting e.g. brush size. Ongoing: Suggest and compare how artists have used colour, pattern and shape.	Sculpture Manipulate malleable materials by rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Demonstrate experience in surface patterns/ textures and use them when appropriate. Ongoing: Suggest and compare how artists have used colour, pattern and shape.
Main Artist	Stephen Wiltshire		Romero Britto
3 (Cycle A)	Begin to show an awareness of objects having a third dimension and perspective. Develop awareness of shading techniques to develop sense of shape and light source. Create textures and patterns with a wide range of drawing tools Developing intricate patterns/ marks with a variety of media.	Use light and dark within painting and begin to explore complimentary colours. Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Ongoing: Explain some of the features of art from different cultures/ historical periods.	Collage Identify appropriate and complementary materials for collage development. Increase skill and control over organisation of materials on the page to create images with increasing clarity and precision. Apply different effects with increasing focus on their impact on the image, including colour.



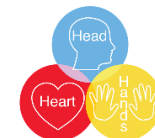
	<p>Ongoing: Explain some of the features of art from different cultures/ historical periods.</p>		<p>Ongoing: Explain some of the features of art from different cultures/ historical periods.</p>
Main Artist			Gaudi
4 (Cycle B)	<p>Develop drawings featuring the third dimension and perspective. Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.</p> <p>Ongoing: Compare and review the work of different artists and designers</p>	<p>Use light and dark within painting and show understanding of complimentary colours. Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing.</p> <p>Ongoing: Compare and review the work of different artists and designers</p>	<p>Sculpture Produce more intricate surface patterns/ textures. Produce larger ware using pinch/ slab/ coil techniques. Explore carving as a form of 3D art. Decorate, coil, and produce marquettes (scaled model) confidently Model over an armature: newspaper frame for modroc. Ongoing: Compare and review the work of different artists and designers.</p>
Main Artist			
5 (Cycle A)	<p>Develop simple perspective in using a single focal point/horizon. Begin to develop an awareness of composition, scale/ proportion Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Use appropriate materials to create tone and shading within images. Ongoing: Research the work of an artist or designer and use their work to replicate style</p>	<p>Mix and match colours to create atmosphere and light effects. Confidently control the types of marks made and experiment with different effects and textures/depth. Mix colour, shades and tones with confidence building on knowledge.</p> <p>Ongoing: Research the work of an artist or designer and use their work to replicate style</p>	<p>Collage Understand fully the term collage and what this represents. Choose materials for collage carefully for effect. Organisation of materials on the page shows deliberate choices in relation to the final effect desired to create images with increasing clarity and precision. Apply different effects with increasing focus on their impact on the image, including colour. Ongoing: Research the work of an artist or designer and use their work to replicate style</p>
Main Artist			Lauren Yager
6 (Cycle B)	<p>Develop further perspective in their work using a single focal point and horizon. Use different techniques for different purposes i.e. shading, hatching within their own work. Develop an awareness of composition, scale/proportion Draw for a sustained period of time over on one piece (sessions) Ongoing: Explain the style of how my work and how it has been influenced by a famous artist or designer.</p>	<p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Choose appropriate tools to create the effects they desire in their work (this may be tools which are not usually associated with painting) Ongoing: Explain the style of how my work and how it has been influenced by a famous artist or designer.</p>	<p>Sculpture Develop understanding of different ways of finishing work: glaze, paint, polish Confidently carve a simple form. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Confidently carve a simple form. Ongoing: Explain the style of how my work and how it has been influenced by a famous artist or designer.</p>



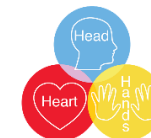
Art EYFS: Artist study – Vincent Van Gogh

Autumn 1				
Curriculum Area	Focus	Crucial Knowledge	Development Matters	Key Vocab
Expressive Arts & Design (Art)	<p>Drawing and sketching</p> <p>Using a pencil experiment making lines of tone/depth. Make patterns/textures from observations, imagination and illustrations</p>	<p>Pencils and other tools can make marks.</p> <p>Vincent Van Gogh is an artist.</p> <p>Tone means how light or dark something is</p>	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experimenting with colour, design and texture.</p>	<p>Pattern</p> <p>Texture</p> <p>Thick/thin Dots</p> <p>Wavy Lines Imagination</p> <p>Soft</p> <p>Dashes</p> <p>Heavy</p> <p>Van Gogh - Harvest</p>

Spring 1				
Curriculum Area	Focus	Crucial Knowledge	Development Matters	Key Vocab
Expressive Arts & Design (Art)	<p>Painting</p> <p>Recognise and name the primary colours being used.</p> <p>Mix and match colours to different artefacts and objects.</p>	<p>The 3 primary colours are: red, yellow, blue</p> <p>Colours change when we mix them together</p> <p>Vincent Van Gogh is an artist.</p>	<p>Explore colour and colour-mixing</p> <p>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Primary</p> <p>Paint</p> <p>Brush</p> <p>Light</p> <p>Dark</p> <p>Tools</p> <p>Experiment</p> <p>Printing</p> <p>Van Gogh – Starry Night</p>



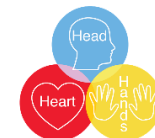
Summer 1				
Curriculum Area	Focus	Crucial Knowledge	Development Matters	Key Vocab
Expressive Arts & Design (Art)	<p>Collage</p> <p>Sculpture</p> <p>Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Join different materials Explore textures</p>	<p>Vincent Van Gogh is an artist.</p> <p>Materials can create sculptures</p>	<p>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make</p> <p>Join different materials and explore different textures</p>	<p>Vincent Van Gogh – Sunflowers</p> <p>Painting</p> <p>Collage</p> <p>Colour</p> <p>Mix</p> <p>Sculpture</p> <p>Junk modelling</p> <p>Clay</p> <p>Playdough</p> <p>Recycled</p> <p>Natural</p> <p>Statues</p> <p>Materials</p>



ART (Year 1):

Strand of learning: Drawing			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> • Develop a range of tone using a pencil with techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. • Investigate lines e.g. light/dark, thick, thin • Investigate textures by describing, naming, rubbing, copying. • Produce an expanding range of patterns and textures. <p>Ongoing: Describe and compare what I can see and give an opinion about the work of an artist.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> • Practice different techniques to make marks pencils • Create shade stripes • Create mark strips • Use rubbings to create images • Look at the work of Matisse and discuss his use of the skills developed • Create a final piece inspired by Matisse 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Art is the creation of visual images through observation, expression, imagination and creativity. • Pencils and other tools can make marks.
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> • Tone means how light or dark something is. • Hatching means lines that cross over in different directions to create tone. • Stippling is small repeated dots used to create tone. • Texture can be created by rubbing • Lines can have different weight 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Accurate control involves correct handling of tools. 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Strand of learning: Painting			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to mix a range of secondary colour and predict results Water can be added to paint to create watercolour effects. There are different effects from different brush strokes. <p>Ongoing: Describe and compare what I can see and give an opinion about the work of an artist.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Create colour wheels Practice with a variety of different paint types and brushes to make marks and create patterns Mix paints to create different colours Look at the work of Matisse and copy parts of the images Create own work in the style of Matisse using the skills developed. 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. There are 3 primary colours Colours change when we mix them together
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> The three primary colours are: - Red, Blue, Yellow. The three secondary colours are: -Green, orange, purple. Water can be added to paint to create different effects Different brushes create different effects on the page 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> There are different brushstrokes involving sweeps and dabs. Colour, pattern, form and space are different design techniques. Paintings can be created using a range of materials. 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Strand of learning: Collage			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Find, collect, arrange and stick a variety of materials to create images. Different effects can be created by layering, folding, crumpling and tearing materials. <p>Ongoing: Describe and compare what I can see and give an opinion about the work of an artist.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Practice arranging and sticking materials in different shapes and combinations- overlapping them and mixing materials to see effects Practice using creasing, tearing, folding and crumpling when making images To explore the different collage techniques. To create a final Matisse inspired collage. 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. Materials can create sculptures and images
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> A collage is the process of finding, collecting, arranging and sticking a variety of materials. Collages can be created using a variety of media. Collages can be created by layering, folding, creasing, crumpling, fringing and tearing materials. 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Colours can appear different if layered with different materials. 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

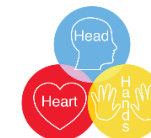


ART (Year 2):

Strand of learning: Drawing			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. Continue to Investigate textures, expanding range of patterns. Ongoing: Suggest and compare how artists have used colour, pattern and shape. 	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Show a range of lines in their sketchbook. Demonstrate creating patterns and texture through hatching, cross-hatching, dots etc. Use a variety of line thicknesses within a drawing. Talk about their work using key vocabulary. Explore the work of an artist – such as Stephen Wiltshire 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. The three primary colours are: - Red, Blue, Yellow. The three secondary colours are: -Green, orange, purple.
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> Blend is to gently merge two colours together or soften lines. Know that some pencils have a different hardness, which can make them either darker or lighter in colour. A pattern is a design in which lines, shapes, forms or colours are repeated. Texture is how something appears to feel. Lines can be used in a range of ways and there are many different line types 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Link movement with lines e.g. slow, fast, jerky (to music). Use a range of drawing materials effectively- pastels, chalk, felt tips. Know what symmetry is and how it's used within art. Describe the similarities between the artist work and their own work. 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

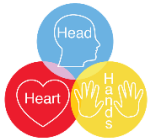
Strand of learning: Painting			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Experiment in lightening and darkening a colour with the use of black and white. Begin to mix colour shades and tones. Understand the difference between warm and cool colours and their impact Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Begin to choose the correct tools for different parts of the painting e.g. brush size. During discussions, use key vocabulary (see below) whilst discussing their own and others work. <p>Ongoing: Suggest and compare how artists have used colour, pattern and shape.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Mix primary colours to create secondary colours. Create a tone wheel/tint strip to show different shades of a colour. Apply mixing skills to create a painting. Use knowledge of adding white or black to alter tints and shades of a colour to create a warm or cold piece of work. To create a final Romero Britto inspired painting Apply knowledge of line and pattern to create a design of a painting. 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. There are three primary colours – Red, Blue, Yellow There are three secondary colours – green, orange, purple Colours can be mixed to create new colours
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> Mixing is where you add one colour to another to make a new colour. When you add white to a colour it goes lighter. When you add black to a colour it goes darker. Know how to mix paint to change its colour from primary to secondary and how to gradually alter the colour to create different tints and shades by using white or black. Warm colours and cool colours create different feelings Different brushes will allow artists to create different levels of detail 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Know and explain why thick paintbrushes should be used when painting a large area. Know and explain why thin paintbrushes should be used when adding finer details to a piece of work. Learn and discuss the work some painters and how they used line, pattern and colour within their work. For example: Romero Britto. 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Strand of learning: Sculpture			
	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Manipulate malleable materials by rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Demonstrate experience in surface patterns/ textures and use them when appropriate. <p>Ongoing: Suggest and compare how artists have used colour, pattern and shape.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Create Pinch pots with impress decoration and painted with 60s patterns. Practice making patterns in clay and other materials such as playdough Make practice sculptures out of non permanent materials and photograph these 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. Sculpture is a 3d piece of art Materials can be used to create sculptures.
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> Clay can be made into different shapes to make sculptures. Sculptures can be made out of different materials If you 'impress' clay you make a mark in the clay by pressing or stamping an object into it. If you 'pinch clay' you use your thumb and finger to shape the clay. A sculpture is a 2D or 3D piece of art. Carving clays means using tools to scrape away parts of the clay. 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> To know about the different purposes of statues in history e.g. The Terracotta Army. Describe the similarities between the artist work and their own work Sculptures can be figurative- you can easily tell what it is. Sculptures can be abstract- it might not be obvious what inspired the artist. Sculptures of people are called statues. Another word for sculpture is model. 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination



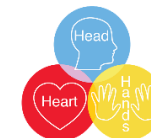
ART (Year 3):

Strand of learning: Drawing			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> • Begin to show an awareness of objects having a third dimension and perspective. • Develop awareness of shading techniques to develop sense of shape and light source. • Create textures and patterns with a wide range of drawing tools • Developing intricate patterns/ marks with a variety of media. <p>Ongoing: Explain some of the features of art from different cultures/ historical periods.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> • Practice shading techniques by creating copies of items in a still life display or around the room • Practice making objects look 3 dimensional with shading • Select appropriate media to create images 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Art is the creation of visual images through observation, expression, imagination and creativity. • Lines can be used in a range of ways and there are many different line types
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> • Third dimension means making an object look solid by using drawing techniques. • Line and tone are used to represent different forms • When shading with different media different techniques can be used to create different effects. 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • That artists use line and tone in still life to create realistic images • That a range of artists such as Goya and Cezanne create still life images 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.



Strand of learning: Painting			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> • Use light and dark within painting and begin to explore complimentary colours. • Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. <p>Ongoing: Explain some of the features of art from different cultures/ historical periods.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> • Look at the works of art from historical eras and discuss these in detail – what do the children notice about colour and line • Practice with different shades and colours to create effects in line with the historical era art • Select appropriate media and techniques to achieve specific outcomes • Create a painting from the era reviewed – using the styles and techniques 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Art is the creation of visual images through observation, expression, imagination and creativity. • There are three primary colours – Red, Blue, Yellow • There are three secondary colours – green, orange, purple • Adding white makes a colour lighter • Adding black makes a colour darker
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> • Tone is how light or dark a colour is. • Shade is a darker version of a colour. • Complimentary colours sit opposite each other on the colour wheel. 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Experiment with these types of brushes and strokes to try to capture the given era. • Compare the way paint is made and how it has previously made, comparing the texture, consistency, colour pay off and environmental impact. • Egyptian artwork contains: • Specific colours- orange, blue, yellow, white, black and green. This colours are usually duller rather than bright and vibrant. 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Strand of learning: Collage			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Identify appropriate and complementary materials for collage development. Increase skill and control over organisation of materials on the page to create images with increasing clarity and precision. Apply different effects with increasing focus on their impact on the image, including colour. <p>Ongoing: Explain some of the features of art from different cultures/ historical period.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Create a piece inspired by Gaudi. Selects appropriate media and techniques to achieve a specific outcome Experiment with different techniques of layering, crumpling, tearing Try tessellation patterns, can they cover a given area with tessellation Look at the work of artists who use tessellation and mosaic work and copy some of these ideas 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. A collage is the process of finding, collecting, arranging and sticking a variety of materials. Collages can be created using a variety of media.
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> Collages can be made from a variety of media Mosaics are a type of collage that uses tessellates and tesserae. Materials are stuck down and overlapped with precision. When creating a collage/mosaic, consider colour and texture to recreate a specific style. Use layering, crumpling, folding, tearing etc.. to created the effects required for the image created 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p>Gaudi’s artwork:</p> <ul style="list-style-type: none"> Examples of art nouveau. Bridges the gap between architecture and art. Uses bright, bold colours. Is inspired by nature, 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

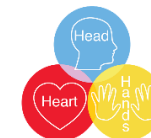


Art (Year 4):

Strand of learning: Drawing			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Develop drawings featuring the third dimension and perspective. Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. <p>Ongoing: Compare and review the work of different artists and designers</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Create vanishing point perspective drawings to show the principals Practice shading by creating shading strips using different weight pencils Look at artists such as Goya, Cezanne and Van Gough to review perspective and undertake some artist copies and observational drawings in this style 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. Third dimension means making an object look solid by using drawing techniques.
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> Pencils are graded by numbers are used to tell us how soft the lead is. The higher the number the softer the lead and the blacker the mark Perspective is to make a drawing appear 3D on a 2D plain. E.g. A road appearing to curve in the distance or an apple sitting on a table. 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Scale and proportion are key to creating accurate depictions of items in a framework, indicating size and distance. 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

Strand of learning: Painting			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> • Use light and dark within painting and show understanding of complimentary colours. • Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. <p>Ongoing: Compare and review the work of different artists and designers</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> • Mix and manipulate colours and create colour charts for different colours • Show professional colour charts from paint companies • Practice with different brushes and sizes, making marks and lines • Use washes to make sunsets and shadow pictures • Collect visual evidence of artists work such as Picasso, Rousseau, Van Gogh. Warhol and Dali – look at these in relation to the techniques to be used • Create a final piece that allows application of technique 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Art is the creation of visual images through observation, expression, imagination and creativity. • Tone is how light or dark a colour is • Complementary colours sit opposite each other on the colour wheel
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> • Shade is a darker version of a colour. • Tint is a lighter version of a colour. • Complimentary colours sit across from each other on the colour wheel. • Different brush sizes and different brush strokes create different effects. • Different painting techniques can be used e.g. blocking, washes, textural effects 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Shades and tones can add depth to paintings • Some colours work well together – these are complementary colours and work well when blending to create depth 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Strand of learning: Sculpture			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Produce more intricate surface patterns/ textures. Produce larger ware using pinch/ slab/ coil techniques. Explore carving as a form of 3D art. Decorate, coil, and produce Marquette’s (scaled model) confidently Model over an armature: newspaper frame for modroc. <p>Ongoing: Compare and review the work of different artists and designers.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Look at the use of carving, create reliefs in non-permeant materials Create printing blocks and layer up the colours to create depth the image Make models and armatures Practice slab building and coil building of small pots Create a final Coiled pot with impressed with designs with Roman influence. 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. Clay can be made into different shapes to make sculptures. Sculptures can be made out of different materials If you ‘impress’ clay you make a mark in the clay by pressing or stamping an object into it. A sculpture is a 2D or 3D piece of art.
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> If you ‘impress’ clay you make a mark in the clay by pressing or stamping an object into it. Use carving as a means of decoration ‘Coiling’ means to spiral the clay in an upward motion to form a shape. If you ‘pinch clay’ you use your thumb and finger to shape the clay. Sculptures can be made by building a framework and covering it in layers of materials. 	<p><u>Extended Crucial Knowledge for this unit:</u></p>	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

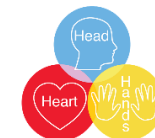


Art (Year 5):

Strand of learning: Drawing			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> • Develop simple perspective in using a single focal point/horizon. • Begin to develop an awareness of composition, scale/ proportion • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Use appropriate materials to create tone and shading within images. <p>Ongoing: Research the work of an artist or designer and use their work to replicate style</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> • create single point horizon drawings with more complexity of image leading to the vanishing point. • Apply a range of shading techniques and materials to create dimension and depth to pictures • Use a range of sources to gather visual evidence and practice techniques • Look at a range of artists including still life and portrait artists and make observations in sketch books to support the development of a final piece. • Draw the same still life collection from a range of different angles, review and look at the differences in image 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Art is the creation of visual images through observation, expression, imagination and creativity. • Perspective is to make a drawing appear 3D on a 2D surface
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> • 'Single focal point' is the area of the drawing a viewer sees first. • Composition is the placement or arrangement of pieces in the art work • Develop awareness of scale and proportion within a drawing 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Some artists manipulate proportion and scale to create visually striking artworks 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Strand of learning: Painting			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> • Mix and match colours to create atmosphere and light effects. • Confidently control the types of marks made and experiment with different effects and textures/depth. • Mix colour, shades and tones with confidence building on knowledge. <p>Ongoing: Research the work of an artist or designer and use their work to replicate style</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> • Mix colours on paper – adding shades or white/black to change sections and give atmosphere • Explore light sources – place light sources in different positions and see the effect on objects – try to copy these • Collect visual evidence in sketch books • Explore work by a range of artists including Picasso, Rousseau, Van Gogh, Warhol, Dali, Pollock, Khalo, Kandinsky 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • Art is the creation of visual images through observation, expression, imagination and creativity. • Shade is a darker version of a colour • Tint is a lighter version of a colour • Paint can be applied in different ways including washes.
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> • Tone is how light or dark something is. • A complimentary colour is a colour that sits across from each other on the colour wheel. • Tertiary colours are equal amount of primary and secondary colour. • Shades and tones add depth and perspective to paintings • That they can choose a range of marks and materials to make marks for their desired effect. 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> • To know how to use colour, tone and effects to represent both natural and human-made materials. • Different effects can be created with different paint media – washes for backgrounds, blend into wet paint, alter colour intensity by diluting paints, apply to different surfaces. • Acrylic paint has different properties to water colour, e.g. cannot be rehydrated once dry. 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Strand of learning: Collage			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Understand fully the term collage and what this represents. Choose materials for collage carefully for effect. Organisation of materials on the page shows deliberate choices in relation to the final effect desired to create images with increasing clarity and precision. Apply different effects with increasing focus on their impact on the image, including colour. <p>Ongoing: Research the work of an artist or designer and use their work to replicate style</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Practice the techniques of layering, tearing, crumpling Gather visual evidence in sketch books Explore range of different artists who use the style To use previously learnt knowledge, from both previous years and this year, to create a collage inspired by Lauren Yager. 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. Materials are stuck down and overlapped with precision. When creating a collage/mosaic, consider colour and texture to recreate a specific style. Collages can be made from a variety of media
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface. Collage comes from the French, meaning 'to glue'. In collage, materials are glued down, overlapped with consideration to colour, texture and composition. 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Different sized materials can add texture and depth to a collage. Materials can be mixed to create different effects 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.



Art (Year 6):

Strand of learning: Drawing			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Develop further perspective in their work using a single focal point and horizon. Use different techniques for different purposes i.e. shading, hatching within their own work. Develop an awareness of composition, scale/proportion Draw for a sustained period of time over on one piece (sessions) <p>Ongoing: Explain the style of how my work and how it has been influenced by a famous artist or designer.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> look at and review a wide range of landscape artists such as Turner, Van Gough, Constable and Hockney sketch landscapes around the school from different angles, how does the view change gather observational information from a range of sources 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. Perspective is making a drawing appear 3D on a 2D plain Composition is the placement of objects within a piece of art
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> The area of the drawing a viewer sees first is called the 'single focal point.' 'Horizon' is a line that runs across the page from side to side to represent the viewer's eye level. 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Landscape artists draw what they can see – this means collecting and using visual evidence 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

Strand of learning: Painting			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Choose appropriate tools to create the effects they desire in their work (this may be tools which are not usually associated with painting) <p>Ongoing: Explain the style of how my work and how it has been influenced by a famous artist or designer.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Crete small pieces of art work which involve mixing paint live on the paper to create effects Practice with washes, adding sand to paint to create texture, thick paint which can then be carved into Gather visual evidence of techniques and skills in sketch book Possible artists to look at include: Picasso, Rousseau, Van Gogh, Warhol, Dali, Pollock, Khalo, Kandinsky 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. Tertiary colours are equal amount of primary and secondary colour. Shades and tones add depth and perspective to paintings
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> Tertiary colours are equal amounts of primary and secondary colours. Neutral colours don't show up on colour wheel, e.g. white, black, beige. Choose appropriate tools to create the effects they desire in their work Make purposeful decisions on the effects and textures used in painting 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Different paint effects can be created from layering and mixing paints on paper when still wet, these will change when layering on dry paint. 	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.

Strand of learning: Sculpture			
Summer	<p><u>Skills developed in this unit:</u></p> <ul style="list-style-type: none"> Develop understanding of different ways of finishing work: glaze, paint, polish Confidently carve a simple form. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Confidently carve a simple form. <p>Ongoing: Explain the style of how my work and how it has been influenced by a famous artist or designer.</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <ul style="list-style-type: none"> Create tiles using both relief work and carving Use glazes and colour to create effects on their work – making deliberate choices of colours and effects Create portrait heads or caricature models 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> Art is the creation of visual images through observation, expression, imagination and creativity. Clay can be made into different shapes to make sculptures. Sculptures can be made out of different materials If you 'impress' clay you make a mark in the clay by pressing or stamping an object into it. Carving clays means using tools to scrape away parts of the clay.
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> Carving means to use tools to scrape away parts of the clay. 'Coiling' clay means to spiral the clay in an upward motion to form a shape. 'Relief' in clay is when a part is raised but still attached. Clay can be manipulated by pinching, carving, impressing and coiling. Clay is hardened by removing the moisture – air drying or kiln. Glaze is the paint that is used on clay. 	<p><u>Extended Crucial Knowledge for this unit:</u></p>	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.



Bursley Academy Curriculum document

