

Lingdale Primary School



Art and Design Curriculum

Art and Design Curriculum Intent:

At Lingdale Primary School, we envision children who leave our school not just as skilled artists, but as individuals who have developed a deep and lasting appreciation for the transformative power of art in human society. Throughout their time at school, our students will explore art in all its diversity and richness, recognizing how it shapes cultures, reflects historical contexts, and influences the world around us. They will understand art as a universal language that transcends time, geography, and individual differences, enabling them to engage with and respond to the world in creative, thoughtful, and meaningful ways.

We aim to nurture children who are not only technically proficient but also confident in their creative expression, using art to communicate ideas, emotions, and perspectives. Our curriculum fosters a holistic understanding of art that links the practical aspects of making with the theoretical knowledge of its history, significance, and cultural relevance. Students will leave our school with the ability to analyse and critique art, recognizing its value and purpose across different contexts and forms.

- We believe that art is central to human civilisation and plays a vital role in enriching every aspect of life, fostering creativity, expression, and cultural understanding.
- Our curriculum provides a comprehensive and inspiring exploration of art that encourages deep engagement and personal growth.
- We are committed to developing three essential areas of knowledge—Practical, Theoretical, and Disciplinary Knowledge—ensuring a well-rounded and progressive approach to art education.
- Through the acquisition of practical knowledge, we aim to equip students with the technical skills needed to explore and excel in diverse artistic disciplines, including painting, mixed media, and sculpture.
- We strive to deepen students' understanding of art's past, present, and future, encouraging connections between historical, cultural, and contemporary artistic practices through theoretical knowledge.
- Our curriculum fosters disciplinary knowledge, empowering students to interpret, discuss, and critically engage with art, building their ability to appreciate and evaluate artworks across a variety of contexts.
- We are committed to broadening students' cultural horizons by introducing them to diverse artists, movements, and art traditions, fostering a deeper understanding of art's significance across different cultures and periods.

Key stage 1

Pupils are taught:

- 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.
- 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- 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.

Curriculum Knowledge and Skills

At Lingdale Primary School, our Art Curriculum is designed to inspire creativity, develop practical skills, and deepen understanding of artistic concepts. Rooted in practical, theoretical, and disciplinary knowledge, our curriculum provides a rich and structured approach to art education.

Below, you will find an overview of our curriculum, outlining the key substantive content and the knowledge that underpins our approach to teaching art.

Art and Design

Key Substantive Knowledge Concepts

Drawing

The essence of visual representation across all of the creative arts. Drawing stands firmly as its own discipline however it also inherently interweaves throughout painting, printmaking and sculpture.

Painting

Painting is the exploration of paint as a medium; the manipulation of its colour, texture and form to produce visually vibrant works of art that entertain, engage and captivate global audiences.

Printmaking

Printmaking is a collection of sophisticated techniques and processes that allow practitioners to create, reproduce and disseminate visual information for a multitude of different purposes.

Sculpture

Sculpture is the exploration of form structure and spatial relationships through the manipulation of many different materials. As a discipline, it allows the artist to explore form, texture, space and even colour.

Idea Development

Idea Development is where initial thoughts take shape in sketchbooks and through experimentation, evaluation honing and refining, became original pieces of artwork. It's a process that encourages exploring and responding to set themes using all accumulate practical, theoretical and disciplinary knowledge.

Art and Design

Practical Knowledge

Drawing

Drawing progresses from a foundational skill to a method of transcribing accurate observations and a means of planning personal creative ideas.

Painting

Painting progresses from being a medium for making vibrant lines and shapes on different surfaces to a method used to create accomplished, unique compositions.

Printmaking

Printmaking progressing from a primitive method of making impressions of simple objects to a range of complex techniques that can be drawn upon to produce unique, visual artwork.

Sculpture

Sculpture evolves from learning basic manipulation of materials to shaping three-dimensional forms and exploring spatial relationships.

Developing Ideas

Idea development progresses from the most basic form of teacher-directed recording in sketchbooks to pupils planning, developing and refining their own ideas in response to set themes.

Art and Design

How we understand the work of history's greatest artists

Materials, Techniques and Processes	Subject Matter and Imagery	Conceptual Meaning	Cultural, Social and Political Links	Inspiration	Art Movements	Historical Significance
Understanding the materials, tools and methods used in creating art. It involves learning how and why the great artists have used different mediums and techniques to produce their work.	Exploring the themes, ideas and visual elements within artworks. This strand focuses on the subjects depicted in art and how artists use imagery to convey meaning and emotions.	Examining the deeper ideas and messages conveyed through art. IT involves understanding the symbolism, messages and concepts artists express in their work.	Exploring how art connects to cultural, social or political contexts. This aspect investigates how art reflects, comments on or shapes cultural and societal values or political viewpoints.	Studying the sources of influences behind an artist's work. This strand explores what inspires artists, whether it's personal experiences, other artists, nature or societal issues.	Learning about different artistic movements and styles. It involves understanding the characteristics, principles and key artists associated with various art movements.	Examining the historical context and impact of artworks. This strand delves into understanding the importance of artworks within their historical period and their lasting influence on art history.

Disciplinary Knowledge

How we study, discuss and form judgements about art.

Perspective	Purpose	Creation	Judgement and Value	Impact	Culture and History
Understanding varying viewpoints on the definition and boundaries of art. It acknowledges that different individuals or cultures have diverse opinions regarding what qualifies as art.	Exploring the multitude of roles and intentions behind creating art. Recognising that art serves various purposes across cultures, societies and historical periods.	Investigating the processes and methodologies involved in creating art. Recognising the myriad techniques, skills and approaches used by artists in their creative endeavours.	Understanding the criteria and methods used to assess and assign value to artworks. Acknowledging the diverse perspectives and standards that influence how art is evaluated.	Exploring the intersections of art with societal, political or moral issues. Understanding how art can reflect, comment on or contribute to broader social, political or ethical dialogues.	Studying the influences shaping art across diverse cultures and historical periods. Recognising the impact of cultural heritage, traditions, movements and historical events on artistic expressions.

	Autumn	Spring	Summer
EYFS: <i>Foundations for Art</i>	<p>Nursery:</p> <ul style="list-style-type: none"> - Draws and identifiable picture of a person and basic animal. E.g. Body, head, arms, legs. - Begin to explore colour mixing with a range of media- paints, tissue paper and food colouring/water. - Develop finger strength and control to manipulate and use tools independently- holding scissors to make snips in paper. - Begin to show emotions in their drawings/paintings like happiness, sadness, e.g. on people's faces- linked to the Colour Monster text. - <p>Reception:</p> <ul style="list-style-type: none"> - The children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - They share their creations, explaining the process/es they have used. - To be able to draw a face containing the main parts of a face, e.g. 2 eyes, 1 nose, 1 mouth, 2 ears, chin correct coloured eyes, hair, skin. - To know the 3 primary colours. - To explore colouring mixing of 2 primary colours with the purpose of making a new colour. - To use knowledge of colour mixing to make colours lighter or darker. - To follow a design brief given by the teacher to create models and pictures using a range of resources. - To create collaborative creations sharing their ideas, resources and skills for specific purposes including to complement role play. - Begin to go back to their designs and improve these building on previous learning. - Hold a pencil properly. - Begin to make observational drawings/paintings 		
Years 1 & 2 Cycle A	Drawing <i>Make your mark – Tell a story (understanding tone and texture)</i>	Craft and Design <i>Woven Wonders</i>	Craft and Design <i>Map it Out</i>
Years 1 & 2 Cycle B	Painting and Mixed Media <i>Colour Splash</i>	Sculpture and 3D <i>Paper Play Clay Houses</i>	Painting and Mixed Media <i>Life in Colour</i>
Years 3 & 4 Cycle A	Drawing <i>Growing Artists – Power Prints (Exploring tone, texture and proportion)</i>	Craft and Design <i>Ancient Egyptian Scrolls</i>	Craft and Design <i>Fabric of Nature.</i>
Years 3 & 4 Cycle B	Painting and Mixed Media <i>Prehistoric Painting</i>	Sculpture and 3D <i>Abstract Shape and Space</i>	Sculpture and 3D <i>Mega Materials</i>
Years 5 & 6 Cycle A	Drawing <i>Expressing Ideas</i>	Craft and Design <i>Architecture</i>	Craft and Design <i>Photo opportunity</i>
Years 5 & 6 Cycle B	Painting and Mixed Media <i>Portraits</i>	Sculpture and 3D <i>Interactive Installation 3D Installation Art</i>	Sculpture and 3D <i>Memories.</i>



EYFS

Foundations for Art and Design

EYFS Foundation for Art and Design	
Areas of Learning	Early Learning Goal for Physical Development and Expressive Art and Design
<p>Art and design are part of the Expressive Arts and Design area of learning in the EYFS framework. This area encourages children to explore, create, and express themselves through art and design by using and experimenting with a variety of materials, tools, and techniques. The learning involves both being imaginative and using materials and media creatively, and it develops skills in using colour, pattern, texture, and form, as well as an understanding of art and design through observation and exploration. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Key Aspects</p> <p>Using materials: Safely using and exploring a variety of materials, tools, and techniques.</p> <p>Experimentation: Experimenting with colour, design, texture, form, and function.</p> <p>Sharing ideas: Creating and sharing their work and explaining the process they used.</p> <p>Imaginative expression: Using drawing, painting, and sculpture to develop and share their ideas, and using props in role-playing.</p> <p>Developing techniques: Developing techniques in using colour, pattern, texture, line, shape, and form.</p> <p>Exploring and appreciating: Exploring the work of artists, craft makers, and designers, and making links to their own work.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form.</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>
	Key Vocabulary
	<p>Painting: Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Wet, Wipe</p> <p>Collage: Cut, Place, Move, Cutting Shapes, Sticking, Texture</p> <p>Sculpture: Bend, Clay, Chop, Collage, Cut, Flatten, Join, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</p> <p>Drawing and Printing: Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Marking, Medium, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</p>
Conceptual Knowledge and Understanding	
Nursery	Reception
<p>By the end of Nursery our children should be able to:</p> <ul style="list-style-type: none"> - Draw an identifiable picture of a person and basic animal. - Explore colour mixing with a range of media. Eg – tissue paper. Food colouring, light boxes and paint. - Use a range of resources to build with a purpose or meaning. Eg – junk modelling, loose parts, wooden blocks. - Use drawing to represent ideas like movement or loud noises, such as movement / art to music. - Show different emotions in their drawing / paintings like happiness, sadness, fear e.g. on people’s faces. 	<p>By the end of Reception our children should be able to:</p> <ul style="list-style-type: none"> - Be able to use shapes and colour to express emotions within creations. - Create collaborative creations sharing ideas, resources and skills for specific purposes including to complement role play. - Create pictures and models using a range of resources from their own ideas. - Be able to talk about what they have made and why they have made it. - Make darker and lighter shades of colours.



Year 1/2

Cycle A

Art Sequences of Learning

Topics of Study: Drawing, Craft and Design		Term: ALL	Year: 1/2 Cycle A
National Curriculum	Key Substantive Knowledge		
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Drawing:</p> <ul style="list-style-type: none"> • Know that shapes can be organic (natural) and irregular. • Know that patterns can be made using shapes. • Know that that 'composition' means how things are arranged on the page. • Know that lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. • Know that texture means 'what something feels like.' • Know that different marks can be used to represent the textures of objects. • Know lines can create patterns like zig zags and wavy lines. • Know different drawing tools make different marks. • Know that drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture. <p>Craft and Design</p> <ul style="list-style-type: none"> • Know that three-dimensional art is called sculpture. • Know what materials can be cut, knotted, threaded or plaited. • Know how to wrap objects/shapes with wool. • Know to measure a length. • Know how to tie a knot, thread and plait. • Know how to make a box loom. • Know how to join using knots • Know some artists are influenced by things happening around them. • Know sometimes artists concentrate on how they are making something rather than what they make. • Know how to weave with paper on a paper loom. • Know how to weave using a combination of materials. <p>Craft and Design</p> <ul style="list-style-type: none"> • Know that shapes can be organic (natural) and irregular. • Know how to draw a map to illustrate a journey. • Know how to roll and squeeze the felt to make the fibres stick together. • Know how to overlap cellophane/tissue to create new colours. • Know how to smooth a printing tile evenly to transfer an image. • Know that people make art to decorate a space. • Know that people make art for fun. • Know how to try out a variety of ideas for adapting prints into 2D or 3D artworks. 		
	<p>Vocabulary</p> <p>Grip, mark making, materials, refine, shading, sketch, texture, tone, art, artist, craft, knot, loom, plait, thread, threading, warp, weaving, weft, abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture.</p>		

Year 1/2 Art and Design Cycle A: Drawing – Autumn Term

Make your mark

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can you explore control and pressure to create different types of lines?	Can we draw different lines using music as a stimulus?	Can we connect lines to create shapes?	How can lines and shapes help in pictures of portraits?	How can we use control and pressure skills to add colour to a drawing?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture.	Know that texture means 'what something feels like.' Know that different marks can be used to represent the textures of objects.	Know that lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. Know lines can create patterns like zig zags and wavy lines.	Know that patterns can be made using shapes. Know that drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture.	Know that patterns can be made using shapes. Know that drawing techniques, such as hatching, scribbling, stippling and blending can create surface texture. Know different drawing tools make different marks.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern) Year 2: Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern) Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone)	Year 1: Creating an area with a single, consistent tone when colouring/shading. (Tone) Year 2: Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone)	Year 1: Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern) Year 2: Exploring drawing and combining geometric shapes. (Line, Shape)	Year 1: Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line) Year 2: Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape) Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)	Year 1: Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line) Year 2: Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape) Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Explore mark-making in different surfaces such as sand, mud playdough and rice with fingers or sticks (Line, Texture).	Describe when colouring is lighter or darker (Tone).	Make lines and marks on paper, staying within the boundaries of the page (Space).	Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).	Begin to draw simple closed shapes that could represent objects, e.g. a circle for a face (Line, Shape).

Year 1/2 Art and Design Cycle A: Craft and Design – Spring Term

Woven Wonders

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is Art?	Can we choose correct materials?	Can we explore threading and knotting?	How can we weave using warp and weft?	Can we combine techniques in a woven artwork?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know that three-dimensional art is called sculpture.</p> <p>know that art can be made in different ways.</p>	<p>Know what materials can be cut, knotted, threaded or plaited.</p> <p>Know how to wrap objects/shapes with wool</p> <p>Know to measure a length</p>	<p>Know sometimes artists concentrate on how they are making something rather than what they make.</p> <p>Know how to tie a knot, thread and plait.</p> <p>Know how to join using knot.</p>	<p>Know how to weave using a combination of materials.</p> <p>Know how to weave with paper on a paper loom.</p>	<p>Know how to weave using a combination of materials.</p> <p>Know some artists are influenced by things happening around them.</p> <p>Know how to make a box loom.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 1: Use sketchbooks to explore ideas.</p> <p>Year 2: Explore their own ideas using a range of media.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Year 1: Make choices about which materials to use to create an effect.</p> <p>Year 2: Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Year 1: Make choices about which materials to use to create an effect.</p> <p>Year 2: Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Year 1: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Year 2: Independently use some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>	<p>Year 1: Make choices about which materials to use to create an effect.</p> <p>Year 2: Explore and analyse a wider variety of ways to join and fix materials in place.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Design something on paper ready to make in three dimensions.</i>	<i>Explore differences when cutting a variety of materials.</i>	<i>Apply craft skills e.g. cutting, threading, folding to make their own artworks.</i>	<i>Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</i>	<i>Apply craft skills e.g. cutting, threading, folding to make their own artworks.</i>

Year 1/2 Art and Design Cycle A: Craft and Design – Summer Term

Map it out

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How do maps lead us on a creative journey?	Can we make a map 3d?	Can we experiment with crafts to make a map?	How can we develop ideas when printmaking?	Is art fun?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how to draw a map to illustrate a journey.</p> <p>Know that shapes can be organic (natural) and irregular.</p>	<p>Know that shapes can be organic (natural) and irregular.</p> <p>Know how to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>Know that shapes can be organic (natural) and irregular.</p> <p>Know how to roll and squeeze the felt to make the fibres stick together.</p> <p>Know how to overlap cellophane/tissue to create new colours.</p>	<p>Know how to smooth a printing tile evenly to transfer an image.</p> <p>Know how to overlap cellophane/tissue to create new colours.</p>	<p>Know that people make art for fun.</p> <p>Know that people make art to decorate a space.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 1: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Year 2: Experiment in sketchbooks, using drawing to record ideas.</p>	<p>Year 1: Create abstract art, recognising some of the techniques used.</p> <p>Year 2: Create and critique both figurative and abstract art, recognising some of the techniques used.</p>	<p>Year 1: Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Year 2: Use hands independently with confidence when shaping paper, card and tougher materials.</p>	<p>Year 1: Further demonstrate increased control.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Year 2: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p>	<p>Year 1: Talk about how art is made.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Year 2: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Make lines and marks on paper, staying within the boundaries of the page (Space).</i>	<i>Design something on paper ready to make in three dimensions.</i>	<i>Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</i>	<i>Explore techniques for joining paper and card e.g. stick, clip, tie, tape.</i>	



Year 1/2

Cycle B

Art Sequences of Learning

Topics of Study: Painting and Mixed Media, Sculpture and 3D.		Term: All	Year: 1/2 Cycle B
National Curriculum	Key Substantive Knowledge		
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Painting and Mixed Media:</p> <ul style="list-style-type: none"> • Know that the primary colours are red, yellow and blue. • Know primary colours can be mixed to make secondary colours: (Red + yellow = orange. Yellow + blue = green. Blue + red = purple) • Know a pattern is a design in which shapes, colours or lines are repeated. • Know that there are many different shades (or 'hues') of the same colour. • Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. • Know how to combine primary-coloured materials to make secondary colours. • Know how to mix secondary colours in paint. • Know how to choose suitable sized paint brushes. • Know how to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> • Know pieces of clay can be joined using the 'scratch and slip' technique. • Know a clay surface can be decorated by pressing into it or by joining pieces on. • Know that Patterns can be made using shapes. • Know how to smooth and flatten clay. • Know how to roll clay into a cylinder or ball. • Know how to make different surface marks in clay. • Know how to make a clay pinch pot. • Know how to mix clay slip using clay and water. • Know how to join two clay pieces using slip. • Know how to use clay tools to score clay. <p>Painting and Mixed Media</p> <ul style="list-style-type: none"> • Know how different amounts of paint and water can be used to mix hues of secondary colours. • Know that colours can be mixed to 'match' real life objects or to create things from your imagination. • Know that 'composition' means how things are arranged on the page. • Know that collage materials can be shaped to represent shapes in an image. • Know that patterns can be used to add detail to an artwork. • Know that collage materials can be chosen to represent real-life textures. • Know that collage materials can be overlapped and overlaid to add texture. • Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Know that painting tools can create varied textures in paint. • Know how to make choices about amounts of paint to use when mixing a particular colour. 		
	Vocabulary		
	Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick, flatten, pinch pot, roll, score, sculpture, shape, slip, surface, collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture.		

Year 1/2 Art and Design Cycle B: Painting and Mixing – Autumn Term

Colour Splash

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we mix colours to make new colours?	Is painting with mixed colours fun?	Can we use print to explore colour?	Can we create pictures using secondary colours?	Are we artists if we use paint?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know that the primary colours are red, yellow and blue.</p> <p>Know primary colours can be mixed to make secondary colours: (Red + yellow = orange. Yellow + blue = green. Blue + red = purple)</p> <p>Know how to mix secondary colours in paint.</p>	<p>Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.</p> <p>Know how to combine primary-coloured materials to make secondary colours.</p>	<p>Know a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that there are many different shades (or 'hues') of the same colour.</p> <p>Know how to choose suitable sized paint brushes.</p> <p>Know how to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p>	<p>Know how to choose suitable sized paint brushes.</p> <p>Know that there are many different shades (or 'hues') of the same colour.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 1: Use sketchbooks to explore ideas.</p> <p>Year 1: Use paints to explore and make new paints.</p> <p>Year 2: Use sketchbooks to explore ideas and being able to describe how colours change.</p>	<p>Year 1: Use paints to explore and make new paints.</p> <p>Year 2: Make choices about which materials/paints to use to create an effect.</p>	<p>Year 1: Use prints to create some prints and use control.</p> <p>Year 2: Develop full control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>	<p>Year 1: Use sketchbooks to explore ideas.</p> <p>Year 2: Use sketchbooks to explore ideas and being able to describe how colours change.</p>	<p>Year 1: Use prints to create some prints and use control.</p> <p>Year 2: Develop full control when using a wide range of tools to draw, paint and create crafts and sculptures.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><i>Describe colours and textures as they paint.</i></p> <p><i>Explore what happens when paint colours mix..</i></p>	<p><i>Describe colours and textures as they paint.</i></p> <p><i>Explore what happens when paint colours mix.</i></p>	<p><i>Use paint to express ideas and feelings.</i></p> <p><i>Explore colours, patterns and compositions when combining materials in collage.</i></p>	<p><i>Explore paint, using hands as a tool.</i></p>	<p><i>Use paint to express ideas and feelings.</i></p> <p><i>Explore colours, patterns and compositions when combining materials in collage.</i></p>

Year 1/2 Art and Design Cycle B: Sculpture and 3D – Spring Term

Clay Houses

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can my hands be a tool?	Can we use clay to decorate?	How can we use impressing and joining techniques?	How does drawing help us plan?	Can we make a 3D house from clay?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how to smooth and flatten clay.</p> <p>Know how to roll clay into a cylinder or ball.</p> <p>Know how to make a clay pinch pot.</p> <p>Know how to use hands in different ways as a tool to manipulate clay.</p>	<p>Know pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know how to make different surface marks in clay.</p>	<p>Know a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>Know how to mix clay slip using clay and water.</p> <p>Know how to join two clay pieces using slip.</p>	<p>Know that patterns can be made using shapes.</p> <p>Know that people make art to share their feelings.</p>	<p>Know how to use clay tools to score clay.</p> <p>Know how to make a relief clay sculpture.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 1: Use hands and tools with confidence when shaping and joining material.</p> <p>Year 2: Further demonstrate increased control with a greater range of care.</p>	<p>Year 1: Use hands and tools with confidence when shaping and joining material.</p> <p>Year 2: Further demonstrate increased control with a greater range of care.</p>	<p>Year 1: Use hands and tools with confidence when shaping and joining material.</p> <p>Year 2: Further demonstrate increased control with a greater range of care.</p>	<p>Year 1: Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Year 2: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques</p>	<p>Year 1: Begin to talk about how they could improve their own work.</p> <p>Year 2: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><i>Explore the properties of clay.</i></p> <p><i>Use modelling tools to cut and shape soft materials eg. playdough, clay.</i></p> <p><i>Talk about colour, shape and texture and explain their choices.</i></p>	<p><i>Explore the properties of clay.</i></p> <p><i>Use modelling tools to cut and shape soft materials eg. playdough, clay.</i></p> <p><i>Talk about colour, shape and texture and explain their choices.</i></p>	<p><i>Explore the properties of clay.</i></p> <p><i>Use modelling tools to cut and shape soft materials eg. playdough, clay.</i></p> <p><i>Talk about colour, shape and texture and explain their choices.</i></p>	<p><i>Problem-solve and try out solutions when using modelling materials.</i></p> <p><i>Plan ideas for what they would like to make</i></p>	<p>Develop 3D models by adding colour</p>

Year 1/2 Art and Design Cycle B: Painting and Mixing – Summer Term

Life in Colour

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can colour be magic?	Can texture be created with paint?	Can we explore making textures?	How does collage create a themed creation?	Is detail important?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p>	<p>Know how to make choices about amounts of paint to use when mixing a particular colour.</p> <p>Know that painting tools can create varied textures in paint.</p>	<p>Know that patterns can be used to add detail to an artwork.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 1: Collectively generate ideas by exploring techniques.</p> <p>Year 2: Begin to generate ideas independently from a wider range of stimuli, exploring different media and techniques.</p>	<p>Year 1: Show control using materials necessary.</p> <p>Year 2: Further demonstrate increased control with a greater range of media.</p>	<p>Year 1: Make simple choices with support about correct techniques.</p> <p>Year 2: Make choices about which materials and techniques to use to create an effect.</p>	<p>Year 1: Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Year 2: Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Year 2: Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>Year1: Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Year 2: Begin to talk about how they could improve their own work.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><i>Describe colours and textures.</i></p> <p><i>Explore what happens when paint colours mix.</i></p>	<p><i>Describe colours and textures as they paint.</i></p> <p><i>Explore what happens when paint colours mix.</i></p>	<p><i>Use paint to express ideas and feelings.</i></p> <p><i>Explore colours, patterns and compositions when combining materials in collage.</i></p>	<p><i>Explore paint, using hands as a tool.</i></p>	<p><i>Use paint to express ideas and feelings.</i></p> <p><i>Explore colours, patterns and compositions when combining materials in collage.</i></p>



Year 3/4

Cycle A

Art Sequences of Learning

Topics of Study: Drawing, Craft and Design, Craft and Design		Term: All	Year: 3/4 Cycle A
National Curriculum	Key Substantive Knowledge		
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Drawing</p> <ul style="list-style-type: none">Know how to use basic shapes to form more complex shapes and patterns.Know how lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.Know to use texture more purposely to achieve a specific effect or to replicate different surfaces.Know how tone can be used to create contrast in an artwork.Know how to use lines and marks to represent texture, pattern and light in a creative and expressive way. e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass.Know how to represent geometric 3D shapes more accurately and begin to include organic forms.Know how to create a gradation effect, smoothly transitioning from light tones to mid tones, to dark tones.Know how to draw more accurately in relative size/proportion.Know whether something is in the foreground or background of a composition and how size can show distance. <p>Craft and Design</p> <ul style="list-style-type: none">Know that layering materials in opposite directions make the handmade paper stronger.Know how to construct a new paper material using paper, water and glueKnow how to use symbols to reflect both literal and figurative ideas.Know how to produce and select an effective final design.Know how to use a zine to present information.Know art from the past can give us clues about what it was like to live at that time.Know how to use basic shapes to form more complex shapes and patterns.Know that patterns can be irregular and change in ways you wouldn't expect.Know the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. <p>Craft and Design</p> <ul style="list-style-type: none">Know that a mood board is a visual collection which aims to convey a general feeling or idea.Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.Know that batik is a traditional fabric decoration technique that uses hot wax.Know how to use basic shapes to form more complex shapes and patterns.Know how to draw small sections of one image to docs on colours and texture.Know how to develop observational drawings into shapes and patterns for design.Know how to make a repeating pattern tile using cut and torn paper shapes.Know how to use materials, like glue, in different ways depending on the desired effect.		
Vocabulary			
Collage, composition, form, highlight, proportion, shadow, three-dimensional, ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine, batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme.			

Year 3/4 Art and Design Cycle A: Drawing – Autumn

Growing Artists (Exploring Tone, Texture and Proportion)

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we draw using tone to create a 3D effect?	How can combine lines to show texture and tone?	Can we understand proportion by observations?	What is effective composition in Art?	Do we understand texture, tone and proportion in drawing?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how to use basic shapes to form more complex shapes and patterns.	Know how lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Know to use texture more purposely to achieve a specific effect or to replicate different surfaces. Know how tone can be used to create contrast in an artwork.	Know how to draw more accurately in relative size/proportion. Know whether something is in the foreground or background of a composition and how size can show distance.	Know how to represent geometric 3D shapes more accurately and begin to include organic forms. Know how to create a gradation effect, smoothly transitioning from light tones to mid tones, to dark tones.	Know how to use lines and marks to represent texture, pattern and light in a creative and expressive way. e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 3: Draw pictures using 3D forms with support. Year 4: Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms.	Year 3: Use sketchbooks to plan and draw ideas. Year 4: Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Year 3: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Year 4: Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Year 3: Understand which materials create for effect. Year 4: Using growing knowledge of different materials, combining media for effect.	Year 3: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. Year 4: Evaluating their work more regularly and independently during the planning and making process.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Identify known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw (Shape, Line).</i>	<i>Draw different lines by varying the control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker, etc (Line, Pattern)</i>	<i>Develop spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people (Shape, Space)</i>	<i>Apply more pressure when drawing or colouring to create a darker tone (Tone).</i>	<i>Apply more pressure when drawing or colouring to create a darker tone (Tone).</i>

Year 3/4 Art and Design Cycle A: Craft and Design – Spring

Ancient Egyptian Scrolls

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we explore Egyptian Art?	How can we use design skills to design a scroll?	Can we use ancient techniques to make paper?	Is drawing and painting the best way to make a scroll?	Is Egyptian art easy to understand?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how to construct a new paper material using paper, water and glue</p> <p>Know how to use basic shapes to form more complex shapes and patterns.</p>	<p>Know how to use symbols to reflect both literal and figurative ideas.</p> <p>Know that patterns can be irregular and change in ways you wouldn't expect.</p>	<p>Know that layering materials in opposite directions make the handmade paper stronger.</p>	<p>Know art from the past can give us clues about what it was like to live at that time.</p> <p>Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>Know how to produce and select an effective final design.</p> <p>Know how to use a zine to present information.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 3: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Year 4: Select imagery and use as inspiration for a design project.</p>	<p>Year 3: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Year 4: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p>	<p>Year 3: Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Year 4: Use hands and tools confidently to cut, shape and join materials for a purpose independently.</p>	<p>Year 3: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Year 4: Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Year 3: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Year 4: Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Weave using a combination of materials</i>	<i>Choose materials to represent texture, pattern or colour</i>	<i>Create 3D effects by layering materials</i>	<i>Apply paint or ink using a printing roller</i>	<i>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</i>

Year 3/4 Art and Design Cycle A: Craft and Design – Summer

Fabric of Nature

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How can the rainforest inspire us?	Can we explore techniques to develop imagery?	How can we develop patterns using textile techniques?	Can we repeat patterns?	How is art made for different purposes?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know that a mood board is a visual collection which aims to convey a general feeling or idea.	<p>Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p> <p>Know how to use basic shapes to form more complex shapes and patterns.</p> <p>Know how to draw small sections of one image to focus on colours and texture.</p>	<p>Know how to develop observational drawings into shapes and patterns for design.</p> <p>Know that batik is a traditional fabric decoration technique that uses hot wax.</p> <p>Know how to use materials, like glue, in different ways depending on the desired effect.</p>	<p>Know that batik is a traditional fabric decoration technique that uses hot wax.</p> <p>Know how to make a repeating pattern tile using cut and torn paper shapes.</p> <p>Know how to use materials, like glue, in different ways depending on the desired effect.</p>	<p>Know how to recognise a theme and develop colour palettes using selected imagery and drawings.</p> <p>Know how artists use drawing to plan ideas for work in different media.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 3: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Year 4: Select imagery and use as inspiration for a design project.</p>	<p>Year 3: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion.</p> <p>Year 4: Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Year 3: Use growing knowledge of different materials, combining media for effect.</p> <p>Year 4: Use growing knowledge of different materials, combining media for effect.</p>	<p>Year 3: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion.</p> <p>Year 4: Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Year 3: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion.</p> <p>Year 4: Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Year 4: Work as a professional designer does by collating ideas to generate a theme.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Choose materials to represent texture, pattern or colour	<i>Try out a variety of ideas for adapting prints into 2D or 3D artworks.</i>	<i>Choose which parts of their drawn map to represent in their 'stained glass'</i>	<i>Smooth a printing tile evenly to transfer an image</i>	<i>Smooth a printing tile evenly to transfer an image</i>



Year 3/4

Cycle B

Art Sequences of Learning

Topics of Study: Painting and Mixing, Sculpture and 3D, Sculpture and 3D		Term: All	Year: 3/4 Cycle B
National Curriculum	Key Substantive Knowledge		
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Painting and Mixing</p> <ul style="list-style-type: none">● Know how to use simple shapes to scale up a drawing to make it bigger.● Know how to make a cave wall surface.● Know how to create a textured background using charcoal and chalk.● Know how to use natural objects to make tools to paint with.● Know how to create different textures using different parts of a brush.● Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.● Know that negative shapes show the space around and between objects.● Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.● Know that shading creates different tones in artwork by changing the applied pressure.● Know that shading helps make drawn objects look realistic by giving them form (dimension). <p>Sculpture and 3D</p> <ul style="list-style-type: none">● Know how to join 2D shapes to make a 3D form.● Know how to join larger pieces of materials, exploring what gives 3D shapes stability.● Know how to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.● Know how to choose materials to scale up an idea.● Know how to create different joins in card eg. slot, tabs, wrapping.● Know how to add surface detail to a sculpture using colour or texture.● Know that using light and dark colours next to each other creates contrast● Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).● Know that negative shapes show the space around and between objects. <p>Sculpture and 3D</p> <ul style="list-style-type: none">● Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.● Know how to use their arm to draw 3D objects on a large scale.● Know that smooth the surface of soap using water when carving.● Know how to join wire to make shapes by twisting and looping pieces together.● Know how to create a neat line in the wire by cutting and twisting the end onto the main piece.● Know how to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.● Know how to try out different ways to display a 3D piece and choose the most effective.● Know tone can create contrast between light and dark, adding shadows and highlights to an artwork.● Know how to use basic shapes to form more complex shapes and patterns.● Know that simple 3D forms can be made by creating layers, by folding and rolling materials.		
	Vocabulary		
	Charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, sketch, smudging, texture, tone, abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional, abstract, bending, carving, ceramics, form, joining, organic, recycled, sculpture, surface, twisting, 3D, 2D, wire.		

Year 3/4 Art and Design Cycle B: Painting and Mixing – Autumn

Prehistoric Painting

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we explore prehistoric art?	How can we draw charcoal animals?	What is a prehistoric palette?	Can we apply paint on the cave wall?	Can we apply hand paint on the cave wall?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know that negative shapes show the space around and between objects.</p> <p>Know that shading creates different tones in artwork by changing the applied pressure.</p> <p>Know that shading helps make drawn objects look realistic by giving them form (dimension).</p>	<p>Know how to use simple shapes to scale up a drawing to make it bigger.</p> <p>Know that shading creates different tones in artwork by changing the applied pressure.</p>	<p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>Know that texture in an artwork can be real (what the surface feels like) or a surface can be made to appear textured.</p> <p>Know how to make natural paints using natural materials.</p>	<p>Know how to make a cave wall surface.</p> <p>Know how to paint on a rough surface.</p> <p>Know that texture in an artwork can be real (what the surface feels like) or a surface can be made to appear textured.</p>	<p>Know how to create different textures using different parts of a brush.</p> <p>Know how to make a cave wall surface.</p> <p>Know how to paint on a rough surface.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 3: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Year 4: Select imagery and use as inspiration for a design project.</p>	<p>Year 3: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion.</p> <p>Year 4: Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Year 3: Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Year 4: Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Year 3: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Year 4: Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p>	<p>Year 3: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Year 4: Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Compose more complex drawings by combining shapes (Shape, Space).	Print with objects, applying a suitable layer of paint to the printing surface.	Overlap paint to mix new colours.	<p>Add painted detail to a collage to enhance/improve it.</p> <p>Create texture using different painting tools.</p>	<p>Add painted detail to a collage to enhance/improve it.</p> <p>Create texture using different painting tools.</p>

Year 3/4 Art and Design Cycle B: Sculpture and 3D – Spring

Abstract Shape and Space

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we make structural shapes?	Can we construct in 3D?	Is seeing space easy?	How easy are abstract sculptures to construct?	Can we improve using surface decoration?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how to join 2D shapes to make a 3D form.</p> <p>Know how to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea</p> <p>Know how to create different joins in card eg. slot, tabs, wrapping.</p>	<p>Know how to join larger pieces of materials, exploring what gives 3D shapes stability.</p> <p>Know how to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.</p> <p>Know how to create different joins in card eg. slot, tabs, wrapping.</p>	<p>Know how to identify and draw negative spaces.</p> <p>Know that negative shapes show the space around and between objects.</p>	<p>Know how to plan a sculpture by drawing.</p> <p>Know how to choose materials to scale up an idea.</p> <p>Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p>	<p>Know that artists can focus on shapes when making abstract art.</p> <p>Know that using light and dark colours next to each other creates contrast</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 3: Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Year 4: Confidently use of a range of materials and tools, selecting and using these appropriately with independence.</p>	<p>Year 3: Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Year 4: Confidently use of a range of materials and tools, selecting and using these appropriately with independence.</p>	<p>Year 3: Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p>Year 4: Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>Year 3: Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Year 4: Confidently use of a range of materials and tools, selecting and using these appropriately with independence.</p>	<p>Year 3: Begin to carry out a problem-solving process and make changes to improve their work.</p> <p>Year 4: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Join two clay pieces using slip.</i>	<i>Cut and glue paper to make 3D structures.</i>	<i>Collage materials can be shaped to represent shapes in an image.</i>	<i>Make a relief clay sculpture.</i>	<i>Make different surface marks in clay.</i>

Year 3/4 Art and Design Cycle B: Sculpture and 3D – Summer

Mega Materials

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How can we sketch from 2D to 3D?	Can we make soap sculptures?	How can shapes be formed and joined in wire?	How is shadow sculpture displayed?	Can we recycle and recreate?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how to use their arm to draw 3D objects on a large scale.</p> <p>Know how to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</p> <p>Know how to use basic shapes to form more complex shapes and patterns.</p>	<p>Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire.</p> <p>Know how to sculpt soap from a drawn design.</p> <p>Know that smooth the surface of soap using water when carving.</p>	<p>Know how to join wire to make shapes by twisting and looping pieces together</p> <p>Know how to create a neat line in the wire by cutting and twisting the end onto the main piece.</p>	<p>Know tone can create contrast between light and dark, adding shadows and highlights to an artwork.</p> <p>Know that artists can choose materials to communicate a message.</p>	<p>Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p> <p>Know how to try out different ways to display a 3D piece and choose the most effective.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 3: Use some control when drawing and being able to create 3D effects.</p> <p>Year 4: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p>	<p>Year 3: Use simple techniques to shape and join materials; such as carvings and modelling wire with support.</p> <p>Year 4: Use more complex techniques to shape and join materials, such as carving and modelling wire.</p>	<p>Year 3: Use simple techniques to shape and join materials; such as carvings and modelling wire with support.</p> <p>Year 4: Use more complex techniques to shape and join materials, such as carving and modelling wire.</p>	<p>Year 3: Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>Year 4: Understand how artists use art to convey messages through the choices they make.</p>	<p>Year 3: Use simple techniques to shape and join materials; such as carvings and modelling wire with support.</p> <p>Year 4: Use more complex techniques to shape and join materials, such as carving and modelling wire</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Cut and glue paper to make 3D structures.</i>	<i>Use hands in different ways as a tool to manipulate clay.</i>	<i>Use hands in different ways as a tool to manipulate clay.</i>	<i>Identify and draw negative spaces.</i>	<i>Use hands in different ways as a tool to manipulate clay.</i>



Year 5/6

Cycle A

Art Sequences of Learning

Topics of Study: Drawing, Craft and Design, Craft and Design		Term: All	Year: 5/6 Cycle A
National Curriculum	Key Substantive Knowledge		
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Drawing</p> <ul style="list-style-type: none"> Know how to explore the expressive qualities of line as part of their iterative process. Know how to consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. Know how to further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. Know that you can find a point in the distance to draw from (one-point perspective). Know how to scale drawings up or down while aiming to keep proportion. Know that art can be a form of protest. Know that elements such as perspective, depth and abstraction can change how shapes appear in a composition. Know that people can have varying ideas about the value of art. Know how scaling is a technique for enlarging or reducing an image while keeping the proportions the same. Know that using a vanishing point on a horizon can create a sense of distance in their artwork. <p>Craft and Design</p> <ul style="list-style-type: none"> Know the steps to make a monoprint when a roller is sufficiently inked. Know how to make an observational drawing of a house. Know how to use shapes and measuring as methods to draw accurate proportions. Know how to select a small section of a drawing to use as a print design. Know how to develop drawings further to use as a design for print. Know how to design a building that fits a specific brief. Know how to draw an idea in the style of an architect that is annotated to explain key features. Know how to draw from different views, such as a front or side elevation. Know how to use sketchbooks to research and present information about an artist. Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing Know that shapes can be used to place the key elements in a composition and help to create compositions with depth. <p>Craft and Design</p> <ul style="list-style-type: none"> Know how to create artwork for a design brief. Know how to use a camera or tablet for photography. Know how to identify the parts of a camera. Know how to take a macro photo, choosing an interesting composition. Know how to use drama and props to recreate imagery. Know how to take a portrait photograph. Know how different materials can be used to produce photorealistic artwork. Know that macro photography is showing a subject as larger than it is in real life. Know how to create a photomontage. Know that elements such as perspective, depth and abstraction can change how shapes appear in a composition. Know that pattern can be created in many ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. 		
	<p>Vocabulary</p> <p>Depth, graffiti, horizon, mural, one point perspective, proportion, realism, scale, street art, vanishing point, abstract, annotate, architect, architectural, architecture, bird's-eye view, built environment, commemorate, composition, crop, design, design brief, design intention, elevation, evaluate, external, form, futuristic, individuality, interpret, legacy, literal, monoprint, monument, observational drawing, organic, perspective, pressure, proportion, style, symbolism, viewfinder, album, arrangement, cityscape, composition, Dada, digital, editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome, photography, photorealism, photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software</p>		

Year 5/6 Art and Design Cycle A: Drawing – Autumn

Expressing Ideas

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is street art?	How do artists use one-point perspectives?	Can we scale up?	Can we plan street art?	How can we make a street-art inspired piece?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know that people can have varying ideas about the value of art.</p> <p>Know how to explore the expressive qualities of line as part of their iterative process.</p>	<p>Know that you can find a point in the distance to draw from (one-point perspective).</p> <p>Know that using a vanishing point on a horizon can create a sense of distance in their artwork.</p>	<p>Know how to scale drawings up or down while aiming to keep proportion.</p> <p>Know how scaling is a technique for enlarging or reducing an image while keeping the proportions the same.</p>	<p>Know that art can be a form of protest.</p> <p>Know how to consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect.</p>	<p>Know that elements such as perspective, depth and abstraction can change how shapes appear in a composition.</p> <p>Know how to further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 5: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Year 6: Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>	<p>Year 5: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Year 6: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Year 5: Combining materials and techniques appropriately to fit with ideas.</p> <p>Year 6: Working in a sustained way over to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<p>Year 5: Describing and evaluating the work, ideas and processes used by artists across a variety of disciplines.</p> <p>Year 6: Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Year 5: Combining materials and techniques appropriately to fit with ideas.</p> <p>Year 6: Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Recognise more organic shapes within objects (Shape).</i>	<i>Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass (Line).</i>	<i>Draw more accurately in relative size/proportion (Space).</i>	<i>Sketch to plan the placement of their composition elements for visual effect (Space).</i>	<i>Represent geometric 3D shapes more accurately and begin to include organic forms (Line, Shape, Form).</i>

Year 5/6 Art and Design DT Cycle A: Craft and Design - Spring

Architecture

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we observational draw a house?	What is monoprint?	Can we be an architect?	Can we extend design ideas through research?	Can we evaluate the intention of a design?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how to make an observational drawing of a house.</p> <p>Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing</p>	<p>Know the steps to make a monoprint when a roller is sufficiently inked.</p> <p>Know how to select a small section of a drawing to use as a print design</p>	<p>Know how to use shapes and measuring as methods to draw accurate proportions.</p> <p>Know how to design a building that fits a specific brief.</p> <p>Know how to draw an idea in the style of an architect that is annotated to explain key features.</p> <p>Know how to draw from different views, such as a front or side elevation.</p>	<p>Know how to develop drawings further to use as a design for print.</p> <p>Know how to use sketchbooks to research and present information about an artist.</p>	<p>Know that shapes can be used to place the key elements in a composition and help to create compositions with depth.</p> <p>Know how to interpret an idea in into a design for a structure.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 5: Use sketchbooks with increasing independence to record observations, gather research and experiment with materials when developing ideas.</p> <p>Year 6: Use sketchbooks confidently and independently for a range of purposes, including detailed observation, research, material testing and refining ideas towards an outcome.</p>	<p>Year 5: Create artwork in a more sustained way, revisiting pieces to refine ideas and applying developing understanding of tone, texture, line, colour and form.</p> <p>Year 6: Create artwork through a sustained, iterative process, revisiting and improving pieces over time while confidently applying understanding of tone, texture, line, colour and form to enhance outcomes.</p>	<p>Year 5: Work with a range of media with increasing control, experimenting with different techniques and beginning to explore how other artists create effects.</p> <p>Year 6: Select and work confidently with a range of media, applying techniques with control to achieve specific effects and purposefully using approaches inspired by other artists.</p>	<p>Year 5: Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>Year 6: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Year 5: Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Year 6: Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Develop observational drawings into shapes and pattern for design</i>	<i>Recognise a theme and develop colour palettes using selected imagery and drawings.</i>	<i>Develop observational drawings into shapes and pattern for design</i>	<i>Art, craft and design affects the lives of people who see or use something that has been created.</i>	<i>Art, craft and design affects the lives of people who see or use something that has been created.</i>

Year 5/6 Art and Design Cycle A: Craft and Design - Summer

Photo Opportunity

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is a photomontage?	Can we understand macro photography?	What is digital art?	Can we recreate paintings?	How can we create photorealistic self-portraits?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know how to create artwork for a design brief.</p> <p>Know how to create a photomontage.</p>	<p>Know how to use a camera or tablet for photography.</p> <p>Know that macro photography is showing a subject as larger than it is in real life.</p> <p>Know how to take a macro photo, choosing an interesting composition.</p> <p>Know how to identify the parts of a camera.</p>	<p>Know how to manipulate a photograph using photo editing tools.</p> <p>Know that variations in tone can enhance composition and create spatial illusion.</p> <p>Know how different materials can be used to produce photorealistic artwork.</p>	<p>Know how to use drama and props to recreate imagery.</p> <p>Know how to use a grid method to copy a photograph into a drawing.</p> <p>Know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p> <p>Know that pattern can be created in many ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</p>	<p>Know how to take a portrait photograph.</p> <p>Know that elements such as perspective, depth and abstraction can change how shapes appear in a composition.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 5: Draw on their own creative experiences and simple research to develop starting points for their artwork, beginning to shape ideas independently.</p> <p>Year 6: Use their creative experience and purposeful research to develop well-considered starting points for artwork, showing increasing independence in shaping and planning creative outcomes.</p>	<p>Year 5: Recognise how artists use materials to express feelings and memories, and begin to choose materials, imagery, shape and form to create their own personal pieces.</p> <p>Year 6: Explain how artists use materials to convey feelings and memory, and confidently select materials, imagery, shape and form to create personal and meaningful artwork.</p>	<p>Year 5: Begin to understand that art forms such as photography and sculpture have changed over time, as artists explore new ideas and ways of working.</p> <p>Year 6: Understand that art forms such as photography and sculpture continually evolve, recognising how artists push boundaries and develop new approaches over time.</p>	<p>Year 5: Create artwork in a personal and expressive way, responding to a chosen stimulus and beginning to develop pieces with increasing independence.</p> <p>Year 6: Create expressive artwork in their own personal style, confidently responding to chosen stimuli and developing pieces independently from initial idea to outcome.</p>	<p>Year 5: Independently use their growing knowledge of tools, materials and processes to try out alternative approaches and make simple improvements to their work.</p> <p>Year 6: Independently apply secure knowledge of tools, materials and processes to explore alternative solutions and make purposeful, considered improvements to their artwork.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Select imagery and use as inspiration for a design project.				



Year 5/6

Cycle B

Art Sequences of Learning

Topics of Study: Painting and Mixing, Sculpture and 3D, Sculpture and 3D		Term: All	Year: 5/6 Cycle B
National Curriculum	Key Substantive Knowledge		
<p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p>Painting and Mixing</p> <ul style="list-style-type: none"> • Know how to develop a drawing into a painting. • Know how to create a drawing using text as lines and tone. • Know how to experiment with materials and create different backgrounds to draw onto. • Know how to use a photograph as a starting point for a mixed-media artwork. • Know how to take an interesting portrait photograph, exploring different angles. • Know how to adapt an image to create a new one. • Know how to combine materials to create an effect. • Know how to choose colours to represent an idea or atmosphere. • Know how to develop a final composition from sketchbook ideas. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> • Know how to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • Know how to try out ideas on a small scale to assess their effect. • Know how to use everyday objects to form a sculpture. • Know how to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • Know how to try out ideas for making a sculpture interactive. • Know how to plan an installation proposal, making choices about light, sound and display. • Know that shapes can be used to place the key elements in a composition and help to create compositions with depth. • Know that creating a foreground, middle-ground and background creates depth, making artwork look like it has space and distance. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> • Know how to translate a 2D image into a 3D form • Know how to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • Know how to manipulate cardboard to create different textures. • Know how to make a cardboard relief sculpture. • Know how to make visual notes to generate ideas for a final piece. • Know how to translate ideas into sculptural forms. 		
	<p>Vocabulary</p> <p>art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multi media, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer, analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three dimensional, assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition</p>		

Year 5/6 Art and Design Cycle B: Painting and Mixing – Autumn

Portraits

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we create a poem portrait?	How can we develop drawings for effect?	Are we able to make self-portraits?	Can we experiment changing our face?	Is mixing media fun?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how to develop a drawing into a painting	Know how to create a drawing using text as lines and tone. Know how to use a photograph as a starting point for a mixed-media artwork.	Know how to experiment with materials and create different backgrounds to draw onto. Know how to take an interesting portrait photograph, exploring different angles.	Know how to adapt an image to create a new one. Know how to combine materials to create an effect.	Know how to choose colours to represent an idea or atmosphere. Know how to develop a final composition from sketchbook ideas.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 5: Work with a range of media, experimenting with different techniques and materials.</p> <p>Describe how different materials and techniques affect the look and feel of artwork.</p> <p>Year 6: Work confidently with a range of media, showing increasing control to achieve specific effects. Adapt and apply techniques used by other artists to suit their own artistic intentions.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer, using appropriate art vocabulary.</p>	<p>Year 5: Work with a range of media, experimenting with different techniques and materials.</p> <p>Describe how different materials and techniques affect the look and feel of artwork.</p> <p>Year 6: Work confidently with a range of media, showing increasing control to achieve specific effects. Adapt and apply techniques used by other artists to suit their own artistic intentions.</p> <p>Discuss how artists create work with the intent to create an impact on the viewer, using appropriate art vocabulary.</p>	<p>Year 5: Create artwork over more than one session, revisiting and developing ideas.</p> <p>Use tone, texture, line, colour and form to add detail and improve their work.</p> <p>Year 6: Create artwork in a sustained and purposeful way, revisiting and refining work overtime.</p> <p>Confidently apply their understanding of tone, texture, line, colour and form to achieve intended effects.</p>	<p>Year 5: Combine different media, including photography and simple digital art effects, to experiment with outcomes.</p> <p>Year 6: Confidently explore, record and evaluate plans and ideas to refine work towards an outcome.</p> <p>Combine a wide range of media, including photography and digital art effects, to create purposeful and considered artwork.</p>	<p>Year 5: Use sketchbooks to support the development of ideas towards an outcome, with some guidance.</p> <p>Year 6: Apply their knowledge of tools, materials and processes to experiment, adapt and refine techniques independently.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Use tints and shades of a colour to create a 3D effect when painting.</i>	<i>Demonstrate greater skill and control when drawing and painting to depict forms.</i>	<i>Arrange objects to create a still life composition.</i>	<i>Demonstrate greater skill and control when drawing and painting to depict forms.</i>	<i>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence..</i>

Year 5/6 Art and Design Cycle B: Sculpture and 3D - Spring

Interactive Installation 3D Art

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
What is installation art?	Can we use space and scale?	How can we construct 3D art?	How can we use creative concepts?	Are we adapting to the viewers experience?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know how to plan an installation proposal, making choices about light, sound and display	Know how to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Know how to try out ideas on a small scale to assess their effect.	Know how to use everyday objects to form a sculpture. Know how to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Know how to try out ideas for making a sculpture interactive.	Know that shapes can be used to place the key elements in a composition and help to create compositions with depth.	Know that creating a foreground, middle-ground and background creates depth, making artwork look like it has space and distance.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 5: Share their own responses to artwork and begin to explain how it makes them feel. Year 6: Evaluate how artwork encourages the viewer to question their own ideas or viewpoints, using appropriate art vocabulary.	Year 5: Discuss how artists use colour, shape, line and subject matter to create an effect on the viewer. Year 6: Explain how artists make deliberate choices in techniques, materials and visual elements to influence meaning and response.	Year 5: Work with a range of media, exploring and experimenting with different techniques. Year 6: Select and use media and techniques purposefully to enhance the impact of their work.	Year 5: Explore and record plans and ideas through sketches, notes and other visual methods. Year 6: Confidently explore, record and evaluate plans and ideas to develop work towards an outcome.	Year 5: Describe key features of artists' work and begin to recognise how culture or time may have influenced their art. Year 6:
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Use growing knowledge of different materials, combining media for effect.</i>	<i>Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.</i>	<i>Use growing knowledge of different materials, combining media for effect.</i>	<i>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</i>	<i>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</i>

Year 5/6 Art and Design Cycle B: Sculpture and 3D - Summer

Memories

Session 1	Session 2	Session 3	Session 4
Key Question	Key Question	Key Question	Key Question
Can we explore ourselves?	What is a relief sculpture?	Can we create a memory museum?	What is a memory sculpture?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<p>Know that art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Know that art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.</p>	<p>Know how to translate a 2D image into a 3D form</p> <p>Know how to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).</p> <p>Know how to manipulate cardboard to create different textures.</p> <p>Know how to make a cardboard relief sculpture.</p>	<p>Know how to make visual notes to generate ideas for a final piece.</p>	<p>Know how to translate ideas into sculptural forms.</p>
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<p>Year 5: Explore creating artwork from imagination or memory, not just direct observation.</p> <p>Year 6: Recognise that art can be fully imagined or abstract, representing ideas, feelings, or concepts rather than literal objects.</p>	<p>Year 5: Combine materials and techniques appropriate to fit with ideas.</p> <p>Year 6: Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Year 5: Recognise that art can represent ideas, memories, feelings, or experiences.</p> <p>Talk about how artwork can make people feel or think.</p> <p>Year 6: Understand that art can represent abstract concepts, including personal memories and experiences.</p> <p>Discuss how and why artists create work to provoke reactions or communicate ideas.</p>	<p>Year 5: Use the formal elements of art (tone, texture, line, colour, form) to add interest and detail.</p> <p>Year 6: Collaborate confidently on larger-scale projects, contributing ideas and skills effectively.</p>
Prior Learning	Prior Learning	Prior Learning	Prior Learning
<p><i>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion</i></p>	<p><i>Try out different ways to display a 3D piece and choose the most effective.</i></p>	<p><i>Use growing knowledge of different materials, combining media for effect.</i></p>	<p><i>Use growing knowledge of different materials, combining media for effect.</i></p>