

# CURRICULUM DESIGN for ART and DESIGN

## Art INTENT

Our art and design curriculum aims at inspiring, engaging and supporting children to develop their creativity to the best of their potential. They will be inspired by the creativity of others ranging from famous artists to local artists to our own school community, as well as being given the opportunity to step outside their comfort zones, experiment and invent. Children will be given time and space to think, to be peaceful and to allow themselves to be inspired. Children will be taught how important artistic creativity is to the success of the country in which we live.

The curriculum has been deliberately designed for a repetition of the processes of sketching, painting, textiles and sculpture. These skills repeat every year so that the children develop and build on previously taught skills. In addition, each long enquiry starts by revisiting drawing, allowing this to have a mixed media approach.

## Art IMPLEMENTATION

Art follows the National Curriculum; objectives are delivered through different enquiries. Children are 'hooked' into their learning before working through an enquiry-based approach. The Art 'voices' (Disciplinary knowledge) ensure specific skills are taught each year. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future enquiries. At the end of the enquiry, a high-quality 'outcome' is shared with parents and/or the school community. We assess the impact of the enquiry through observations and pupils' self-assessments. Children will study and find out about artists (local and international) and their very own art portfolio of works is created as they journey through school.

Those children who show particular enthusiasm for the subject can become Art Ambassadors or explore learning beyond the National Curriculum in themed clubs.

## Art IMPACT

Impact of teaching and learning will be determined through evidence of work, pupils' voice, engagement in lessons and an increasing understanding of both knowledge, skills and art vocabulary. The children will also be able to see and comment on their "art portfolio" as a reflection of their progress and share their achievements with their parents. SLT will monitor the subject lead by termly art catch-up sessions.

# Progression of Knowledge

Our Art curriculum for KS1-KS2 follows four main themes of painting, drawing, sculpture and textiles work, and will also produce work on digital platform. There is an expectation that children will use their prior learning and build upon this as they journey through Mosaic. Children will reach an **end point** where their understanding of art has been strengthened and deepened through this purposefully mapped out curriculum.

In Early Years, children will encounter Art through 'Expressive Art and Design'. Here children have had plenty of opportunities to explore different materials and media through their continuous provision activities, developing their fine motor skills within the contexts of various creative processes. EYFS will also prepare children for their painting enquiry through the early exploration of water colour paints. Year 1 will spend time refining children's skills and continue to build up their knowledge bank of painting and observational sketching.

The EYFS is mindful of how their curriculum can be used to create the foundations of prior knowledge which we build upon as children journey through Year 1 and KS1.

	Painting	Drawing		Sculpture	Textiles	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Long Enquiry	Painting ~ using brush with block paints and techniques	Sculpture ~ inspired by Artists	Painting ~ acrylic paint, natural paint Painting as an expression, Stone Age art	Drawing - portraiture	Sculpture ~ paper art	Artistic Licence- Evolution
Short Enquiries	Drawing ~ observational sketches of the environment and drawing inspired by artists	Painting – Portraits, Landscape ,	Drawing – botanical drawing with graded pencils	Textiles ~ Landscapes collage	Painting ~ watercolour landscapes	Drawing ~ WW2
	Textiles - Toys sculpture	Printing	Drawing	Package design using digital platform	Digital Art	Drawing

End point:	<p><b>By the end of Key Stage 1, children will:</b></p> <ul style="list-style-type: none"> <li>✓ Collected work in art in the art folder/ art gallery and self evaluate their outcomes from the art curriculum.</li> <li>✓ Learnt simple running stitch.</li> <li>✓ learnt to observe the landscape and their surroundings with a greater degree of reality.</li> <li>✓ Looked at the works of some famous artists and discussed what it was the artist wished to achieve as well as study the way that they worked.</li> <li>✓ Have created work in paint that uses famous artists as its inspiration.</li> <li>✓ Have created simple sculptures in a range of media.</li> </ul>	<p><b>By the end of Key Stage 2, children will build on their prior knowledge extend this further. Children will:</b></p> <ul style="list-style-type: none"> <li>✓ Complete an art portfolio of work in their books and digital gallery, comment on the strongest outcomes from their art curriculum and self evaluate their skills</li> <li>✓ Learnt to draw portraits with a degree of accuracy.</li> <li>✓ Learnt to draw scenes with a degree of technical accuracy, including using perspective.</li> <li>✓ Been able to be creative and imaginative with the range of skills that they have learnt.</li> <li>✓ Have a sound understanding of some of the works of a wide range of famous artists, including what the artist was trying to achieve.</li> <li>✓ Learnt to paint in a range of media including water colours and acrylic, as well as be able to use complimentary colours to enhance their work.</li> <li>✓ Used 3D materials for a range of models and artistic pieces. This will have included the use of clay, wire and textiles.</li> <li>✓ Used an iPad to manipulate and create digital images.</li> <li>✓ Advance their use of stiches and sewing techniques, supported by the DT curriculum.</li> </ul>
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Woven through our Art curriculum are our 'Voices'. It is our intention that the voices are used, where appropriate, during art teaching. Children will therefore encounter these 'Voices' repeatedly throughout their time at Mosaic. They will use their prior knowledge of a specific 'voice', such as "generating ideas" **and** build upon this in their Learning Enquiries. The 'Voices' are progressive.

**The Voices of Art (Disciplinary Knowledge)**

<b>Making</b> Skills of Making Art, Craft and Design		<b>Generating ideas</b> Skills of Designing & Developing Ideas		<b>Knowledge</b> Knowledge of process and context	<b>Evaluating</b> Skills of Judgement and Evaluation	
<b>Techniques</b>		<b>Skills</b>				
<b>By the end of this year group pupils should be able to:</b>				<b>By the end of this year group pupils should know:</b>		

EYFS	<ul style="list-style-type: none"> <li>✓ Holds pencil in a tripod grip showing good control</li> <li>✓ Explores and recreates textures with an extended range of materials- e.g. sponges, leaves, fruit</li> <li>✓ Refines previous knowledge on joining materials and artistic effects – cold glue guns, paper clips, split pins, &amp; hole punch with treasury tags.</li> <li>✓ Draws with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>✓ Children explore colour mixing by freely combining paints to create different effects and shades</li> <li>✓ Children use a tape dispenser to encourage independent creativity</li> <li>✓ Children are taught how to effectively use and hold scissors</li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ <b>Work spontaneously and enjoy the act of making/creating.</b></li> <li>✓ <b>Sustain concentration and control when experimenting with tools and materials.</b></li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ <b>Work purposefully responding to colours, shapes, materials etc.</b></li> <li>✓ <b>Create simple representations of people and other things.</b></li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ <b>Know the art( design and craft) is made by artists exhibiting care and skill and is valued for its qualities.</b></li> <li>✓ <b>Know to explain what they are doing</b></li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ <b>Recognise and describe key features of their own and other's work.</b></li> </ul>
Year 1	<ul style="list-style-type: none"> <li>✓ <i>Colour:</i> I can name and use primary and secondary colours.</li> <li>✓ <i>Pattern:</i> I am aware and can discuss pattern. I can use repeating pattern and discuss irregular and regular pattern.</li> <li>✓ <i>Texture:</i> I am able to make choices about texture and how I want my art to feel. I can consider overlapping to create effect.</li> <li>✓ <i>Line:</i> I use line effectively to shape my work.</li> <li>✓ <i>Form:</i> I can create simple 3D versions of my art. I can express my own ideas in this form as well as consider decorative techniques.</li> <li>✓ <i>Space:</i> I consider how my art will look as a whole, including if it is a part of a collective whole.</li> <li>✓ <i>Control:</i> I use materials and tools safely, learning to control them accurately.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ <b>Try out a range of materials and processes and recognise that they have different qualities.</b></li> <li>✓ <b>Use materials purposefully to achieve particular characteristics or qualities.</b></li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ <b>Recognise that ideas can be expressed in artwork.</b></li> <li>✓ <b>Experiment with an open mind(for instance, they enthusiastically try out and use all materials that are presented to them)</b></li> <li>✓ I can use my own imagination and experiences to create works.</li> <li>✓ I use the work of famous artists to discuss emotions and talk about the way I feel, and the artist might have felt.</li> <li>✓ I can express my own emotions about the art I create.</li> <li>✓ I can experiment in my own art.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ <b>Know how to recognise and describe some simple characteristics of different kinds of art and artists.</b></li> <li>✓ <b>Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.</b></li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ <b>Show interest in and describe what they think about the work of others.</b></li> </ul>

Year 2	<ul style="list-style-type: none"> <li>✓ <i>Colour:</i> I can name and use primary and secondary colours.</li> <li>✓ <i>Pattern:</i> I am aware and can discuss pattern. I can use repeating pattern and discuss irregular and regular pattern.</li> <li>✓ <i>Texture:</i> I am able to make choices about texture and how I want my art to feel. I can consider overlapping to create effect.</li> <li>✓ <i>Line:</i> I use line effectively to shape my work.</li> <li>✓ <i>Form:</i> I can create simple 3D versions of my art. I can express my own ideas in this form as well as consider decorative techniques.</li> <li>✓ <i>Space:</i> I consider how my art will look as a whole, including if it is a part of a collective whole. <ul style="list-style-type: none"> <li>✓ <i>Control:</i> I use materials and tools safely, learning to control them accurately.</li> </ul> </li> </ul>	Year 2	<ul style="list-style-type: none"> <li>✓ <b>Deliberately choose to use particular techniques for a given purpose.</b></li> <li>✓ <b>Develop and exercise some care and control over the range of materials they use (for example, they do not accept the first mark but seek to refine and improve).</b></li> </ul>	Year 2	<ul style="list-style-type: none"> <li>✓ <b>Try out different activities and make sensible choices about what to do next.</b></li> <li>✓ <b>Use drawing to record ideas and experiences.</b></li> </ul>	Year 2	<ul style="list-style-type: none"> <li>✓ <b>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</b></li> <li>✓ <b>Talk about the materials, techniques and processes they have used, using appropriate vocabulary (for instance, they know the names of the tools and colours they use)</b></li> </ul>	Year 2	<ul style="list-style-type: none"> <li>✓ <b>When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say "I like that because...")</b></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>✓ <i>Colour:</i> I understand the ideas of warm, cool and complimentary colour, mix tones.</li> <li>✓ <i>Pattern:</i> I can experiment with formal and informal pattern, including in photography.</li> <li>✓ <i>Texture:</i> I consider texture as a part of textiles as a way of adding meaning. I can use a range of stitches.</li> <li>✓ <i>Form:</i> I use shading to replace hard line</li> <li>✓ <i>Space:</i> I use space on a page wisely to ensure impact.</li> <li>✓ <i>Control:</i> I demonstrate control of tools, including iPads.</li> <li>✓ <i>Line:</i> I use line as a framework for digital media.</li> </ul>	Year 3	<ul style="list-style-type: none"> <li>✓ <b>Develop practical skills by experimenting with, and testing the qualities of a range of different materials (pencil, charcoal, paint, clay) and techniques.</b></li> <li>✓ <b>Select, and use appropriately, a variety of materials and techniques in order to create their own work.</b></li> </ul>	Year 3	<ul style="list-style-type: none"> <li>✓ <b>Gather and review information, references and resources related to their ideas and intentions.</b></li> <li>✓ <b>Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</b></li> </ul>	Year 3	<ul style="list-style-type: none"> <li>✓ <b>Know about (and be able to describe) the work of some artists, craftspeople, architects and designers.</b></li> <li>✓ <b>Be able to explain the ways of using some of the tools and techniques they have chosen to work with.</b></li> </ul>	Year 3	<ul style="list-style-type: none"> <li>✓ <b>Take time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next) I can revisit and improve my own art.</b></li> </ul>

Year 4	<ul style="list-style-type: none"> <li>✓ <i>Colour:</i> I understand the ideas of warm, cool and complimentary colour, mix tones.</li> <li>✓ <i>Pattern:</i> I can experiment with formal and informal pattern, including in photography.</li> <li>✓ <i>Texture:</i> I consider texture as a part of textiles as a way of adding meaning. I can use a range of stitches.</li> <li>✓ <i>Form:</i> I use shading to replace hard line</li> <li>✓ <i>Space:</i> I use space on a page wisely to ensure impact.</li> <li>✓ <i>Control:</i> I demonstrate control of tools, including iPads.</li> <li>✓ <i>Line:</i> I use line as a framework for digital media.</li> </ul>	Year 4	<ul style="list-style-type: none"> <li>✓ Investigate the nature and qualities of different materials (pencil, charcoal, paint, clay) and processes systematically.</li> <li>✓ Apply the technical skills they are learning to improve the quality of their work (for example, in painting, they select and use different brushes for different purposes).</li> </ul>	Year 4	<ul style="list-style-type: none"> <li>✓ Select and use relevant resources to develop their ideas.</li> <li>✓ Use sketchbooks and drawing, purposefully to improve understanding, inform ideas and plan for an outcome (for example, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome)</li> </ul>	Year 4	<ul style="list-style-type: none"> <li>✓ Know about (and be able to describe) some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.</li> <li>✓ Understand and demonstrate how the tools they have chosen to work with should be effectively and safely used.</li> </ul>	Year 4	<ul style="list-style-type: none"> <li>✓ Regularly reflect upon their own work (in their sketchbooks) and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>✓ <i>Colour:</i> I choose and mix colours to evoke mood and feeling. <i>I use colour subtly</i></li> <li>✓ <i>Pattern I can design and make patterns to create mood.</i></li> <li>✓ <i>Texture:</i> I create depth of texture in sculpture and create the feeling of texture and depth when drawing.</li> <li>✓ <i>Form:</i> I can create realistic 2D representations of 3D object using perspective and shading.</li> <li>✓ <i>Space:</i> I create the illusion of space in a landscape with perspective and distance created in 2D form. I consider options of space when making my own choices.</li> <li>✓ <i>Control:</i> I use tools accurately.</li> <li>✓ <i>Line:</i> I manipulate line with greater dexterity to present 2D and 3D images.</li> </ul>	Year 5	<ul style="list-style-type: none"> <li>✓ Confidently investigate and exploit the potential of new and unfamiliar materials (pencil, charcoal, clay and paint). For example, try out several different ways of using tools and materials that are new to them.</li> <li>✓ Use their acquired technical expertise to make work which effectively reflects their ideas and intentions.</li> </ul>	Year 5	<ul style="list-style-type: none"> <li>✓ Engage in open ended research and exploration in the process of initiating and developing their own personal ideas.</li> <li>✓ Confidently use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information.</li> </ul>	Year 5	<ul style="list-style-type: none"> <li>✓ Know how to research and discuss the ideas and approaches of various artists, designers and architects; taking account of their particular cultural context and intentions.</li> <li>✓ Understand how to describe the processes they are using and how they hope to achieve high quality outcomes.</li> </ul>	Year 5	<ul style="list-style-type: none"> <li>✓ Regularly analyse and reflect on their progress taking account of what they hoped to achieve.</li> </ul>

Year 6	<ul style="list-style-type: none"> <li>✓ <i>Colour:</i> I choose and mix colours to evoke mood and feeling. <i>I use colour subtly</i></li> <li>✓ <i>Pattern I can design and make patterns to create mood.</i></li> <li>✓ <i>Texture:</i> I create depth of texture in sculpture and create the feeling of texture and depth when drawing.</li> <li>✓ <i>Form:</i> I can create realistic 2D representations of 3D object using perspective and shading.</li> <li>✓ <i>Space:</i> I create the illusion of space in a landscape with perspective and distance created in 2D form. I consider options of space when making my own choices.</li> <li>✓ <i>Control:</i> I use tools accurately.</li> <li>✓ <i>Line:</i> I manipulate line with greater dexterity to present 2D and 3D images.</li> </ul>	Year 6	<ul style="list-style-type: none"> <li>✓ Independently take action to refine their technical and craft skills in order to improve their mastery of materials (pencil, charcoal, clay, paint) and techniques.</li> <li>✓ Independently select and effectively use relevant processes in order to create successful and finished work.</li> </ul>	Year 6	<ul style="list-style-type: none"> <li>✓ Independently develop a range of ideas which show curiosity, imagination and originality.</li> <li>✓ Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for example, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used).</li> </ul>	Year 6	<ul style="list-style-type: none"> <li>✓ Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> <li>✓ Know technical vocabulary and techniques for modifying the qualities of materials and processes.</li> </ul>	Year 6	<ul style="list-style-type: none"> <li>✓ Provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work.</li> </ul>
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	YEAR 1		YEAR 2	
Theme	Sketching	Painting	Textiles	Sculpture
Theme				
<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>to use drawing to develop and share their ideas, experiences and imagination.</li> <li>use artwork to record ideas, observations and experiences and imagination.</li> <li>know the names of tools, techniques and elements that he/she uses.</li> <li>to be able to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>To use painting to develop and share their ideas, experiences and imagination.</li> <li>use artwork to record ideas, observations and experiences and imagination.</li> <li>know the names of tools, techniques and elements that he/she uses.</li> <li>to be able to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>try out different activities and make sensible choices about what to do next.</li> <li>select particular techniques to create a chosen product and develop some care and control over materials and their use.</li> <li>to be able to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</li> </ul>	<ul style="list-style-type: none"> <li>To use sculpture to develop and share their ideas, experiences and imagination.</li> <li>try out different activities and make sensible choices about what to do next.</li> <li>select particular techniques to create a chosen product and develop some care and control over materials and their use.</li> <li>to be able to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>
	<ul style="list-style-type: none"> <li>To develop a wide range of art techniques using colour, pattern, line, texture, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>To develop a wide range of art techniques using colour, pattern, line, texture, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>and disciplines and making links to their own work.</li> <li>know that different artistic works are made by craftspeople from different cultures and times.</li> </ul>	<ul style="list-style-type: none"> <li>know that different artistic works are made by craftspeople from different cultures and times.</li> </ul>

<p><b>Specific content Substantive knowledge</b></p>	<p>Observation - sketches landscape and portrait – house, tree, face. Begin without instruction, then focus on observing what is really there – are all trees a cloud on a stick? Do all houses have four windows etc.</p>	<ol style="list-style-type: none"> <li>Using a brush – select from a large selection of brush widths to make lines and blocks in different paint types. Paint the same picture with a thick brush and a thin brush. Evaluate success.</li> <li>Using water – choose the right amount of water, know when to change water, know when brush needs water to achieve different effects. Use water to create different tones with watercolours.</li> <li>Mixing colours – Look at basic colour wheel. Recreate with colour mixing. Make colours to order.</li> <li>Painting to order – Look at painting by numbers or equivalent. Can you stay neatly in the lines using techniques learnt – correct brush, correct water, accurate colours.</li> <li>Painting relevant to LE – Use techniques to paint a picture relevant to topic.</li> </ol>	<p>Mixed media collage – could use felt, screen printing, image transfer etc. Teach cutting.</p> <p>Basic sewing. Teach children a simple running stitch and how to sew a button.</p> <p>Discuss abstract and realist work.</p> <p>English Rose</p>	<p>Clay and junk modelling (group work)</p> <p>Model work on famous artist to include using clay for Henry Moore and wire for Antony Gormley.</p>
<p><b>Sequencing knowledge</b></p>	<p><b>Prior knowledge:</b> children will have had the opportunity to explore using pencils, colouring pencils and felt tips to draw, story map and use their imagination.</p> <p><b>Future knowledge:</b> making informed choices with their selection of mediums. Apply observational techniques to portraiture (ref. Y3long study)</p>	<p><b>Prior knowledge:</b> children will enjoy painting in EYFS both during adult-led tasks but also using their own imagination in continuous provision.</p> <p><b>Future knowledge:</b> apply techniques and knowledge of tools and make informed choices for acrylic paint (ref. Y4 Long study).</p>	<p><b>Prior knowledge:</b> scissors and sticking skills from EYFS</p> <p><b>Future knowledge:</b> use sewing combined with additional art techniques to create an image (ref. Y4 short enquiry)</p>	<p><b>Prior knowledge:</b> EYFS large materials manipulation.</p> <p><b>Future knowledge:</b> the children study sculpture in Year 5 working again in Modroc and Clay. (Y5 Long)</p>
<p><b>Tier 2 and Tier 3 vocabulary</b> <b>Red words are essential technique vocabulary</b></p>	<p>Sketch, <b>line</b>, tone, <b>space</b>, shade</p>	<p>Composition, primary and secondary colours, <b>colour</b> mixing, blend,</p>	<p>material, measure, design, sew, dye, stitch, <b>pattern</b>, <b>texture</b></p>	<p>3D form, sculpture, line, texture, material, junk modelling, <b>control</b>, <b>form</b>.</p>
<p><b>Suggested Artists</b></p>	<p>Adam Hargreaves – children's illustrator</p>	<p>Wassily Kandinsky</p>	<p>Leonardo Da Vinci</p>	<p>Andy Goldsworthy</p>



	Pablo Picasso	Piet Mondrian Yvonne Claude Monet Sir Terry Frost	Bethan Ash – abstract Mary Quant Vivienne Westwood	Henry Moore Antony Gormley (Angel of the North) Alberto Giacometti
<b>Visits</b>	Victoria and Albert Museum		The Wallace Collection	

	YEAR 3		YEAR 4	
Theme	Textiles and Collage	Drawing	Digital Art	Watercolour painting
Duration	Short study	Long study	Short study	Long study
National Curriculum	<ul style="list-style-type: none"> <li>use a sketchbook for recording their digital experiments</li> <li>experiment with software to create a range of effects and use these digital techniques in the completed piece of work.</li> <li>explain what he/she likes or dislikes about their work</li> <li>know about some of the great artists, architects and designers in history and describe their work</li> <li>use taught technical skills and control over materials to be creative and experimental in adapting and improving their work.</li> </ul>	<ul style="list-style-type: none"> <li>use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</li> <li>experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</li> <li>explain what he/she likes or dislikes about their work.</li> <li>know about some of the great artists, architects and designers in history and describe their work</li> <li>use taught technical skills and control over materials to be creative and experimental in adapting and improving their work.</li> </ul>	<ul style="list-style-type: none"> <li>use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</li> <li>use taught technical skills and control over materials to be creative and experimental in adapting and improving their work.</li> <li>articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</li> <li>describe some of the key ideas, techniques and working practices of artists, architects and</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</li> <li>use taught technical skills and control over materials to be creative and experimental in adapting and improving their work.</li> <li>articulate how he/she might improve their work using technical terms and reasons as a matter of routine</li> <li>describe some of the key ideas, techniques and working practices of artists,</li> </ul>

			designers who he/she has studied. <ul style="list-style-type: none"> <li>Improve their mastery of textiles and collage.</li> </ul>	architects and designers who he/she has studied <ul style="list-style-type: none"> <li>Improve their mastery of painting.</li> </ul>
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<b>Specific content</b>	Digital art Manipulation	Portraiture – pencil and charcoal (+white chalk) Use different types of paper including brown paper and newspaper. Observation Proportion How have different artists represented themselves? Which do you like? Which is the best? Why?  Look at Tony Piedra website – contains a podcast.	Sewing for art – use textiles + some sewing. Maybe create landscape or class project? Ensure that children are having opportunities for sewing, but that this is enhanced with other art techniques e.g., collage, printing. Look at how textiles are used/created in other cultures. Look at the artwork suggested artists.	– colour mixing, limited palate, Watercolour techniques Painting – look at Monet, v Turner Were they challenging what had gone before? Why? Discuss what the children want to ‘achieve’. How will they know if they have been successful? <b>Online gallery – compare paintings of many famous artists</b>
<b>Sequencing knowledge</b>	<b>Prior knowledge:</b> children will have had regular use of Ipads and recording their own learning in a range of subjects. <b>Future knowledge:</b> use editorial skills across all areas of the curriculum to include film making in Y3 (ref. computing long study: stop, start animation)	<b>Prior knowledge:</b> short study in Y1 of basic landscapes and observational drawing will assist with their learning in the enquiry. <b>Future knowledge:</b> ref Y6 long study – apply their knowledge on observation and proportion and develop through use of shading to remove lines.	<b>Prior knowledge:</b> ref. Y2 short study – basic cutting and sewing skills (running stitch) should be used to enhance learning here. <b>Future knowledge:</b> ref. Y6 short study – possibility that knowledge and skills from here are used in their Artistic Licence study in Y6.	<b>Prior knowledge:</b> the children have worked in block colour and powder paint (long enquiry Year 1) and have looked at some famous artists including Mondrian and Kandinsky. <b>Future knowledge:</b> Year 5 short study: painting landscapes
<b>Tier 2 and Tier 3 vocabulary</b>	Repetition, Abstract, Realist Ipads, Mark-up, Digital manipulation and enhancements, colour intensity.	Shadow/shade/shading, medium/media, technique	collage, craftsmanship, naturalism, balance	Warm colour, cool colour, complementary colour, composition, subject matter, style Techniques for painting water.
<b>Suggested Artists</b>	David Hockney	Andy Warhol Tony Piedra Sonia Deluany  <a href="http://tonypiedra.com/blog/2018/9/9/digital-painting-how-i-made-the-art-in-the-greatest-adventure">http://tonypiedra.com/blog/2018/9/9/digital-painting-how-i-made-the-art-in-the-greatest-adventure</a>	Moy Mackay Fiona Robertson General textiles: Vivian Westwood Kath Kidston Sonia Delaunay William Morris Coco Chanel Janet Bolton Lucienne Day	Michaelangelo, Edvard Munch, Pablo Picasso, (studies also in Y1) Van Gogh, Dali, Monet, Turner
<b>Visits</b>	National Gallery		Tate Britain	

	YEAR 5		YEAR 6	
Theme	Painting	Sculpture	Drawing (WW2)	Artistic Licence: evolution
Duration	Short study	Long study	Short study	Long study
<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>To use sketchbooks to record observations and use them to review and revisit ideas.</li> <li>evaluate his/her work against their intended outcome.</li> <li>To improve their mastery of the art and design techniques associated with paint.</li> <li>To find out about and discuss great painters and use their work by way of inspiration (V. Van Gogh).</li> </ul>	<ul style="list-style-type: none"> <li>To create a series of sketches and plans for their own work in sketchbooks.</li> <li>confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</li> <li>evaluate his/her work against their intended outcome.</li> <li>research and discuss various sculptors and discuss their processes and explain how these were used in the finished product (Salvador Dali)</li> <li>develop different ideas which can be used and explain his/her</li> </ul>	<ul style="list-style-type: none"> <li>select ideas based on first-hand observations, experience or imagination and develop these through research.</li> <li>refine his/her use of learnt techniques, adapting the work as necessary.</li> <li>To create a series of sketches and plans for their own work in sketchbooks.</li> <li>evaluate his/her work against their intended outcome.</li> <li>To improve their mastery of the art and design techniques associated with drawing.</li> </ul>	<ul style="list-style-type: none"> <li>To create a series of sketches and plans for their own work in sketchbooks.</li> <li>select ideas based on first-hand observations, experience or imagination and develop these through research.</li> <li>explain and justify preferences towards different styles and artists.</li> <li>evaluate his/her work against their intended outcome.</li> </ul>
		choices for the materials and techniques used.		

<p><b>Specific content</b></p>	<p>Landscapes Light sketching with pencil – observation. Teaching about washes and layering to build sky texture. Techniques for painting trees and plants. Techniques for painting buildings .</p>	<p>Clay/ wire &amp; Modroc/ waste materials Link to recycling – Consideration of art which has a message. What are you trying to say with your work? How does this reflect the choice of materials. Maybe look at archaeology of pottery. Shape and form of pots. Painted pot designs. Wire + Modroc sculpture such as figurines and statues. How does design vary across the world?  When learning about ancient societies children should be reminded of <b>Democracy</b> (Great British Value). Link to literacy text – Are humans damaging the atmosphere?</p>	<p>Choice of media. Children’s whole school portfolio displayed, plus latest work. Children choose their preferred medium based on what they want to achieve. This results in an art exhibition, created by the children.  When learning children should be reminded of <b>Individual liberty</b> (Great British Value).</p>	<p><b>Portraits</b> Look at portraits from previous block and evaluate. Recap proportion Look at shading to remove line. Focus on individual features in sketch book – how to draw an eye, a nose, hair etc.</p>
<p><b>Sequencing knowledge</b></p>	<p><b>Prior knowledge:</b> Year 4 long study watercolour painting (expression) and Year 1 long study (painting in power paint), learning about colour mixing etc. <b>Future knowledge:</b> The children may use paint in their reimagining’s work Year 6 short study.</p>	<p><b>Prior knowledge:</b> Year 2 long study had a focus on modern sculptors, including Moore and Gormley. They examined size and proportion. <b>Future knowledge:</b> The children may use sculpture in their ‘reimaginings’ work Year 6 short study.</p>	<p><b>Prior knowledge:</b> the children’s art portfolios and sketch books are relevant for this work, with the children looking at their previous work before deciding how to move forward. <b>Future knowledge</b> In Key stage 3, the children continue with sketch books and using a range of media and tools.</p>	<p><b>Prior knowledge:</b> Children have studied portraiture in Year 4. This work starts with revisiting that work and finding ways to improve them by the use of shading and the removal of line. <b>Future knowledge:</b> IN Key Stage 3, the children are expected to develop an artistic proficiency in drawing (aims)</p>
<p><b>Tier 2 and Tier 3 vocabulary</b></p>	<p>Content, dominance, rhythm, unity, contour</p>	<p>Three-dimensional space, aesthetics, symmetrical/asymmetrical</p>	<p>This is dependent on the avenue that the children decide to pursue for completion of this learning enquiry.</p>	<p>Plane, rectilinear, perspective, vanishing point, horizon, parallel, perpendicular</p>
<p><b>Suggested Artists</b></p>	<p>JM W Turner John Constable John Singer Sargent Georgia O’Keefe <b>Vincent Van Gogh</b> <b>J. Magritte</b></p>	<p>Dali</p>	<p>Own research of relevant artists. Local artists. Art as a career...</p>	<p>M S Escher Frank Lloyd Wright Antoni Gaudi</p>

**Visits**

National Portrait Gallery

Tate Britain

**Art challenge:**

Autumn – Festive decoration – materials and textiles

Spring – Illustration- Word Book Day

Summer – Link with current Art Week

Community projects: Wandsworth Creative,  
Roehampton Street community Project