

Year 1			
	TOPIC 1- Autumn 1 THE GUNPOWDER PLOT- IMAGERY BY JAMES ROSENQUIST	TOPIC 2- Spring 1 NATURAL ART – ANDY GODLSWORTHY	TOPIC 3- Summer 2 FAMOUS ARTIST STUDY – ANDY WARHOL
Prior Knowledge	<p><i>DM Expressive Arts (3-4 years) Spring Term</i></p> <p>Use drawing to represent ideas like movement or loud noises</p> <p><i>DM Expressive Arts (3-4 years) Summer Term</i></p> <p>Explore colour and colour-mixing</p>	<p><i>DM Expressive Arts (3-4 years) Autumn Term</i></p> <p>Show different emotions in their drawings and paintings</p> <p><i>DM Expressive Arts (3-4 years) Summer Term</i></p> <p>Develop their own ideas and then decide which materials to use to express them</p>	<p><i>DM Expressive Arts (3-4 years) Spring term</i></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including detail</p>
Key Skills	<ul style="list-style-type: none"> ✔ Experiment with paint to create colour, tone and shade (fading, combination of colours). ✔ Use combinations of colours to make primary and secondary palettes. ✔ Explore the use of crayon to create shape and form (firework). ✔ Create firework imagery demonstrating colour, shape and form using mixed media. 	<ul style="list-style-type: none"> ✔ <i>Throughout each lesson within the unit, review work by Andy Goldsworthy and make links to their own work.</i> ✔ Create and combine materials to experiment with form. ✔ Create and combine materials to experiment with structure. ✔ Create and combine materials to experiment with colour and pattern. ✔ Create original pieces influenced by Andy Goldsworthy. 	<ul style="list-style-type: none"> ✔ Create a colour wheel using a combination of primary and secondary colours. ✔ Experiment with drawing to create a chosen image to print. ✔ Use different instruments to carve a printing image in the style of Andy Warhol. ✔ Learn and experiment with the technique of printing to create repeated images. ✔ Developing and amending ideas to recreate and improve the effect. ✔ Create a pop art image using printing and considering colour in the style of Andy Warhol.
Key Vocabulary <small>Intentional and related vocabulary to be taught throughout the unit</small>	brushstroke, hue, pattern, primary colours, secondary colours, tint, tone, blend, wash, palette, shade, line, texture, sketch, outline, mix, blend, bright, dull, background/foreground, change, improve	Artist, artwork, style, observe, natural, temporary, arranged, material, sort/group, place/position, construct, manipulate, sculptor, sculpture	Artist, artwork, portrait, repetition, contrast, engrave, pattern, pop art, block, plate, ink, print, repeat, rotate, background, foreground, relief, apply, transfer, stencil, idea, plan, change, improve, design, share
NC Taught Curriculum <small>Substantive knowledge taught and covered in KOs</small>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i></p> <p><i>To develop techniques using colour.</i></p> <p><i>Developing and amending ideas</i></p>	<p><i>Responses to art and artists</i></p> <p><i>Know a range of artists.</i></p> <p><i>Knowledge of materials</i></p>	<p><i>Responses to art and artists</i></p> <p><i>Know a range of artists.</i></p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i></p>

	<i>Develop and share ideas, experiences and imagination.</i>	<i>Use a range of materials to develop pattern, form and space. Developing and amending ideas Make links between their own and others work.</i>	<i>To develop techniques using colour. To use drawing and painting. Developing and amending ideas Making links between their own and the work of artists.</i>
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Mix primary colours to make secondary colours. ✔ Add white to colours to make tints. ✔ Add black to colours to make tone. ✔ Explore the use of a crayon for line and shape (firework). ✔ Experience trial and error of mixing the media of crayon and paint. 	<ul style="list-style-type: none"> ✔ Explore and describe different artwork of Andy Goldsworthy ✔ Sort and arrange materials (that have been collected). ✔ Collect and assemble different natural materials using the outdoor environment ✔ Adapt and amend initial designs 	<ul style="list-style-type: none"> ✔ Learn about a colour wheel and text paints to look at contrasting and matching colours ✔ Explore vocabulary used to describe colour wheels ✔ Learn about printed – look at different representations of art using printing ✔ Use different tools to carve into polystyrene ✔ Refine carving according to tool and detail required ✔ Test how to print- develop technique and control of paint/print ✔ Draw and observe simple observations of an object.
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>		<p>Collect natural materials from the grounds. Create artwork in the grounds of the school.</p>	
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>		<p><i>Year 1 Spring 1-</i> Seasons and changes in the natural environment</p>	
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To have an understanding of colour combinations when using paint. ✔ To have an understanding of how mixed media (crayon and paint) creates different effects. ✔ To identify primary colours and how they combine to create secondary colours. ✔ To describe a piece of art using artistic vocabulary, sharing thoughts, feelings and inspiration and how it may be improved. 	<ul style="list-style-type: none"> ✔ To experiment with different materials to design and make products in two and three dimensions. ✔ To make structures by joining simple objects together ✔ To describe key features of a famous artists' work 	<ul style="list-style-type: none"> ✔ To make marks in print using objects and tools to create printing patterns. ✔ To explore different methods as ideas develop ✔ To have control over printing and painting tools

Year 2			
	TOPIC 1- Autumn 1 NATURAL ART – JAKKEE KONGKAEW	TOPIC 2- Spring 1 FAMOUS ARTIST STUDY – PABLO PICASSO	TOPIC 3- Summer 1 CULTURAL ART STUDY- THE GREAT WAVE BY KATSUSHIKA HOSUKAI
Prior Knowledge	<i>Year 1 Spring – exploring the natural art of Andy Goldsworthy.</i>	<i>Year 1 Autumn – mixing colours</i>	<i>Year 1 Autumn – mixing colour palettes</i> <i>Year 1 Summer – creating colour wheels</i>
Key Skills	<ul style="list-style-type: none"> ✔ Experiment with pencil to create tone ✔ Experiment with pencil to create pattern ✔ Explore different media (pencil and crayon) to create relief rubbings to explore textures within the natural environment. ✔ Develop, share and amend ideas to create sketches of patterns and textures from the natural environment. ✔ Create a sketch of the natural environment using pencil to create tone, pattern and texture. 	<ul style="list-style-type: none"> ✔ Experiment with mixed media to create different colours ✔ Experiment with mixed media to create different patterns and textures ✔ Experiment with drawing to create shapes to represent a chosen image in the style of Pablo Picasso. ✔ Create a collage using mixed media developing colour, pattern, texture and shape in the style of Pablo Picasso. 	<ul style="list-style-type: none"> ✔ Experiment with paint to create colours, line and shape using thick and thin brushes. ✔ Experiment with oil pastels to create colours, line and shape. ✔ Experiment with chalk to create colours, tones, line and shape. ✔ Reflect on the similarities in practices and disciplines used between the artist and own work. ✔ Create and combine media (paint, oil pastels or chalk) to create a representation of a piece of artwork studied.
Key Vocabulary <small><i>Intentional and related vocabulary to be taught throughout the unit</i></small>	<p>Tier 2- inspired by, proportion, observation, compare, press, blend</p> <p>Tier 3- draw, line, pattern, texture, layer, perspective, shade, still life, form, composition, sketch, shade, tone, colour, smudge, technique,</p>	<p>Tier 2- compare, express, experiment, mixed media, colour, tone, shape,</p> <p>Tier 3 - collage, mosaic, texture, three-dimensional, cubism, abstract, texture, pattern, layer overlap, composition, pattern, express, compare, experiment</p>	<p>Tier 2- brushstroke, hue, pattern, tint, tone, blend, wash, palette, shade, cultural, primary colours, secondary colours,</p> <p>Tier 3- dynamic, highlight, stylised, seascape, landscape, perspective, composition, contour, form</p>
NC Taught Curriculum <small><i>Substantive knowledge taught and covered in Kos</i></small>	<p><i>Knowledge of materials</i> <i>Use a range of materials to develop colour, pattern and texture.</i></p> <p><i>Developing and amending ideas</i></p>	<p><i>Responses to art and artists</i> <i>Know a range of artists.</i></p> <p><i>Knowledge of materials</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>To use drawings and painting.</i> <i>To develop techniques using colour.</i></p>

	<p><i>Developing and sharing ideas, experiences and imagination.</i></p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>To use drawing.</i></p>	<p><i>Use a range of materials to develop colour, pattern, texture and shape.</i></p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>To use drawings and painting.</i> <i>To develop techniques using colour.</i></p> <p><i>Developing and amending ideas</i> <i>Making links between their own and the work of artists.</i></p>	<p><i>Responses to art and artists</i> <i>Describe differences and similarities in practices and disciplines.</i></p> <p><i>Knowledge of materials</i> <i>Use a range of materials to develop colour, line and shape.</i></p>
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Explore and learn about different pencil hardest- 2h-6b ✔ Test and try how different pencils respond when using different pressure/ sides of the lead ✔ Create simple drawings, using pencil to demonstrate shadow ✔ Create rubbings (pencil rubbings on trees, leaf rubbings) to explore patterns and textures from the natural world. ✔ Learn about different 'media' and look at different art made from mixed media ✔ Begin to create and develop sketches of a natural object ✔ Select and try different pencils for different tones ✔ Take photos to use to experiment sketching features of the natural environment. 	<ul style="list-style-type: none"> ✔ Learn about different colours including primary and secondary and how shades are created ✔ Combine paint and collage to develop texture ✔ Explore and describe different artwork of Pablo Picasso. ✔ Create sketches of art in the style of Picasso, amending and developing skills ✔ Create a final 'idea' sketch ✔ Experience trial and error of using mixed media to create a desired colour and texture. 	<ul style="list-style-type: none"> ✔ Learn about different brushes and their uses ✔ Try different brushes for different effects ✔ Explore how paint can be used with different brushes- amount of paint, holding brush in different place etc ✔ Explore how to develop control over a paintbrush ✔ Use and learn how to control oil pastels and chalk, creating shade, tone and pattern ✔ Explore the artwork "The Great Wave off Kanagawa" by Katsushika Hokusai. ✔ Explore the use of pastels and chalk for line and shape. ✔ Add white to paint colours to create tints and black to create tones.
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>	<p>Collect natural objects from the outside environment. Spend time in the grounds looking at the patterns and textures within nature.</p>		

<p>Other cross-curricular learning links</p> <p>Where appropriate</p>		<p><i>Year 2 Autumn 2-</i> Everyday materials and their properties</p>	
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To represent things observed and remembered using colour in two dimensions. ✔ To experiment with basic tools on rigid and flexible materials ✔ To select appropriate tools for the intended outcome of a piece/ aspect of a piece of art ✔ To refine, improve and amend original sketches considering texture, tone and pattern 	<ul style="list-style-type: none"> ✔ To cut, glue and trim material to create images from a variety of media. ✔ To experiment with mixed media and make reasonable artistic choices about improvements or changes ✔ To make textured collages in the style of Pablo Picasso from a variety of media and by folding, crumpling and tearing materials. ✔ To explain and describe the art of Pablo Picasso using appropriate artistic vocabulary 	<ul style="list-style-type: none"> ✔ To use a variety of tools including pastels, chalk and other dry media to represent objects in lines ✔ To explore and develop understanding of creation of tones/ combinations using chalk, pastel and paint ✔ To select appropriate tools and maintain control for the desired effect using paint, chalk and pastels ✔ To describe the cultural influences on art pieces such as The Great Wave using appropriate vocabulary
<p>Year 3</p>			
	<p>TOPIC 1- Autumn 1 NATURAL ART – LASAUX CAVE PAINTINGS</p>	<p>TOPIC 2- Spring 1 FAMOUS ARTIST STUDY – ANTONI GAUDI</p>	<p>TOPIC 3- Summer 1 SELF-PORTRAITS</p>
<p>Prior Knowledge</p>	<p><i>Year 2 Autumn – natural art</i> <i>Year 2 Summer – cultural art</i></p>	<p><i>Year 2 Spring- collage</i></p>	<p><i>Year 2 Autumn – sketching and drawing</i></p>
<p>Key Skills</p>	<ul style="list-style-type: none"> ✔ Experiment with oil pastels and chalk to create texture and colour (cave background) ✔ Explore the use of charcoal to create line and shape (cave figures). ✔ Develop and revisit ideas to create texture, colour, line and shape through experimentation. ✔ Create and combine media (oil pastels, chalk and charcoal) to create a piece of artwork studied. 	<ul style="list-style-type: none"> ✔ Experiment with a range of materials to create patterns and textures. ✔ Experiment the use of mosaic to create patterns. ✔ Experiment and arrange materials to create a desired pattern that reflects the work of Antoni Gaudi. ✔ Create a collage using overlapping and mosaics to improve the mastery of pattern, colour, shape and texture in the style of Antoni Gaudi. 	<ul style="list-style-type: none"> ✔ Experiment with pencil using different hardness to show line, tone and texture. ✔ Explore the proportions of the face and the body parts that make up the face. ✔ Sketch lightly and use shading to show light and shadow (sketch others portraits). ✔ Use a mirror to begin to sketch features of faces. ✔ Develop and revisit ideas to improve line, tone and texture through sketching. ✔ Create a self-portrait using the shading to show light and shadow and develop line, tone and texture.

<p>Key Vocabulary</p> <p><i>Intentional and related vocabulary to be taught throughout the unit</i></p>	<p>Tier 2 – observe, explore, evaluate, inspired by, review Tier 3- form, tone texture, layer, composition, tint, blend, palette, shade, hue, pattern, primary colours, secondary colours, tint, tone</p>	<p>Tier 2- observe, explore, evaluate, inspired by, review, evaluate Tier 3- collage, mosaic, texture, three-dimensional, overlap, composition, pattern, layer, tessellation, architectural influence, stylised, vibrant, abstract</p>	<p>Tier 2- observe, compare, evaluate, reflect, explore, experiment, develop, express Tier 3- self-portrait, shading, light, contour, highlight, draw, line, pattern, proportion, perspective, shade, still life, sketch, shade, tone, colour, smudge, blend, observation, mastery</p>
<p>NC Taught Curriculum</p> <p><i>Substantive knowledge taught and covered in KOs</i></p>	<p><i>Developing and amending ideas</i> Develop creativity through experimentation. Create sketch books to review and revisit ideas.</p> <p><i>Responses to art and artists</i> Have an awareness of different kinds of art, craft and design.</p> <p><i>Knowledge of materials</i> Improve mastery of texture and colour with a range of materials.</p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improving mastery of drawing and painting.</p>	<p><i>Developing and amending ideas</i> Develop creativity through experimentation.</p> <p><i>Knowledge of materials</i> Improve mastery of colour, pattern, shape and texture with a range of materials.</p> <p><i>Responses to art and artists</i> Knowledge of great artists, architects and designers in history.</p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of drawing.</p> <p><i>Developing and amending ideas</i> Develop techniques with control of materials. Create sketch books to review and revisit ideas.</p>
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Revisit use of chalk and pastels to create line and shape ✔ Review colour palettes and learn how to create and combine colours to different tones ✔ Use charcoal to make simple sketches, amending and improving to refine ✔ Explore Lascaux Cave paintings ✔ Create sketches using different media to represent stimuli 	<ul style="list-style-type: none"> ✔ Discuss and explore vocabulary in relation to artistic pattern ✔ Review different images and representations of patterns and mosaic- consider tone, media and combination/ effect ✔ Develop sketch books using collage- reviewing ways to refine and make suggestions to improve ✔ Explore and describe different architecture by Antoni Gaudi- discuss how this effect could be created ✔ Select materials and media to represent their own ideas 	<ul style="list-style-type: none"> ✔ Revise pencil hardness and ways to create tone and control using pencil ✔ Follow step b step guide to drawing body parts ✔ Refine own sketches and revisit attempts to represent body parts ✔ Use mirrors or photos to examine own and others physical features ✔ Explore use of pencil leads to add shade and tone to make sketch more realistic ✔ Consider dimension and proportion in self-portrait

		<ul style="list-style-type: none"> ✔ Experience trial and error of using a range of materials to create patterns and texture. 	
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>			
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>	<p><i>Year 3 Autumn Term History – Stone Age</i></p>		
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To use a sketchbook for recording observations, experimenting with techniques or planning out ideas. ✔ To create a range of effects and use these techniques in the completed piece of work. ✔ To recreate form of natural and manmade objects. 	<ul style="list-style-type: none"> ✔ To use a sketchbook for recording observations, experimenting with techniques or planning out ideas. ✔ To know about some of the great artists, architects and designers in history and describe their work. ✔ To compare and recreate form of natural and manmade objects. ✔ To be able to create a collage using overlapping and layering. 	<ul style="list-style-type: none"> ✔ To use a sketchbook for recording observations, experimenting with techniques or planning out ideas. ✔ To explore shading, using different media. ✔ To compare and recreate form of natural objects.

Year 4			
	<p>TOPIC 1- Autumn 1</p> <p>FAMOUS ARTIST STUDY- SAN GEORGIO MAGGIORE AT DUSK BY CLAUDE MONET</p>	<p>TOPIC 2- Spring 1</p> <p>NATURAL ART – LAKE GEORGE REFLECTION BY GEORGIA O'KEEFE</p>	<p>TOPIC 3- Summer 1</p> <p>CULTURAL ART- ANCIENT EGYPTIAN SCULPTURE</p>
<p>Prior Knowledge</p>	<p><i>Year 1 Summer – creating colour wheels</i></p> <p><i>Year 3 Autumn – Mixed media</i></p>	<p><i>Year 3 Summer – sketching</i></p> <p><i>Year 4 Autumn – warm and cool colours</i></p>	<p><i>Year 3 Spring – artist study</i></p>
<p>Key Skills</p>	<ul style="list-style-type: none"> ✔ Experiment with paint to create a colour wheel of complementary colours in shades of warm and cool (sunset and water). ✔ Experiment with charcoal to create line and shape (manmade images). ✔ Experiment with charcoal, chalk and oil pastels to 	<ul style="list-style-type: none"> ✔ Experiment with watercolour to create mood with colour. ✔ Use watercolour paint to produce washes for backgrounds. ✔ Sketch using line and shape an environmental image for the foreground. 	<ul style="list-style-type: none"> ✔ Experiment with sketching to create desired images. ✔ Use different instruments to mould clay to create a desired Egyptian image. ✔ Combine colours to represent a desired image. ✔ Create a representation of an Egyptian mask using clay.

	<p>create colour and texture (reflections and water).</p> <ul style="list-style-type: none"> Create and combine media (charcoal, oil pastels or chalk and watercolours) to create a representation of a piece of artwork studied based on the artwork of Monet. 	<ul style="list-style-type: none"> Develop and revisit ideas to create colour and shape. Create original pieces of the natural environment influenced by Georgia O'Keeffe. 	
<p>Key Vocabulary</p> <p><i>Intentional and related vocabulary to be taught throughout the unit</i></p>	<p>Tier 2- observe, compare, analyse, justify, innovate, develop ideas, respond</p> <p>Tier 3- draw, line, pattern, proportion, perspective, shade, blending, brushstroke, still life, sketch, shade, tone, colour, smudge, blend, observation, texture, impressionism,</p>	<p>Tier 2- analyse, interpret, justify, adapt, communicate, experiment thoughtfully</p> <p>Tier 3- brushstroke, hue, pattern, highlight, tint, tone, blend, layer, wash, palette, shade, atmospheric perspective, observation</p>	<p>Tier 2- analyse, interpret, justify, adapt, communicate, experiment thoughtfully, manipulate,</p> <p>Tier 3- construct, cross-hatching, manipulate, relief, sculptor, sculpture, bust, figurine, casting, carving, moulding, tool techniques, symmetry, relief, proportion</p>
<p>NC Taught Curriculum</p> <p><i>Substantive knowledge taught and covered in Kos</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of painting and drawing.</p> <p><i>Knowledge of materials</i> Improve mastery of colour, line and shape with a range of materials.</p> <p><i>Responses to art and artists</i> Knowledge of great artists, architects and designers in history.</p> <p><i>Developing and amending ideas</i> Develop techniques with control of materials. Develop creativity through experimentation.</p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of painting.</p> <p><i>Knowledge of materials</i> Improve mastery of colour, line and share with a range of materials.</p> <p><i>Responses to art and artists</i> Knowledge of great artists, architects and designers in history.</p> <p><i>Developing and amending ideas</i> Create sketch books to review and revisit ideas.</p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of sculpture.</p> <p><i>Responses to art and artists</i> Knowledge of great artists, architects and designers in history.</p> <p><i>Developing and amending ideas</i> Develop creativity through experimentation. Develop techniques with control of materials.</p>
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> Revisit colour wheel vocabulary and contrasting and matching colours Review different paint palettes (e.g. Valspar) and discuss how shades have been made (e.g. adding white, more yellow, stronger base) 	<ul style="list-style-type: none"> Review different types of paint, combinations of colour and effects Create a colour palette with watercolour, looking at how the water impacts shade Explore and describe different artwork of Georgia O'Keeffe. 	<ul style="list-style-type: none"> Explore the sculptures and architecture of the Ancient Egyptians Use observations to control pencil to recreate shapes common to stimuli Understand how clay was/is used to develop sculpture

	<ul style="list-style-type: none"> ✔ Combine paints to create different secondary colours, revisiting black/white for tone and shade ✔ Create a colour wheel ✔ Revisit charcoal and skills to develop control- create sketches using charcoal ✔ Explore and describe different artwork of Monet ✔ Recreate painting by revisiting attempts and refining by combining and making different paint tones 	<ul style="list-style-type: none"> ✔ Experiment with watercolour to create 'wash' background ✔ Explore use of different pencil lead on a sketch ✔ Develop sketch book to create and sketches for foreground ✔ Discuss and decide on final outcome piece ✔ Create wash and add foreground design 	<ul style="list-style-type: none"> ✔ Use clay tools to create different textures with clay ✔ Sketch and design Egyptian mask ✔ Create mask using clay ✔ Explore and use control over paint to refine final mask piece
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>		<p>Make observations and take pictures of natural environment and landscape around the grounds</p>	
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>			<p><i>Summer Term History – Ancient Egypt</i></p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To understand and identify complementary colours, warm and cold colours. ✔ To describe some of the key ideas/techniques and working practices of artists. ✔ To experiment with creating movement by selecting appropriate materials. ✔ To describe the work of an influential artist 	<ul style="list-style-type: none"> ✔ To use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. ✔ To create different effects by using a variety of tools and techniques such as washes. ✔ To experiment with creating mood by selecting appropriate materials. 	<ul style="list-style-type: none"> ✔ To use taught technical skills to adapt and improve work. ✔ To plan a sculpture through drawing and other preparatory work. ✔ To develop sculpture skills using tools

Year 5			
	<p>Autumn TOPIC 1 FAMOUS ARTIST STUDY – GIRL WITH BALLOON BY BANKSY</p>	<p>Spring TOPIC 2 NATURAL ART – THE EARTH BY THIERRE DESPONT</p>	<p>Summer TOPIC 3 CULTURAL ART - ANCIENT GREEK CLAY POTS</p>
<p>Prior Knowledge</p>	<p><i>Year 1 Summer - printing</i></p>	<p><i>Year 2 Summer – use of colour, pattern, line and shape</i></p>	<p><i>Year 4 Summer – Egyptian clay masks</i></p>

<p>Key Skills</p>	<ul style="list-style-type: none"> ✔ Experiment with drawing to create a chosen image to create a stencil. ✔ Review and revisit drawings and experiment with cutting to create a stencil design. ✔ Experiment with paint to transfer the stencil. ✔ Use different instruments to carve a design into polystyrene tile (background). ✔ Learn and experiment with the technique of printing to create repeated images (background). ✔ Create an image using stencils and printing in the style of Banksy. 	<ul style="list-style-type: none"> ✔ Experiment with paint to create colour, warm and cold palettes. ✔ Experiment with instruments to create pattern using paint. ✔ Use paint to create line and shape (planet). ✔ Create planet imagery using colour, pattern, line and shape using the media of paint. 	<ul style="list-style-type: none"> ✔ Experiment with sketching to create desired images. ✔ Experiment with cross hatching and other techniques to attach clay together. ✔ Use coil technique to mould desired Greek pot. ✔ Create a representation of a Greek pot using clay.
<p>Key Vocabulary</p> <p><i>Intentional and related vocabulary to be taught throughout the unit</i></p>	<p>Tier 2- analyse, interpret, innovate, adapt, refine, synthesize, critique</p> <p>Tier 3- stencil, engrave, carving, pattern, pop art, print, relief, texture, layer, form, alignment, apply, transfer, iconic, contemporary art, visual impact, stylised,</p>	<p>Tier 2- analyse, interpret, innovate, adapt, refine, synthesize, critique, evaluate, communicate, develop ideas</p> <p>Tier 3- texture, layering, composition, brushstroke, blending, contrast, atmospheric effect, mastery, abstract form, natural inspiration</p>	<p>Tier 2- analyse, interpret, innovate, adapt, refine, synthesize, critique, evaluate, communicate, develop ideas</p> <p>Tier 3- construct, cross-hatching, coil-technique, incision, engraving, surface decoration, historical reference, iconography, manipulate, relief, sculptor, sculpture, bust, figurine, casting, carving, moulding</p>
<p>NC Taught Curriculum</p> <p><i>Substantive knowledge taught and covered in KOs</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of drawing and painting.</p> <p><i>Developing and amending ideas</i> Create sketch books to review and revisit ideas.</p> <p><i>Responses to art and artists</i> Knowledge of great artists, architects and designers in history. Have an awareness of different kinds of art, craft and design.</p> <p><i>Knowledge of materials</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of drawing and painting.</p> <p><i>Developing and amending ideas</i> Create sketch books to review and revisit ideas. Develop creativity through experimentation.</p> <p><i>Knowledge of materials</i> Improve mastery of colour, pattern, line and shape with a range of materials.</p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of sculpture.</p> <p><i>Responses to art and artists</i> Knowledge of great artists, architects and designers in history. Have an awareness of different kinds of art, craft and design.</p>

	<i>Improve mastery of colour, texture and shape with a range of materials.</i>		
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Understand what a stencil is and how they can be used within different artwork ✔ Explore and describe different artwork of Banksy ✔ Explore the cultural messages that are spread through Banksy's artwork. ✔ Select a stimuli and use sketch book to develop ideas for stencil ✔ Revisit ideas before cutting design for stencil ✔ Review printing and experiment with tools to carve design (background) ✔ Use stencil to print – improving technique 	<ul style="list-style-type: none"> ✔ Revisit colour palette, paint and tone ✔ Revisit developing control and technique with paint/brushes ✔ Explore different instruments for pattern with paint ✔ Develop sketches of planet earth- review different perspectives and accuracy ✔ Explore the planets and the colours associated with them ✔ Develop paint palette to represent colours in final imagery 	<ul style="list-style-type: none"> ✔ Explore the sculptures and architecture of the Ancient Greeks. ✔ Develop sketches considering proportion, size and perspective ✔ Develop skills to refine sketches ✔ Learn about key clay skills – joins, base, spout etc ✔ Explore clay and tools to develop understanding of its use within structures ✔ Review and revisit initial sketches to plan out final Greek pot ✔ Make pot using clay, representing final sketches
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>			
<p>Other cross-curricular learning links</p> <p><i>Where appropriate</i></p>		<p><i>Spring Term Science</i> – Earth and Space</p> <p>Trip to Winchester Science Museum.</p>	<p><i>Summer Term History</i> – Ancient Greeks</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To evaluate the work against the intended outcome. ✔ To research and discuss various artists and discuss their processes and explain how these are used in the finished product. ✔ To experiment with using layers and overlays to create new colours/textures. 	<ul style="list-style-type: none"> ✔ To use line, tone and shading to represent things seen, remembered or imagined. ✔ To be able to mix colours to express mood, divide foreground from background ✔ Create accurate representation of stimuli imagery ✔ Develop sketch book with accurate designs 	<ul style="list-style-type: none"> ✔ To develop skills in using clay including slabs, coils and slips ✔ Explain how different joins within pots can be strengthened ✔ Understand the use of clay tools ✔ Understand and describe the importance of pots in Greek history and architecture and how they impact today ✔ Evaluate work, suggesting ways to improve

Year 6			
	TOPIC 1- Autumn 1 FAMOUS ARTIST STUDY – WHERE THE POPPIES NOW GROW BY MARTIN IMPEY	TOPIC 2- Spring 1 NATURAL ART – VERTICAL HORIZON BY ALEXANDRE MANUEL	TOPIC 3- Summer 1 CULTURAL ART- ANCIENT MAYAN MASKS
Prior Knowledge	<i>Year 1 Summer – creating colour wheels</i> <i>Year 4 Spring – watercolour and washes</i>	<i>Year 2 Autumn – photography</i> <i>Year 3 Summer – sketching</i>	<i>Year 4 Summer – Egyptian masks</i> <i>Year 5 Summer – Greek pots</i>
Key Skills	<ul style="list-style-type: none"> ✔ Create a colour palette based upon colours observed in the natural or built world. ✔ Sketch (lightly) before painting to combine line and colour. ✔ Use the qualities of watercolour and acrylic paints to create visually interesting pieces. ✔ Create a personal style of painting, drawing upon ideas from other artists. 	<ul style="list-style-type: none"> ✔ Experiment with shading using pencil to create different tones. ✔ Experiment with charcoal to create different texture and effects. ✔ Sketch an environmental image for the foreground focusing on tone and proportion. ✔ Create a natural image using a chosen material that includes tone, texture and proportion, drawing upon ideas from other artists. 	<ul style="list-style-type: none"> ✔ Through sketching, represent life-like qualities and real-life proportions of a desired image. ✔ Create a colour palette based upon colours observed. ✔ Use frameworks (such as wire or moulds) to provide stability and form. ✔ Use tools to carve and add shapes, texture and pattern. ✔ Combine visual and tactile qualities to create a desired image. ✔ Create a representation of a Mayan mask sculpture using a range of mixed media.
Key Vocabulary <i>Intentional and related vocabulary to be taught throughout the unit</i>	<p>Tier 2- communicate, express, respond, innovate, adapt, evaluate, prioritise, integrate</p> <p>Tier 3- watercolour, sketching, tone, shade, tint, blend, wash, palette, brushstroke, hue, pattern, shade layering, line quality, form, composition, colour palette, atmospheric perspective, natural inspiration, expressive</p>	<p>Tier 2- communicate, express, respond, innovate, adapt, evaluate, prioritise, integrate, experiment thoughtfully, reflect</p> <p>Tier 3- contrast, composition, form, layering, highlight, shade, texture, draw, line, pattern, proportion, perspective, shade, still life, sketch, shade, tone, colour, smudge, blend, observation</p>	<p>Tier 2- plan, develop ideas, combine, control, enhance, express, explore form, construct, manipulate</p> <p>Tier 3- clay, wire, mask form, sculpture, proportion, texture, surface decoration, relief, stylised, cultural inspiration</p>

<p>NC Taught Curriculum</p> <p><i>Substantive knowledge taught and covered in KOs</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of drawing and painting.</p> <p><i>Knowledge of materials</i> Improve mastery of colour, line and shape with a range of materials.</p> <p><i>Developing and amending ideas</i> Develop techniques with control of materials. Develop creativity through experimentation.</p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of drawing and painting.</p> <p><i>Developing and amending ideas</i> Develop techniques with control of materials. Develop creativity through experimentation.</p>	<p><i>Responses to art and artists</i> Knowledge of great artists, architects and designers in history. Have an awareness of different kinds of art, craft and design.</p> <p><i>Knowledge of materials</i> Improve mastery of colour, pattern, line and shape with a range of materials.</p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i> Improve mastery of sculpture.</p>
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Explore Remembrance Day and the importance of poppies ✔ Explore imagery from WW1 and stimulus artist ✔ Use watercolours to develop sketch book with palette and control ✔ Develop sketches, considering perspective and proportion ✔ Use pencil to add tone and shade 	<ul style="list-style-type: none"> ✔ Revisit different pencil leads and how these create shade or tone, developing accuracy ✔ Develop sketch books with the use of charcoal – reviewing shade and tone ✔ Recreate different stimulus using charcoal, suggesting improvements to sketches ✔ Take photos of the natural environment and use imaging software to create black and white images. 	<ul style="list-style-type: none"> ✔ Explore the sculptures and architecture of the Mayans ✔ Observe proportion and life-like qualities ✔ Create sketches, refining to improve technique and accuracy ✔ Explore different carving tools – knives, scissors etc for different materials ✔ Review joins (crosshatch and supports within sculpture ✔ Review and revisit initial sketches to plan out final Mayan mask. ✔ Create and sculpt models using wire
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>		<p>Complete sketches in the school environment.</p>	
<p>Other cross-curricular learning links</p> <p><i>Where appropriate</i></p>	<p><i>Autumn Term History-</i> World War 1</p>		<p><i>Summer Term History and English – Ancient Mayan Civilisation</i></p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To select ideas based on first hand observations. 	<ul style="list-style-type: none"> ✔ To select ideas based on first hand observations. 	<ul style="list-style-type: none"> ✔ To refine use of learnt techniques. ✔ To describe the work and ideas of various artists,

	<ul style="list-style-type: none"> ✔ To explain and justify preferences towards different styles and artists. ✔ To use techniques, colours, tones and effects in an appropriate way to represent things seen. ✔ To develop sketches with refined accuracy and control 	<ul style="list-style-type: none"> ✔ To adapt final work following feedback based on preparatory ideas. ✔ To begin to develop an awareness of composition, scale and proportion in their work. ✔ To use simple perspective in their work using a single focal point and horizon. ✔ To use techniques, colours, tones and effects in an appropriate way to represent things seen. 	<p>architects, designers, using appropriate vocabulary and referring to cultural contexts.</p> <ul style="list-style-type: none"> ✔ To begin to develop an awareness of composition, scale and proportion in their work. ✔ To use different techniques, colours and textures when designing and making pieces of work and explain choices.
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