

<p>EYFS</p>	<p>Through teaching and continuous provision, Art in EYFS enables children to:</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used. Hold tools such as pencils, paint brushes and scissors with increasing precision. Experiment with using different every-day and art materials to explore colour, texture and form. Explore their ideas and imagination by creating drawings, paintings and sculptures. 	<ul style="list-style-type: none"> Explore creating designs and artwork on a range of scales. Explore a range of techniques to draw, paint, print and sculpt to help them create artwork. Recognise and explore the colours, patterns and shapes in other artists' work. Express opinions and feelings in response to their own artwork and the work of other artists. Share their work with other people, talking about what they have created it.
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Class	Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p>Year 1/2</p>	<p>A</p>	<p>Drawing: Exploring line and shape Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> Identify that some shapes are organic. Connect lines to create shapes. Use and recognise different types of lines when drawing shapes. Identify basic shapes in everyday objects and artwork. Talk about what they like or dislike in a piece of artwork. Use shapes to draw a face. Use different pressures to make a colour lighter or darker. Choose lines and shapes inspired by Brianna McCarthy's artwork. 		<p>Painting and mixed media: Colour splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates. 		<p>Sculpture and 3D: Paper play Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> Roll paper tubes and attach them to a base securely. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. Shape paper strips in a variety of ways to make 3D drawings. Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a Tree of Life sculpture that includes several different techniques for shaping paper. Considered how to add detail by adding pattern or decoration to their paper shapes. Work successfully with others, sustaining effort over time. Explore different tools to paint a sculpture for good coverage and to create a metal surface effect. 	
		<p>Key knowledge Making skills (formal elements)</p> <ul style="list-style-type: none"> Shape: Know a range of common shapes so they can identify and use them in their artwork. Line: Know using different tools or using the same tool in different ways can create different types of lines. Pattern: Know lines can create patterns like zig zags and wavy lines. Texture: Know different tools, and how they are used, create different types of marks. Tone: Know changing pressure when drawing can create light and dark tones. Space: Know they can arrange parts of a familiar subject so their artwork looks recognisable. <p>Making skills</p> <ul style="list-style-type: none"> Drawing different lines by varying control and pressure, e.g. straight, wavy, zigzag, broken, lighter, darker etc. 		<p>Key knowledge Making skills (formal elements)</p> <ul style="list-style-type: none"> Colour: Know that the primary colours are red, yellow and blue. Colour: Know primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> Red + yellow = orange Yellow + blue = green Blue + red = purple Shape: Know a range of common shapes so they can identify and use them in their artwork. Line: Know that using different tools or using the same tool in different ways can create different types of lines. Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Texture: Know that different tools, and how they are used, create different types of marks. Tone: Know that there are many different shades (or 'hues') of the same colour. 		<p>Key knowledge Making skills (formal elements)</p> <ul style="list-style-type: none"> Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three-dimensional art is called sculpture. Shape: Know a range of common shapes so they can identify and use them in their artwork. Shape: Know paper can be shaped by cutting and folding it. Space: Know they can arrange parts of a familiar subject so their artwork looks recognisable. <p>Making skills</p> <ul style="list-style-type: none"> How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls. 	

<ul style="list-style-type: none"> Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. Drawing and combining geometric shapes. Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. Recognising that applying more pressure when drawing or colouring gives a darker tone. Creating an area with a single, consistent tone when colouring/shading. Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Some artists are influenced by things happening around them. Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make or draw. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Art is made in different ways. Art is made by many different kinds of people. An artist is someone who creates. 	<ul style="list-style-type: none"> Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. <p>Making skills</p> <ul style="list-style-type: none"> How to combine primary-coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours. How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. 	<p>Knowledge of artists</p> <ul style="list-style-type: none"> Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.
<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> Explore their own ideas using a range of media. <p>Using sketchbooks</p> <ul style="list-style-type: none"> Use sketchbooks to explore ideas. <p>Making skills</p> <ul style="list-style-type: none"> Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Understand how artists choose materials based on their properties in order to achieve certain effects. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> Explore their own ideas using a range of media. <p>Using sketchbooks</p> <ul style="list-style-type: none"> Use sketchbooks to explore ideas. <p>Making skills</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people. 	<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> Explore their own ideas using a range of media. <p>Using sketchbooks</p> <ul style="list-style-type: none"> Use sketchbooks to explore ideas. <p>Making skills</p> <ul style="list-style-type: none"> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
<p>Key vocabulary</p> <ul style="list-style-type: none"> artist control line pressure shape 	<p>Key vocabulary</p> <ul style="list-style-type: none"> blend hue kaleidoscope pattern mix primary colour 	<p>Key vocabulary</p> <ul style="list-style-type: none"> bend fold overlap roll sculpture scrunch

			<ul style="list-style-type: none"> • print • secondary colour • shade • shape • space • texture • thick 	<ul style="list-style-type: none"> • spiral • three dimensional (3D) • zig-zag
Year 1/2	B	<p><u>Drawing: Understanding tone and texture</u> Exploring how artists use tone and texture and applying these techniques in observational drawings.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Experiment with a range of materials to create marks and tones. • Use different pressures and control to make different marks. • Describe the texture of objects. • Identify how artists use tone. • Control shading to show tone. • Sketch simple shapes lightly so that changes can be made. • Refine a drawing by building up the outline of an object. • Pose to show a clear expression and head position to create a photograph. 	<p><u>Painting and mixed media: Life in colour</u> This unit focuses on teaching primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages. • Choose materials and tools after trying them out. 	<p><u>Sculpture and 3D: Clay houses</u> Shaping and decorating a clay pinch pot and a tile with features of a house.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.
		<p><u>Key knowledge</u> Making skills (formal elements)</p> <ul style="list-style-type: none"> • Shape: Shapes can be organic (natural) and irregular. • Shape: Patterns can be made using shapes. • Shape: Objects can be recreated by identifying and combining basic shapes. • Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. • Pattern: Patterns can be used to create texture. • Texture: Texture means 'what something feels like.' • Texture: Different marks can be used to represent the textures of objects. • Space: 'Composition' means how things are arranged on the page. • Space: Thinking about the relative size of different parts helps their artwork look balanced and recognisable. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Some artists create art to make people aware of good and bad things happening in the world around them. • Some artists use line and tone to show how people feel. <p>Making skills</p>	<p><u>Key knowledge</u> Making skills (formal elements)</p> <ul style="list-style-type: none"> • Colour: Different amounts of paint and water can be used to mix hues of secondary colours. • Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination. • Shape: Collage materials can be shaped to represent shapes in an image. • Shape: Objects can be recreated by identifying and combining basic shapes. • Pattern: Patterns can be used to add detail to an artwork. • Texture: Collage materials can be chosen to represent real-life textures. • Texture: Collage materials can be overlapped and overlaid to add texture. • Texture: Painting tools can create varied textures in paint. • Tone: Different amounts of paint and water can be used to mix hues of secondary colours. • Space: 'Composition' means how things are arranged on the page. <p>Making skills</p> <ul style="list-style-type: none"> • How to mix a variety of shades of a secondary colour. • How to make choices about amounts of paint to use when mixing a particular colour. 	<p><u>Key knowledge</u> Making skills (formal elements)</p> <ul style="list-style-type: none"> • Form: Pieces of clay can be joined using the 'scratch and slip' technique. • Form: A clay surface can be decorated by pressing into it or by joining pieces on. • Shape: Patterns can be made using shapes. • Shape: Objects can be recreated by identifying and combining basic shapes. • Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. • Texture: Different marks can be used to represent the textures of objects. • Space: Thinking about the relative size of different parts helps their artwork look balanced and recognisable. <p>Making skills</p> <ul style="list-style-type: none"> • How to smooth and flatten clay. • How to roll clay into a cylinder or ball. • How to make different surface marks in clay. • How to make a clay pinch pot. • How to mix clay slip using clay and water. • How to join two clay pieces using slip. • How to make a relief clay sculpture.

	<ul style="list-style-type: none"> Using and describing more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure. Recognising that shapes and marks can be refined rather than accepting the first attempt. Composing more complex drawings by combining shapes. Using shading to show light and dark areas. Using the same tool to colour/shade different tones by adjusting pressure. Developing spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> People make art to share their feelings. People make art to explore an idea in different ways. 	<ul style="list-style-type: none"> How to match colours seen around them. How to create texture using different painting tools. How to make textured paper to use in a collage. How to choose and shape collage materials e.g. cutting, tearing. How to compose a collage, arranging and overlapping pieces for contrast and effect. How to add painted detail to a collage to enhance/improve it. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Artists try out different combinations of collage materials to create the effect they want. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to help others understand something. 	<ul style="list-style-type: none"> How to use hands in different ways as a tool to manipulate clay. How to use clay tools to score clay. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways.
	<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Using sketchbooks</p> <ul style="list-style-type: none"> Experimenting in sketchbooks, using drawing to record ideas. Using sketchbooks to help make decisions about what to try out next. <p>Making skills</p> <ul style="list-style-type: none"> Demonstrating increased control with a greater range of media. Making choices about which materials and techniques to use to create an effect. Developing 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>Knowledge of artists</p> <ul style="list-style-type: none"> Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Explaining 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. Beginning to talk about how they could improve their own work. Talking about how art is made. 	<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Making skills</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. 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>Knowledge of artists</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> 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. Begin to talk about how they could improve their own work. Talk about how art is made. 	<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Using sketchbooks</p> <ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <p>Making skills</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> 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. Begin to talk about how they could improve their own work. Talk about how art is made.
	<p>Key vocabulary</p> <ul style="list-style-type: none"> grip 	<p>Key vocabulary</p> <ul style="list-style-type: none"> collage 	<p>Key vocabulary</p> <ul style="list-style-type: none"> flatten

	<ul style="list-style-type: none"> • mark making • materials • refine • shading • sketch • texture • tone 	<ul style="list-style-type: none"> • detail • mixing • overlap • primary colour • secondary colour • surface • texture 	<ul style="list-style-type: none"> • pinch pot • roll • score • sculpture • shape • slip • surface
Year 3	<p><u>Drawing: Developing drawing skills</u> Developing shading skills and drawing techniques to create botanical-inspired digital drawings.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Use their observation skills to describe specific shapes, textures or patterns in objects. • Shade with a reasonable degree of accuracy and skill following the four shading rules. • Use mark marking to show texture and details. • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. • Apply shading skills to show areas of light and dark (tone). • Apply line, shape and tone with digital tools. • Save and present digital artwork. • Use materials to create a design inspired by The Sun. 	<p><u>Craft and design: Ancient Egyptian scrolls</u> This unit focuses on exploring and creating Ancient Egyptian art, guiding pupils in understanding and applying the styles, patterns, and techniques of Ancient Egyptian art through lessons that include designing scrolls, making paper, and creating contemporary responses using zines.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. • Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information. 	<p><u>Sculpture and 3D: Abstract shape and space</u> Transforming 2D card shapes into 3D structures and sculptures; exploring abstract shapes and space, developing skills in constructing 3D objects, and understanding the difference between 2D and 3D art. Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.
	<p><u>Key knowledge</u> Making skills</p> <ul style="list-style-type: none"> • Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. • Recognise more organic shapes within objects. • Attempt to draw 3D forms using line and shape. • Place tonal shading by experimenting and recognising how it can help to show that a shape has form. • Sketch out an idea or composition using short, fast, light strokes and 2D shapes. <p>Making skills – Formal elements</p> <ul style="list-style-type: none"> • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Line: Combining more complex lines and marks can represent texture, tones and patterns. 	<p><u>Key knowledge</u> Formal elements</p> <ul style="list-style-type: none"> • Line: Combining more complex lines and marks can represent texture, tones and patterns. • Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). <p>Making skills</p> <ul style="list-style-type: none"> • Know that layering materials in opposite directions make the handmade paper stronger. • How to use a sketchbook to research a subject using different techniques and materials to present ideas. • How to construct a new paper material using paper, water and glue How to use symbols to reflect both literal and figurative ideas. • How to produce and select an effective final design. • How to make a scroll. How to make a zine. • How to use a zine to present information. 	<p><u>Key knowledge</u> Formal elements</p> <ul style="list-style-type: none"> • Colour: Using light and dark colours next to each other creates contrast. • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Form: Organic forms can be abstract. • Shape: Negative shapes show the space around and between objects. • Shape: Artists can focus on shapes when making abstract art. <p>Making skills</p> <ul style="list-style-type: none"> • How to join 2D shapes to make a 3D form. • How to join larger pieces of materials, exploring what gives 3D shapes stability. • How to shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.

<ul style="list-style-type: none"> • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: That 'tone' in art means 'light and dark'. • Tone: Some basic rules for shading when drawing, e.g. shade in one direction, blending tones smoothly and with no gaps. • Tone: Shading creates different tones in artwork by changing the applied pressure. • Tone: Shading helps make drawn objects look realistic by giving them form (dimension). <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative or it can have a purpose. • People make art for fun and to make the world a nicer place to be. • People make art to explore big ideas, like death or nature. 	<p>Knowledge of artists</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • The meanings we take from art made in the past are influenced by our own ideas. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists can work in more than one medium. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Art can be purely decorative or it can have a purpose. • People use art to tell stories and communicate. • People can make art to express their views or beliefs. • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. • One artwork can have several meanings. 	<ul style="list-style-type: none"> • How to identify and draw negative spaces. • How to plan a sculpture by drawing. • How to choose materials to scale up an idea. • How to create different joins in card e.g. slot, tabs, wrapping. • How to add surface detail to a sculpture using colour or texture. • How to display sculpture. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Artists make decisions about how their work will be displayed. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative, or it can have a purpose. • People use art to tell stories and communicate. • People make art for fun and to make the world a nicer place to be.
<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • Using 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>Making skills</p> <ul style="list-style-type: none"> • Confidently using a range of materials and tools, selecting and using these appropriately with more independence. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Confidently explaining 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>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • 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>Making skills</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • 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>Evaluating and analysing</p> <ul style="list-style-type: none"> • 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. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. 	<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Making skills</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • 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. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. • Begin to carry out a problem-solving process and make changes to improve their work.
<p>Key vocabulary</p> <ul style="list-style-type: none"> • blend 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • ancient 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • abstract

	<ul style="list-style-type: none"> • even tones • observation • organic 	<ul style="list-style-type: none"> • audience • civilisation • colour • composition • convey • design • Egyptian • fold • imagery • inform • layout • material • painting • papyrus • pattern • process • scale • scroll • sculpture • shape • technique • zine 	<ul style="list-style-type: none"> • found objects • negative space • positive space • sculptor • sculpture • structure • three-dimensional
Year 4	<p>Drawing: Exploring tone, texture and proportion Exploring tone, texture and proportion to create realistic drawings.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Compare the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects. 	<p>Painting & mixed media: Light and dark Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. 	<p>Craft and design: Fabric of nature Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Describe objects, images and sounds with relevant subject vocabulary. • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs.
	<p>Key knowledge Making skills (formal elements)</p> <ul style="list-style-type: none"> • Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. • Shape: How to use basic shapes to form more complex shapes and patterns. • Line: Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. • Texture: Complex marks can represent the textures and qualities of different surfaces. 	<p>Key knowledge Maing skills (formal elements)</p> <ul style="list-style-type: none"> • Colour: Adding black to a colour creates a shade. • Colour: Adding white to a colour creates a tint. • Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. • Texture: Complex marks can represent the textures and qualities of different surfaces. • Tone: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. 	<p>Key knowledge Making skills (formal elements)</p> <ul style="list-style-type: none"> • Shape: How to use basic shapes to form more complex shapes and patterns. • Pattern: Patterns can be irregular and change in ways you wouldn't expect. • Texture: Complex marks can represent the textures and qualities of different surfaces. <p>Making skills</p>

<ul style="list-style-type: none"> • Tone: Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. • Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork. • Space: Objects can appear in the foreground or background and size can be used to show distance. <p>Making skills</p> <ul style="list-style-type: none"> • 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. • Represent geometric 3D shapes more accurately and begin to include organic forms. • Use a more diverse range of marks to convey a subject's form. • Combine lines and marks to create light and dark areas of a drawing. • The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. • Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. • Sketch to plan the placement of their composition elements for visual effect. • Draw more accurately in relative size/proportion. • Recognise whether something is in the foreground or background of a composition and how size can show distance. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Artists use drawing to plan ideas for work in different media. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Artworks can fit more than one genre. • Artists evaluate what they make, and talking about art is one way to do this. 	<ul style="list-style-type: none"> • Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork. <p>Making skills</p> <ul style="list-style-type: none"> • How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. 	<ul style="list-style-type: none"> • To know that a mood board is a visual collection which aims to convey a general feeling or idea. • To know that batik is a traditional fabric decoration technique that uses hot wax. • How to select imagery and use it as inspiration for a design project. • How to make a mood board. • How to recognise a theme and develop colour palettes using selected imagery and drawings. • How to draw small sections of one image to focus on colours and texture. • How to develop observational drawings into shapes and patterns for design. • How to transfer a design using a tracing method. • How to make a repeating pattern tile using cut and torn paper shapes. • How to use glue as an alternative batik technique to create patterns on fabric. • How to use materials, like glue, in different ways depending on the desired effect. • How to paint on fabric. • How to wash fabric to remove glue to finish a decorative fabric piece. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Designers can make beautiful things to try and improve people's everyday lives. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Art can be created to make money; being an artist is a job for some people. • Art, craft and design affect the lives of people who see or use something that has been created. • Artists evaluate what they make, and talking about art is one way to do this.
<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. <p>Making skills</p> <ul style="list-style-type: none"> • 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. 	<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <p>Making skills</p> <ul style="list-style-type: none"> • 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>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <p>Making skills</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> Using growing knowledge of different materials, combining media for effect. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Using subject vocabulary confidently to describe and compare creative works. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Using more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process. 	<ul style="list-style-type: none"> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process. 	<ul style="list-style-type: none"> Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.
<p>Key vocabulary</p> <ul style="list-style-type: none"> collage composition form highlight proportion shadow three-dimensional 	<p>Key vocabulary</p> <ul style="list-style-type: none"> abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid 	<p>Key vocabulary</p> <ul style="list-style-type: none"> batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme
<p>Year 5</p> <p><u>Painting & mixed media: Portraits</u> This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves. This comprehensive unit enhances their understanding and application of art vocabulary and encourages thoughtful decisions in their artwork composition.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. 	<p><u>Drawing: Depth, emotion and movement</u> Exploring mark making for showing depth, emotion and movement.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> Use various types of lines to emphasise emotion or draw attention. Describe how artists have shown emotion. Use colour and line to convey emotion or movement in their sketch. Design a print, considering the composition carefully. Use a combination of marks to create tone and depth. Describe how artists use tone to show depth in their artwork. Create an effective printing plate. Reflect and improve their sketchbook experiments and final work. 	<p><u>Sculpture: Interactive installation</u> Exploring how artists use space, scale and materials to create installation art that conveys ideas, transforms spaces and shapes the viewer's experience.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space.

	<ul style="list-style-type: none"> • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. 		<ul style="list-style-type: none"> • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. • Justify choices made, explaining how they improve the viewer experience or make it interactive
	<p>Key knowledge Formal elements</p> <ul style="list-style-type: none"> • Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Line: Lines and marks can be expressive and show movement or emotion. • Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Tone: Tone can help show the foreground and background in an artwork. <p>Making skills</p> <ul style="list-style-type: none"> • How to develop a drawing into a painting. • How to create a drawing using text as lines and tone. • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one. • How to combine materials to create an effect. • How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists use self-portraits to represent important things about themselves. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example, digital imagery, with paint or print. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • People make art to portray ideas about identity. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. 	<p>Key knowledge Generating ideas</p> <ul style="list-style-type: none"> • Developing ideas more independently from their own research. • Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills</p> <ul style="list-style-type: none"> • Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Researching and discussing 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. • Discussing how artists create work with the intent to create an impact on the viewer. • Considering what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Discussing the processes used by themselves and by other artists and describing the particular outcome achieved. • Considering how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>Key knowledge Formal elements</p> <ul style="list-style-type: none"> • Form: The size and scale of three-dimensional artwork change the effect of the piece. • Shape: Shapes can be used to place the key elements in a composition and help to create compositions with depth. • Space: Creating a foreground, middle-ground and background creates depth, making artwork look like it has space and distance. • Space: An art installation is often a room or environment in which the viewer 'experiences' the art all around them. <p>Making skills</p> <ul style="list-style-type: none"> • How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • How to try out ideas on a small scale to assess their effect. • How to use everyday objects to form a sculpture. • How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • How to try out ideas for making a sculpture interactive. • How to plan an installation proposal, making choices about light, sound and display. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists create works that make us question our beliefs. • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be temporary. • People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online.

			<ul style="list-style-type: none"> • Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.
	<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • 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. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>Key skills</p> <p>Making skills</p> <ul style="list-style-type: none"> • Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion. • Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition. • Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed. • Identify qualities and techniques that resonate and begin to develop personal style and preferences. • Refine tonal shading to show greater graduations in tone. • Blend to smooth transitions in tone. • Use shading techniques such as cross hatching, to create texture as well as depth. • Use sketching to experiment with ideas, layout and shading. Consider balance and symmetry / asymmetry in compositions. • Start using size to develop a foreground, midground and background in compositions. <p>Making skills – Formal elements</p> <ul style="list-style-type: none"> • Shape: Shapes can be used to place the key elements in a composition and help to create compositions with depth. • Line: Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing. • Line: Lines and marks can be expressive and show movement or emotion. • Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Texture: Different marks can be used to suggest real-world textures and movement. • Tone: 'Blending' means transitioning between tones smoothly. • Space: Creating a foreground, middle ground and background creates depth, making artwork look like it has space and distance. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists can choose their medium to create a particular effect on the viewer. <p>Evaluating and analysing</p>	<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • 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. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

	<p>Key vocabulary</p> <ul style="list-style-type: none"> • art medium • atmosphere • background • carbon paper • collage • composition • continuous line drawing • evaluate • justify • mixed media • monoprint • multimedia • paint wash • portrait • printmaking • represent • research • self-portrait • texture • transfer 	<ul style="list-style-type: none"> • People make art to express emotion. • People make art to portray ideas about identity. <p>Key vocabulary</p> <ul style="list-style-type: none"> • background • composition • depth • focal point • foreground • main subject • middle ground • printing plate • printmaking • proportion 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • 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
<p>Year 6</p>	<p>Drawing: Expressing ideas – Make my voice heard</p> <p>This unit focuses on developing pupils' skills in using different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings. It encourages children to form their own opinions about art, understand the impact of techniques, and convey messages through their artwork.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. 	<p>Craft and design: Photo opportunity</p> <p>Children explore creative photographic techniques, creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, enhancing their skills in composition and editing.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Use recording devices and available software with confidence. • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist's style. • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. 	<p>Sculpture and 3D: Making memories</p> <p>This unit teaches pupils to create expressive sculptures and reflect on artistic decisions. Children learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.</p> <p>Unit outcomes</p> <ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence.

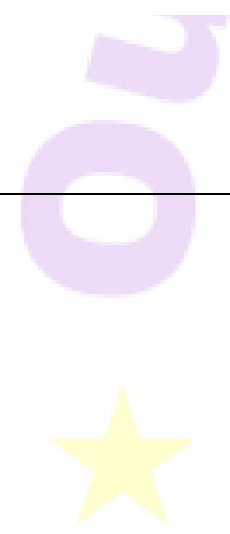
<ul style="list-style-type: none"> Identify a cause and decide what message they want to convey. Understand artists choices to convey a message. Review sketchbook and creative work to develop a drawn image. Review and revisit ideas to develop their work. 	<ul style="list-style-type: none"> Set up a composition and think about a space that will provide good lighting levels. Take a portrait that is focused and appropriately framed. Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. Create a final painting or drawing with tonal differences that create a photo realistic effect. 	<ul style="list-style-type: none"> Competently reflect on successes and personal development.
<p>Key Knowledge Making skills – Formal elements</p> <ul style="list-style-type: none"> To know gestural and expressive ways to make marks. To know the effects different materials make. To know the effects created when drawing on different surfaces. How to use symbolism as a way to create imagery. How to combine imagery into unique compositions. How to achieve the tonal technique called chiaroscuro. How to make handmade tools to draw with. How to use charcoal to create chiaroscuro effects. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. 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. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art. 	<p>Key Knowledge Making skills – Formal elements</p> <ul style="list-style-type: none"> Colour: Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration. Shape: Elements such as perspective, depth and abstraction can change how shapes appear in a composition. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. Tone: Variations in tone can enhance composition and create spatial illusion. <p>Making skills</p> <ul style="list-style-type: none"> To know how different materials can be used to produce photorealistic artwork. To know that macro photography is showing a subject as larger than it is in real life. How to create a photomontage. How to create artwork for a design brief. How to use a camera or tablet for photography. How to identify the parts of a camera. How to take a macro photo, choosing an interesting composition. How to manipulate a photograph using photo editing tools. How to use drama and props to recreate imagery. How to take a portrait photograph. How to use a grid method to copy a photograph into a drawing. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Artists can use symbols in their artwork to convey meaning. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists take risks to try out ideas; this can lead to new techniques being developed. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. 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. Art can be a digital art form, like photography. 	<p>Key knowledge Making skills – Formal elements</p> <ul style="list-style-type: none"> Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Form: The surface textures created by different materials can help suggest form in two-dimensional art work. Shape: Elements such as perspective, depth and abstraction can change how shapes appear in a composition. Shape: How an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. <p>Making skills</p> <ul style="list-style-type: none"> How to translate a 2D image into a 3D form. How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). How to manipulate cardboard to create different textures. How to make a cardboard relief sculpture. How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms. <p>Knowledge of artists</p> <ul style="list-style-type: none"> Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create 'assemblage'. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. 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.

	<ul style="list-style-type: none"> • People use art as a means to reflect on their unique characteristics. • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art. 	<ul style="list-style-type: none"> • Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.
<p>Key skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate 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>Evaluating and analysing</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	<p>Key Skills</p> <p>Generating ideas</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. 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<p>Key vocabulary</p> <ul style="list-style-type: none"> • aesthetic • audience 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • album • arrangement 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • assemblage • attribute

- character traits
- chiaroscuro
- commissioned
- composition
- expressive
- graffiti
- guerilla
- imagery
- impact
- interpretation
- mark making
- Maya
- Mayan
- mural
- representative
- street art
- symbol
- symbolic
- technique
- tonal
- tone

- cityscape
- composition
- Dada
- digital
- editing
- emulate
- focus
- frame
- grid
- image
- layout
- macro
- monochromatic
- monochrome
- photography
- photomontage
- photorealism
- photorealistic
- portrait
- pose
- prop
- proportion
- recreate
- replacement
- saturation
- software

- collection
- composition
- embedded
- expression
- identity
- juxtaposition
- literal
- manipulate
- originality
- pitfall
- relief
- representation
- sculpture
- self
- symbolic
- tradition



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2025