



Art at Grove Church of England Primary

Revised 2025

LONG TERM PLAN OF KNOWLEDGE AND SKILLS

Intent

“Art enables us to find ourselves and lose ourselves at the same time.” – Thomas Merton

The intent of our Art offer is to provide a curriculum which is accessible to all and that is rich with opportunities, stimulating creativity and imagination. It provides visual and tactile experiences and enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

As a result of this, every pupil will:

- ❖ Develop creativity and imagination through a range of experiences
- ❖ Develop their own ideas for use in their work
- ❖ Develop the ability to control materials, tools and techniques
- ❖ Develop increasing confidence in the use of visual and tactile elements and materials
- ❖ Think critically and develop a more rigorous understanding of art and design and know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation
- ❖ Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ❖ Evaluate and analyse creative works using the language of art, craft and design
- ❖ Know about great artists and understand the historical and cultural development of their art form Our intent aims to encourage children to explore ideas and meanings through the work of a range of artists.
- ❖ Through exploration of the roles and functions of art, they can discover the impact it has on life today and that of different times and cultures. We endeavour that all our pupils have an appreciation and enjoyment of how the visual arts enrich all of our lives
- ❖ Grow in the school values of Love, Respect and Resilience through their exploration of the art of others and their own

Implementation

We teach the National Curriculum and the EYFS framework, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a designer and critique throughout their time at Grove CE primary School and do not just learn about the work of others. Through the following, we aim to provide a rich and broad experience in the study of Design and Technology.

Planning and Lesson

From the long-term overview, teachers will plan a sequence of lessons using skills and progression. Teachers aim to provide a cross-curricular approach, where possible, to develop a deeper understanding and a 'real life' scenario to the project. Lessons are planned using a range of technical skills and enquiry which builds on the previous year's learning. Pupils are encouraged to learn from famous designers and take inspiration from them and the world around them. In developing their design and technology skills, we present projects in the form of a question to spark intrigue.

Enhancements

We ensure that every pupil, regardless of SEN(D) or ability, is able to participate in projects and access the curriculum. The hands-on experiences help pupils to build up their design and technology skills independently rather than simply learning from observation. For example, from a young age we expect our pupils to be safely cutting up wood and food using age-appropriate tools with just teacher supervision and modelling.

Assessment: FS Pupils are assessed against the EYFS Framework. Pupils in years 1-6 are assessed against the criteria in our progression and skills document. Pupils are assessed using the following criteria: B=Working well below the age-related expectations; WTS= Working towards the age-related expectations; ARE= Working at age-related expectations and GD= working at greater depth (above the age-related expectations)

Impact

By the time our pupils leave us in Year 6, we aim for them to have;

- ❖ Gained knowledge of famous artists and critiqued their work
- ❖ Developed a repertoire of Art and Design skills, knowledge and understanding
- ❖ Gained a solid understanding of how they can express their own opinions and feelings through art
- ❖ Learnt to plan, create and evaluate their own project

Year Group	Term 1	Term 3	Term 5
EYFS	Exploring the natural world	Exploring the power of creativity	Understanding identity and exploring relationships
Year 1	Spirals “How can we use our whole bodies to make drawings?”	Simple printmaking “How can we make prints using the things we find around us?”	Making birds “How can we transform materials into sculpture? How can we transform 2d paper into 3d form? How can we use drawing and texture to add character to our sculpture?”
Year 2	Explore and draw “How can we become open, curious explorers of the world, and use what we find to inspire us to make art?”	Expressive painting “How can we explore colour using a variety of mark-making tools?”	Stick transformation project “How can we transform an object and turn it into sculpture using our imaginations?”
Year 3	Gestural drawing with charcoal “How can we use gestural drawing with charcoal to make drawings full of energy and drama?”	Cloth, thread, paint “How can create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?”	Telling Stories Through Drawing & Making “How can we create 3-dimensional characters inspired by characters in film and fiction?”
Year 4	Storytelling through drawing “How can we create visual narratives inspired by poetry or prose?”	The art of still life “How can we use drawing, painting and collage skills to create still life images?”	The art of display “How does the way my work is presented, change how I and others view it?”
Year 5	Typography and maps “How can we use drawing and graphics skills to create typography? How can we use typography skills to create pictorial maps?”	Making monotypes “How can we use mono types to make a creative response to poetry or prose?”	Set design “How do artists make sets to share ideas for the stage or as the basis for animations? How can we create sets inspired by literature, poetry or prose?”
Year 6	2D drawing to 3D making “How can we transform 2D drawings into 3D objects?”	Activism “How can we, as artists, use our skills, vision and creativity to speak on behalf of communities, changing the world for the better?”	Brave colour “How can we create imaginative, immersive environments which enable viewers to engage with colour in a physical way?”

EYFS

	Knowledge	Small Steps
<p>Autumn Exploring the Natural world Being inspired by the world around us</p> <p>EYFS Statutory Framework ELGs and Development Matters links:</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. PD Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. PD To being to show accuracy and care when drawing (ELG - PD) Explore, use and refine a variety of artistic effects to express their ideas and feelings EAD Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG - EAD) Share their creations, explaining the process they have used (ELG – EAD) 	<ul style="list-style-type: none"> Can hold and use drawing tools (pencil, rubbers, crayons etc) with some control to make marks To select coloured drawing implements for a purpose To use drawing tools to make lines, marks and curves To draw accurate representations of people and objects To talk about their own and others' work 	<ul style="list-style-type: none"> <p>Vocabulary: Colour, design, lines, marks, curve</p> <ul style="list-style-type: none"> <p>Vocabulary:</p> <ul style="list-style-type: none"> <p>Vocabulary:</p> <ul style="list-style-type: none"> <p>Vocabulary:</p>
<p>Enrichment Opportunities: Harvest festival at the local church</p>		

EYFS

	Knowledge	Small Steps
<p>Spring Exploring the power of creativity Making art</p> <p>EYFS Statutory Framework ELGs and Development Matters links:</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Pencils, knives, forks etc) PD Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. PD To being to show accuracy and care when drawing (ELG - PD) 	<ul style="list-style-type: none"> I can recognise and name different colours (focus on primary first) I can select and create different colours I can use a variety of tools to apply paint. I can work with paint on different surfaces and in different ways. (Eg. Different textured, coloured, sized and shaped paper) I can talk about my own work 	<ul style="list-style-type: none"> <p>Vocabulary: Texture, colour, surface,</p> <ul style="list-style-type: none"> <p>Vocabulary:</p>

<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings EAD Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG - EAD) Share their creations, explaining the process they have used (ELG – EAD) <p>Future Learning: Christianity Ys1-6 Judaism Y1 and 2 Hinduism Y3 and 5 Islam Y4 and 6</p> <p>British Value:</p> <p>SMSC:</p>		<ul style="list-style-type: none"> <p>Vocabulary:</p>
		<ul style="list-style-type: none"> <p>Vocabulary:</p>
		<ul style="list-style-type: none"> <p>Vocabulary:</p>
		<ul style="list-style-type: none"> <p>Vocabulary:</p>
<p>Enrichment Opportunities: Diwali- creating Diya lamps Christmas service at the local church</p>		

EYFS			
	Knowledge	Small Steps	
<p>Summer</p> <p>Understanding identity and exploring relationships Feeling connected</p> <p>EYFS Statutory Framework ELGs and Development Matters links:</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Pencils, knives, forks etc) PD Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. PD Explore, use and refine a variety of artistic effects to express their ideas and feelings EAD Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG - EAD) 	<ol style="list-style-type: none"> To explore malleable media To impress and apply simple decoration To cut shapes using scissors and other modelling tools To use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. To build a sculpture using a variety of objects from observation or imagination 	<ul style="list-style-type: none"> <p>Vocabulary: Malleable, impress, modelling</p>	
			<ul style="list-style-type: none"> <p>Vocabulary:</p>
			<ul style="list-style-type: none"> <p>Vocabulary:</p>
			<ul style="list-style-type: none"> <p>Vocabulary:</p>

Share their creations, explaining the process they have used (ELG – EAD)		<ul style="list-style-type: none">• Vocabulary:
		<ul style="list-style-type: none">• Vocabulary:
Enrichment Opportunities: Diwali- creating Diya lamps		

Year 1

Term 1	Knowledge	Small Steps
<p>Autumn Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing and painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Prior Learning: Exploring the power of creativity (EYFS)</p> <p>Future Learning: Explore & Draw (Y2)</p> <p>British values: Mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual/cultural</p>	<p>I know the work of artists who draw</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<p>I can reflect upon the artists' work and share my response verbally ("I liked..."). I can make visual notes in my sketchbook. (This can be images, shapes, patterns, words/phrases etc)</p> <p>Vocab: line, draw, sketch</p>
	<p>L1- I know that I can use my whole body to create drawings</p>	<p>I can use soft pencils or graphite sticks on large A2 paper to create spirals I can make spiral drawings to music (quiet spirals/loud spirals) I can think about how I am feeling and create a spiral which reflects my mood. I can use chalks to make large scale spirals outside I can create drawings using my wrists, shoulders, elbows and hips.</p> <p>Vocab: movement, continuous, pressure</p>
	<p>L2 – I know that different materials (pastel/chalk) create different marks</p>	<p>I can use line to create a 'snail' drawing on black/white paper. I can use pastel to add colour and pattern to my drawing I can make choices about which colours I'd like to use I can make different marks with different drawing tools</p> <p>Vocab: blending, mark-making, pattern</p>
	<p>L3 – I know that sketchbooks can be made or personalised</p>	<p>I can use pre-cut paper to make the pages of my sketchbook I can fold a piece of card to make the cover of my sketchbook I can use an elastic band to hold my cover and pages together I can personalise my sketchbook cover.</p> <p>Vocab: Sketchbook. Measure, cover</p>
	<p>L4- I know that mark-making helps me when I am observational drawing</p>	<p>I can draw using a continuous line. I can look (observe) and draw. I can add water to change my mark-making.</p> <p>Vocab: water-soluble, looking, continuous</p>
	<p>L5 – I can evaluate my own work and that of others</p>	<p>I can talk about what I like in my print and what I would like to try again.</p> <p>Vocab: share, crit, discuss</p>

Artist study: Molly Hasland		
Enrichment:		

Term 2	Knowledge	Small Steps
<p>Spring <u>Simple Printmaking</u></p> <p>Enquiry question: "How can we make prints using the things we find around us?"</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Prior learning: Exploring the Natural world (EYFS)</p> <p>Future learning: Y5 Mono-printing</p> <p>British values: Individual liberty, mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual/cultural</p> <p>Artist study Xgaoc'σ X'are</p>	<p>I know the work of artists who paint,</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<p>I can reflect upon the artists' work and share my response verbally ("I liked...").</p> <p>I can make visual notes in my sketchbook. (This can be images, shapes, patterns, words/phrases etc)</p> <p>Vocab: phrase pattern colour print-maker</p>
	<p>L1- I know we can use our hands and feet to create prints of patterns.</p>	<p>I can use parts of my body to make simple prints. I can use my prints to make a pattern</p> <p>Challenge I can use colour, shape and line to make prints interesting.</p> <p>Vocab: pressure primary colour arrangement</p>
	<p>L2 - I know how you can use textured objects to make prints.</p>	<p>I can explore my environment and take rubbings of textures I find. I can arrange my rubbings to create a pattern</p> <p>Vocab: rubbing, texture, relief</p>
	<p>L3 & 4- I know that relief prints are made when we print from raised images (plates).</p>	<p>I can use plasticine to create an impression I can print from the impression I can create a repeat print</p> <p>Vocab: impression, relief, plate</p>
	<p>L5 – I can evaluate my own work and that of others.</p>	<p>I can talk about what I like in my print and what I would like to try again.</p> <p>Vocab: share, crit, discuss</p>
Enrichment:		

Term 3	Knowledge	Small Steps
<p>Summer</p> <p><u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing and painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Prior learning: Understanding identity and exploring relationships (EYFS)</p> <p>Future learning: <u>Stick Transformation Project</u> (Y2)</p> <p>British values: Individual liberty, mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual/social</p>	<p>I know the work of artists who sculpt</p> <p>I know that sculpture is the name given to art which exists in 3 dimensions</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<p>I can reflect upon the artists' work and share my response verbally ("I liked...").</p> <p>I can make visual notes in my sketchbook. (This can be images, shapes, patterns, words/phrases etc)</p> <p>Vocab: sculptor, sculpt</p>
	<p>I know we can learn from and respond to images and film</p>	<p>I can look carefully at images and film of birds looking at the details and shapes</p> <p>I can make observational drawings of things I have noticed</p> <p>Vocab: lines, shape, mark-making, texture</p>
	<p>I know that different media and marks can be used to create a drawing</p>	<p>I can look closely at an object in real life</p> <p>I can experiment with a variety of media to describe a feather.</p> <p>I can use different medium to create different marks to draw a feather</p> <p>Vocab: observation, blending, texture, explore, discover</p>
	<p>I know that sculpture is the name given to art which exists in 3 dimensions</p> <p>I know that collage is the art of using paper to make images</p>	<p>I can explore crumpling, tearing and collaging to create texture on paper</p> <p>I can make rubbings to add pattern to paper</p> <p>I can manipulate paper into a 3D 'feather' form.</p> <p>Vocab: transform, fold, tear, crumple, collage</p>
	<p>I know that different media can be used to create a 3D sculpture</p> <p>(1-2 lessons)</p>	<p>I can look at the work of artists inspired by birds</p> <p>I can explore how I can use a range of media to create my own sculpture</p> <p>I can use different media to add character and personality to my sculpture</p> <p>I can attempt to make my sculpture balance and stand</p> <p>Vocab: sculpture, balance, personality, character</p>
<p>I know that individual sculptures can be part of a group installation</p>	<p>I can put my work together with others' to be part of a class artwork</p> <p>I can talk about what I like in my print and what I would like to try again.</p> <p>I can evaluate my own work and that of others.</p> <p>Vocab: flock, collaboration, installation</p>	

Artist study: Andrea Butler		
Enrichment:		

Year 2

Term 1	Knowledge	Small Steps
<p>Autumn Explore & Draw How can we become open, curious explorers of the world and use what we find to inspire us to make art?</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> To use drawing and painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Prior learning: Spirals (Y1)</p> <p>Future learning: Gestural drawing with charcoal (Y3)</p> <p>British values: Individual liberty, mutual respect and tolerance for different faiths & beliefs</p>	<p>I know that some artists are inspired by their environment.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. <p>Vocabulary: explore, curious, re-see</p> <p>(Children can document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.)</p>
	<p>L1 – I know that I can use things I collect to inspire my artwork.</p>	<ol style="list-style-type: none"> I can explore my environment to collect items which inspire me, I can move the items around to create new shapes and patterns on the ground. I can select which objects to bring back into class. I can move items around to play with pattern and composition. I can sort based on colour, size, material and type. I can photograph my arrangement and reflect on my gathering. <p>Vocab: composition, present, arrange</p>
	<p>L2 -I know that drawing can enable me to record things I have collected</p>	<ol style="list-style-type: none"> I can use continuous line drawing to represent my collected objects (link to Y1 drawing unit) I can draw from 'feel' I can develop my 'hand-eye- coordination through slow drawing I can focus my drawing for 5-10 minutes. <p>Vocab: observational, intention, pressure, mark</p>
	<p>L3 & 4 – I know that I can use a range of materials to create a varied mark-making drawing of found objects</p>	<ol style="list-style-type: none"> I can select a leaf to draw (extend with more challenging shaped leaves) I can look carefully at my leaf, feeling the texture and edges . I can draw my leaf using handwriting pen, looking carefully at the details I can draw my leaf using blind drawing/continuous line drawing. I can observe and draw my leaf using wax crayon. I can paint over my leaf drawing to create a wax-resist painting

SMSC: Spiritual/cultural Artist study T1 – Alice Fox		Vocab: wax-resist, mark making, shape
	I can evaluate my own work and that of others	1. I can talk about what I like in my work and what I would like to try again. Vocab: reflect, share, discuss
Enrichment: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists		

Term 3	Knowledge	Small Steps
Spring <u>Expressive Painting</u> “How can we explore colour using a variety of mark-making tools?” Artist: Marela Zacarias & Charlie French National Curriculum: <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing and painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	I know that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. (including the intention behind the work and the context in which it was made.)	5. I can reflect upon the artists’ work, and share my response verbally (“I liked...”). 6. I can make visual notes in my sketchbook, including my thoughts on their intentions. 7. (This can be images, shapes, patterns, words/phrases etc) 8. I can share my responses with others, appreciating similarities and differences. Vocabulary: Expressionism, emotion, impression (Children can document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.)
	I know that colours can be mixed to make secondary colours of different hues. I know that different paint types and how I use it can affect mark making.	1. I can recognise and mix primary and secondary colours 2. I can experiment with hues by changing the amount of primary colour I add. 3. I can use various home-made tools to apply paint in abstract patterns. Vocabulary: gesture, secondary, tool
	I know that different tools make different marks in paint. I know that artists use a range of tools to paint	1. I can make visual notes about how Van Gough & Cezanne created marks with paint. 2. I can use colour (in a variety of media – pastel, pencil, paint) to show the colours they used in their work. 3. I can create mark-making tools of my own. Vocabulary: mark-making, secondary, media
	I know that different tools make different marks in acrylic paint.	1. I can create an arrangement of objects to use as a still life. 2. I can use acrylic paint with cardboard, lolly sticks (and other created tools) to create texture. 3. I can use masking tape to create mask effects and then peel it off. Vocabulary: Flicks, dots, strokes, smudges, swipes, twists, lines

<p>Prior learning: Simple Printmaking (Y1)</p> <p>Future learning: Cloth, thread, paint (Y3)</p> <p>British values: Individual liberty, mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual/cultural</p>	<p>I know what a still life is and can create my own.</p>	<p>1. I can create a still life out of found objects</p> <p>2. I can use acrylic paint to create a gestural painting of my still life scene.</p> <p>(Children should use their created tools and mark-making skills to create their still life painting – use a range of brush sizes and mix their paint colours)</p> <p>Vocab: expressionism, emotion, intention</p>
	<p>I can evaluate my own work and that of others</p>	<p>I can talk about what I like in my work and what I would like to try again.</p> <p>Vocab: focus, detail, intention</p>
<p>Enrichment:</p>		

Term 5	Knowledge	Small Steps
<p>Summer Stick Transformation Project</p> <p>Explore how you can transform a familiar object into new and fun forms.</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing and painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, 	<p>I know artists take their inspiration from around them, collecting and transforming found objects.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ul style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. <p>Vocabulary: transform, sculpture, sculptor</p> <p>(Children can document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.)</p>
	<p>I know that materials can be fastened together to construct a 3D sculpture</p>	<p>I can start with my seed/source and build up (shoot) or down (root)</p> <p>I can fasten materials together to create my short/root</p> <p>I can change my sculpture as I create it (not designed first)</p> <p>Vocab: fasten, construct, respond, form</p>
	<p>I know that sticks/twigs have traditionally been reinvented as people.</p> <p>I know artists take their inspiration from around them, collecting and transforming found objects.</p>	<p>I can explore the concept of a 'worry doll'</p> <p>I can collect sticks which have a suitable 'person-like' form.</p> <p>Vocab: imagine, discard, select</p>

<p>line, shape, form and space</p> <p>Prior learning: Making Birds (Y1)</p> <p>Future learning: Telling Stories Through Drawing & Making (Y3)</p> <p>British values: Mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual/cultural</p> <p>Artist study – Chris Kenny</p>	<p>I know that the sticks found affect my design of clothes.</p> <p>I know that when we make sculpture by adding materials it is called construction.</p>	<p>I can choose a stick 'person'</p> <p>I can design clothing for my 'worry-doll'</p> <p>I can use fabric/materials to 'dress' my worry doll.</p> <p>Vocab: transform, create, material, texture, construction</p>
	<p>I can evaluate my own work and that of others</p>	<p>I can display my work thinking about the space and lighting.</p> <p>I can talk about what I like in my work and what I would like to try again.</p> <p>Vocab: present, lighting, angle, composition</p>
<p>Enrichment:</p>		

Year 3

Term 1	Knowledge	Small Steps
<p>Autumn</p> <p>Gestural drawing with charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p>Artist study Laura McKendry & Edgar Degas</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>Prior learning: Explore & Draw (Y2)</p> <p>Future learning: Telling Stories Through Drawing & Making (Y3)</p> <p>British values: Mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual/cultural</p>	<p>I know that charcoal can be used as a drawing material.</p> <p>I know that when we draw, we can use gestural marks to make work</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. I can explore charcoal and chalk as drawing materials, responding to the work of contemporary artist Laura McKendry and great master Edgar Degas. I can compare two artists and share my thoughts in peer discussion and annotated drawings. <p>Vocabulary: intention, charcoal, contemporary</p>
	<p>I can discover the different things that I can do with charcoal through gestural mark making.</p> <p>I understand what Chiaroscuro is and how I can use it in my work.</p>	<ol style="list-style-type: none"> I have experimented with the types of marks I can make with charcoal. I can work on larger sheets of paper, and I can make loose gestural sketches using my body. I can experiment with mark making to create line, shape and tone. <p>Vocabulary: Chiaroscuro, Tonal Values, Squint.</p>
	<p>I know that charcoal and earth pigment were our first drawing tools as humans.</p>	<ol style="list-style-type: none"> I have looked at and discussed cave art created by prehistoric humans in Europe, America and Australia. (Linked to Stone Age history topic) Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Work in a pair on a large scale – paper rolled over tables or pinned on walls to recreate working on a cave wall. <p>Vocabulary: Handprints, Positive & Negative Shapes, Silhouette,</p>
	<p>I know that when we draw, we can use the expressive marks we make to create a sense of drama.</p> <p>I know that I can move around to create drawings with my whole body</p> <p>I know that Heather Hansen creates performance pieces using charcoal and other natural materials with her whole body moving.</p>	<ol style="list-style-type: none"> I can see how artists create large drawings using their whole body. I can share my thoughts about the work in class discussion. I can explore how I can use charcoal and gestural movements made by the body to explore charcoal dance and performance. I can respond to the space of the playground to create large scale drawings in chalk using their whole bodies, focusing on creating organic and symmetrical shapes. <p>Vocabulary: Repetitive, Motion, Trace, Organic, Symmetrical</p>
	<p>I can reflect on my work</p>	<ol style="list-style-type: none"> I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel. <p>Sharing "cave art" pieces with parents at our class assembly, having them attached to the walls.</p> <p>Vocabulary: Present, Share, Reflect, Respond, Feedback</p>

Enrichment:

Term 3	Knowledge	Small Steps
<p>Spring Cloth, thread, paint</p> <p>Enquiry question: How can we create evocative land and seascapes using fabric, paint and thread? How can we draw upon our mark making skills when working with thread?</p> <p>Artist study Hannah Rae & Alice Kettle</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>Prior learning: Simple printing (Y1) Expressive Painting (Y2)</p> <p>Future learning: Making Monotypes (Y5)</p> <p>British values: Individual liberty, mutual respect and tolerance for</p>	<p>I know that some painters use thread, cloth and paint to make artwork.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. <p>Vocabulary: cloth, thread, intention</p> <p>(Children can document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.)</p>
	<p>I know that I can use mark-making to show meaning.</p>	<ol style="list-style-type: none"> I can talk about mark-making in the work of artists. I can replicate two or more marks on paper, considering speed, pressure and material. I can use a viewfinder to focus my looking to explore marks made. I can use charcoal to explore the marks I find through the viewfinder. <p>Vocab: calico, stitches, viewfinder, experiment</p>
	<p>I know that I can create a background with paint on cloth.</p>	<ol style="list-style-type: none"> I can generate ideas from land/water. I can use primary colours to mix secondary colours I need to use I can create a sense of space <p>Vocab: fore/background, gesture, tone</p>
	<p>I know that thread and stitch to make meaningful marks.</p>	<ol style="list-style-type: none"> I can tie a knot at the end of a double thread. I can use running stitch to create lines/marks I can layer stitches to add a variety of marks (creating waves/grass) <p>Vocab: loose, tight, repeated</p>
	<p>I know that paint acts differently on different surfaces.</p>	<ol style="list-style-type: none"> I can use mark-making vocabulary to describe artists work. I can combine paint and stitch to create energy and texture. I can develop colour mixing skills using cloth and paint I can paint over different surfaces. I can transfer drawing into thread using stitching to draw over the painted fabric <p>Vocab: tension, rhythm, dot, dash</p>
	<p>I can evaluate my own work and that of others</p>	<p>I can talk about what I like in my work and what I would like to try again.</p> <p>Vocab: reflect, present, outcome</p>

different faiths & beliefs		
SMSC: Social Cultural		
Enrichment:		

Term 5	Knowledge	Small Steps
<p>Summer <u>Telling Stories Through Drawing & Making</u> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>Prior learning: <u>Stick Transformation Project (Y2)</u></p> <p>Future learning: <u>Set Design (Y5)</u></p> <p>British values: Mutual respect and tolerance for different faiths & beliefs</p>	<p>I know that some artists develop characters and refine ideas in sketchbooks</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work (Inbal Leitner and Rosie Hurley), and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. I can take inspiration from other artforms such as film and literature <p>Vocabulary: test, try out, sketchbook</p> <p>(Children can document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.)</p>
	<p>I know that exaggeration can be used as a tool to convey the intention of my drawings.</p>	<ol style="list-style-type: none"> I can draw from life focusing on line I can draw from life focusing on shape I can add a watercolour wash to the sketch <p>Vocabulary: wash, layer, exaggerate, gesture</p>
	<p>I know that many makers use other artforms as inspiration, such as literature, film, drama or music.</p>	<ol style="list-style-type: none"> I can explore a character from a picture book or animation I can plan how to create a sculpture that conveys their narrative and context I can use form, texture, material, construction and colour. <p>Vocab: convey, texture, construction</p>
	<p>I know that an armature is an interior framework which support a sculpture.</p>	<ol style="list-style-type: none"> I can make an armature to support the sculpture using junk modelling materials, card, tape and wire. I can consider how the sculpture can support itself. <p>Vocabulary: armature, structure, cover, model</p>
	<p>I know that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</p>	<ol style="list-style-type: none"> I can use Modroc over the armature to model characters inspired by literature. Consider form, texture, character, structure. I can use paint, mixing colours, to complete the sculpture inspired by literature <p>Vocabulary: Character, personality</p>
	<p>I know that clay and Modroc are soft materials which finally dry/set hard.</p>	
<p>I know that sculpture can be displayed in a gallery.</p> <p>To create a class art gallery of sculptures and give feedback to peers</p>	<ol style="list-style-type: none"> I can present my own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might..."). Talk about intention. I can work collaboratively to present outcomes to others where appropriate. Present as a team. I can share responses to classmates work, appreciating similarities and differences. I can listen to feedback about my own work and respond. 	

<p>SMSC: Cultural</p> <p>Artist study Rosie Hurley</p>		<p>Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>
<p>Enrichment:</p>		

Year 4

Term 1	Knowledge	Small Steps
<p>Autumn <u>Storytelling Through Drawing</u> How can we create visual narratives inspired by poetry or prose?</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>Prior learning: Gestural drawing with charcoal (Y3)</p> <p>Future learning: <u>Typography & Maps (Y5)</u></p> <p>British values: Mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC:</p>	<p>I know that some artists use a sequence of imagery to tell a story.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. <p>Vocabulary: illustration, graphic novel, illustrator</p>
	<p>I know that we can use text within drawings to add meaning</p>	<ol style="list-style-type: none"> I can draw from simple scenes we create (made from real objects/toys). I can draw my scene using charcoal/chalk/graphite/erasers. I can use careful observational drawing. I can add text to my drawing, from poetry or a descriptive sentence written myself. <p>Vocab: poetry, arrange, quality of line</p>
	<p>L3-5 – I know that a sequence of images can describe a narrative</p>	<ol style="list-style-type: none"> I can explore how charcoal can express words. I can make a simple concertina book I can use charcoal/chalk to represent a poem in stages. I can add words/phrases from the poem to enhance my sketches. <p>Vocab: composition, sequence, narrative</p>
	<p>I can evaluate my own work and that of others</p>	<p>I can talk about what I like in my work and what I would like to try again.</p> <p>Vocab: articulate, similarities, differences</p>

Moral Social Cultural Artist study T1 – Laura Carlin & Shaun Tan		
Enrichment: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		

Term 3	Knowledge	Small Steps
Spring <u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. Enquiry Question: How can we use drawing, painting and collage skills to create still life images? Artist study Paul Cezanne National curriculum: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, 	I know that some contemporary painters use paint and collage to create a still life. (including the intention behind the work and the context in which it was made.)	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. Vocabulary: collage, still life, contemporary (Children can document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.)
	I know that pattern can be represented in paint	<ol style="list-style-type: none"> I can observe a still life and look for patterns. I can use primary colours to make secondary hues. I can recreate patterns I see on paper using paint Vocab: observe, recreate, hues
	I know that collage can be used to create a representation of a still life (2-3 lessons)	<ol style="list-style-type: none"> I can tear/cut my painted patterns into the shape of objects. I can arrange my cut objects as my still life. I can add paint/drawing on top to add detail/shadows. Vocab: composition, pattern, arrangement
	I can evaluate my own work and that of others	I can talk about what I like in my work and what I would like to try again. Vocab: articulate, similarities, differences

<p>charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history <p>Prior learning: Cloth, paint, thread (Y3)</p> <p>Future learning: Making Monotypes (Y5)</p> <p>British values: Mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual Social Cultural</p>		
<p>Enrichment:</p>		

Term 5	Knowledge	Small Steps
<p>Summer The Art of Display Explore how the way we display our work can affect the way it is seen.</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, 	<p>I know that some artists use a plinth to effect the way their work is viewed.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. <p>Vocabulary: plinth context, viewpoint</p> <p>(Children can document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.)</p>
	<p>I know that a plinth is a base which elevates a sculpture.</p> <p>I know that the fourth Plinth is in London</p>	<p>I can explore projects which have been displayed on the Fourth Plinth. I can think about how work is displayed can affect the way the audience sees the work. I can make visual notes in my sketch books to show my ideas</p> <p>Vocab: plinth, display, intention</p>
	<p>I know that there is a difference between 'art' and 'audience'</p>	<p>I can use clay to make quick 3d sketches of figures sitting. I can use clay to capture character/emotion of the body I can use small 3D shapes to act as a 'plinth' for my figure</p> <p>Vocab: figurative, position, character</p>

<p>charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history <p>Prior learning: Telling Stories Through Drawing & Making (Y3)</p> <p>Future learning: Set Design (Y5)</p> <p>British values: Democracy, individual liberty, mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual Social Cultural</p> <p>Artist study Thomas J Price</p>	<p>I know that the context and presentation of my work will help define how people see it.</p> <p>2-3 lessons</p>	<p>I can find objects around me</p> <p>I can think about how I can re-see them when I display them as art objects (on mini plinths)</p> <p>I can manipulate materials to make an environment for the art objects</p> <p>I can think about how the audience might react and capture this in my artwork</p> <p>Vocab: Re-imagine, present, scale, perspective</p>
	<p>I can evaluate my own work and that of others</p>	<p>I can share my work with others and talk about my response to the project</p> <p>I can listen to the response to my work from classmates and take on board their feedback</p> <p>I can talk about what I like in my work and what I would like to try again.</p> <p>Vocab: reflect, respond, crit</p>
<p>Enrichment:</p>		

Year 5

Term 1	Knowledge	Small Steps
<p>Autumn Typography & Maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>Prior learning: Storytelling Through Drawing (Y4)</p> <p>Future learning: 2D Drawing to 3D Making (Y6)</p> <p>British values: Democracy, individual liberty, mutual respect</p>	<p>L1 - To know that typography is the visual art of creating and arranging letters and words on a page to communicate ideas.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. To create their own letters using cut out typography. <p>Vocabulary: typography, graphic design, intention</p>
	<p>L2 - I know that we can create our own typography, combining visual elements around chosen themes</p>	<ol style="list-style-type: none"> I can talk about typefaces I am familiar with. I can use given objects to inspire me, thinking about what shapes remind me of I can draw letters inspired by the subject matter I can fill the page with my 'chunky' letter I can build letters to make a word of onomatopoeia <p>Vocab: typography, line, intention</p>
	<p>L3 - I know that strong marks make graphic, powerful drawings</p>	<ol style="list-style-type: none"> I can draw over newspaper/maps, making dark lines so my drawing 'wind' over the map. I can use soft pencils or graphite to make purposeful marks. <p>Vocab: purpose, strong, visually</p>
	<p>L4 & 5 - I know that combining typography and drawings can create a visual map.</p>	<ol style="list-style-type: none"> I can mark off an area on my map I can use the shape of the area to inspire the shape of my text (space should be filled with typography) I can work outwards from my typography to describe landscape and features on my map. I can cut out/tear out my island. I can turn my drawings into 3D paper objects. <p>Vocab: pictorial maps, symbols, mark making</p>
	<p>I can evaluate my own work and that of others</p>	<ol style="list-style-type: none"> I can talk about what I like in my print and what I would like to try again. I can display my work and reflect on the outcomes. I can photograph my work, thinking about lighting, focus and composition. <p>Vocabulary: articulate, similarities, differences</p>

<p>and tolerance for different faiths & beliefs</p> <p>SMSC: Social Cultural</p> <p>Artist study Louise Fili</p>		
<p>Enrichment:</p>		

Term 3	Knowledge	Small Steps
<p>Spring <u>Making Monotypes</u> Combine the monotype process with painting and collage to make visual poetry zines.</p> <p>Artists: Kevork Mourad</p>	<p>I know that some painters use printing and collage to make artwork.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. <p>Vocabulary: painter, collage, printing.</p>
<p>Enquiry Question: How can we use mono type to make a creative response to poetry or prose?</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	<p>I can create different marks</p>	<ol style="list-style-type: none"> I can create a viewfinder I can study drawings made by other artists and identify marks they have used in their drawings I can use my sketchbook to make a collection of marks for me to use later. I can copy marks seen in a given print I can use different tools to create different marks <p>Vocabulary: Monotypes - monoprint</p>
<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>I know that mono types are single monoprints and ghost prints are made from second or third printing</p>	<ol style="list-style-type: none"> I can brainstorm ideas generated when reading poetry or prose. I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head. I can identify monotype prints made by artists. I can use my mark-making skills to create monoprints and ghost prints. <p>Vocabulary: mono-print, ghost-print</p>
<ul style="list-style-type: none"> about great artists, architects and designers in history <p>Prior learning: <u>Simple Printmaking (Y1)</u></p> <p>Future learning: <u>Activism (Y6)</u></p> <p>British values: Democracy, individual liberty, mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Social Cultural</p> <p>Artist study Kevork Mourad</p>	<p>I know how I might combine print, paint and collage.</p> <p>1-2 lessons</p>	<ol style="list-style-type: none"> I can use my mark-making skills to create monotypes combining the process with painting and collage. I can make visual notes to capture, consolidate and reflect upon the artists studied. I can respond to a poem in the form of a zine made from painted, collaged and printed elements. <p>Vocabulary: combine, capture, zine</p>
<p>I can evaluate my own work and that of others</p>		<ol style="list-style-type: none"> I can talk about what I like in my print and what I would like to try again. I can display my work and reflect on the outcomes. I can photograph my work, thinking about lighting, focus and composition. <p>Vocabulary: articulate, similarities, differences</p>

Enrichment:

Term 5	Knowledge	Small Steps
<p>Summer Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>Prior learning: The art of display (Y4) Future learning: Brave Colour (Y6)</p> <p>British values: Democracy, individual liberty, mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Cultural</p>	<p>I know that some artists design sets for theatre.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<p>I can reflect upon the artists' work, and share my response verbally ("I liked...").</p> <p>I can make visual notes in my sketchbook, including my thoughts on their intentions.</p> <p>(This can be images, shapes, patterns, words/phrases etc)</p> <p>I can share my responses with others, appreciating similarities and differences.</p> <p>Vocabulary: theatre, set design, maquette</p>
	<p>I know that theatre sets can represent drama and atmosphere</p>	<p>I can respond to a given stimulus (poetry/music/short film)</p> <p>I can use my sketchbook to note ideas, test materials and reflect on ideas</p> <p>I can use charcoal to create energetic drawings</p> <p>I can consider the elements I could use within my design: backdrop, lighting, props and materials</p> <p>I can design a model which conveys my interpretation of the mood/narrative of the given stimulus</p> <p>Vocabulary: drama, narrative, interpretation</p>
	<p>I know that designers often create scaled models to test and share ideas with others.</p> <p>(2-3 lessons)</p>	<p>I can create a scale model "set" for a theatre production or an animation</p> <p>I can construct with a variety of media, using tools.</p> <p>I can think about scale, foreground, background, lighting, texture, space, structure and intention.</p> <p>Vocabulary: lighting, composition, background, foreground</p>
	<p>I can evaluate my own work and that of others</p>	<p>I can share my process and outcome with peers, articulating my ideas and methods</p> <p>I can listen to feedback and take it on board</p> <p>I can display my work and reflect on the outcomes.</p> <p>I can photograph my work, thinking about lighting, focus and composition.</p> <p>Vocabulary: reflect, articulate, crit</p>

Artist study Rae Smith		
Enrichment:		

Year 6

Term 1	Knowledge	Small Steps
<p>Autumn 2D Drawing to 3D Making How can we transform 2D drawings into 3D objects?</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>Prior learning: Typography and maps (Y5)</p> <p>Future learning: KS3 curriculum</p> <p>British values: Democracy, rule of law, individual liberty, mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Cultural</p> <p>Artist study Lubaina Himid</p>	<p>I know that some artists create 3D objects from 2D drawings.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. <p>Vocabulary: activism, message, community, voice</p>
	<p>I know that negative space can help to see shapes when drawing.</p> <p>I know that the grid method can help scale up a small image</p>	<ol style="list-style-type: none"> I can see the difference between positive and negative space. I can use a small square to draw a grid over a simple silhouette I can use a larger square to create a similar but larger grid on a larger piece of paper. I can look at the shapes in each small square and replicate them on my larger grid. <p>Vocab: negative, positive, grid</p>
	<p>I know that adding marks/collage can add personality and character to my drawing</p>	<ol style="list-style-type: none"> I can stick my enlarged paper drawing onto thick cardboard and cut it out. I can use photocopied book illustrations to collage onto my drawing to add texture and form I can use cardboard to make my creation stand up (3D) <p>Vocab: collage, texture, form</p>
	<p>I can evaluate my own work and that of others</p>	<p>I can talk about what I like in my work and what I would like to try again.</p> <p>Vocabulary: present, reflect, respond</p>
<p>Enrichment:</p>		

Term 3	Knowledge	Small Steps
<p>Spring Activism How can we as artists use our skills to speak on behalf of communities, changing the world for the better? (Making a zine – option 2)</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>Prior learning: Making monotypes & typography (Y5) Future learning: KS3 curriculum</p> <p>British values: Democracy, rule of law, individual liberty, mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual Moral Social Cultural</p> <p>Artist study Luba Lukova, Kate DeCiccio & Faith Ringgold</p>	<p>I know that some painters use their work to speak about things that matter.</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. <p>Vocabulary: activism, message, community, voice</p> <p>(Children can document work using still image (photography) or by making a drawing of the work. If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.)</p>
	<p>I know what I care about and know how I can communicate this visually.</p>	<ol style="list-style-type: none"> I can identify something I care about/would like to make change about. I can explore zines made by other children and find things I like. I can record elements of zines I would like to use in my art book – making visual notes. (drawing, writing, colours, patterns) <p>Vocabulary: activism, message, community, voice</p>
	<p>I know that a simple folded sketchbook can be used as a zine to publish my work</p>	<ol style="list-style-type: none"> I can make a simple folded sketchbook from A3 paper I can explore magazine imagery to look for colour, patterns, text I can create 2 sketchbook pages, using the imagery chosen, that link to my topic I care about. <p>Vocabulary: zine, poster</p>
	<p>I know how to publish my zine, speaking about the issue I care about</p> <p>(1-2 lessons)</p>	<ol style="list-style-type: none"> I can use found images and words to support my topic. I can think clearly about the composition of my text/images I can enhance my chosen images with paint/drawing/collage <p>Vocabulary: zine, poster</p>
	<p>I can evaluate my own work and that of others</p>	<p>I can talk about what I like in my work and what I would like to try again.</p> <p>Vocabulary: present, reflect, respond</p>
<p>Enrichment:</p>		

Term 5	Knowledge	Small Steps
<p>Summer Brave Colour Exploring how artists use light, form and colour to create immersive environments.</p> <p>National curriculum:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history <p>Prior learning: Set design (Y5) Future learning: KS3 curriculum British values: Democracy, rule of law, individual liberty, mutual respect and tolerance for different faiths & beliefs</p> <p>SMSC: Spiritual Social Cultural</p> <p>Artist study Yinka Iloria & Morag Myerscough</p>	<p>I know that some painters use colour and light in an immersive way</p> <p>I know that art which you can walk into is called an installation</p> <p>(including the intention behind the work and the context in which it was made.)</p>	<ol style="list-style-type: none"> I can explore the work of installation artists who use colour, light and form to create immersive environments. I can imagine what it might be like to be in those environments and share my thoughts. I can reflect upon the artists' work, and share my response verbally ("I liked..."). I can make visual notes in my sketchbook, including my thoughts on their intentions. (This can be images, shapes, patterns, words/phrases etc) I can share my responses with others, appreciating similarities and differences. <p>Vocabulary: installation, immersive, environment</p> <p>(Children can document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.)</p>
	<p>I know how to make an elastic band sketchbook</p>	<ol style="list-style-type: none"> I can cut sheets of paper twice the size of my finished sketchbook I can cut a piece of cardboard twice the size of the finished sketchbook and fold it in half. Fold the paper in half so it fits in the sketchbook (cardboard cover) Secure the paper with an elastic band in the fold I can personalise my cover with different materials. <p>Vocab: half, secure, personalise</p>
	<p>I know that mood boards are used as a source of colour and pattern inspiration</p>	<ol style="list-style-type: none"> I can collect snippets from magazines which represent colour and pattern I like I can organise my snippets in my sketchbook I can start creating my own mood board. <p>Vocab: sound, sculptural installation</p>
	<p>I know that colour can be used to create a mini installation</p>	<p>Mini world light boxes</p> <ol style="list-style-type: none"> I can cut 2-4 square holes in one side of my box I can stick transparent coloured plastic over the holes I can use marbles and paint to create a coloured marble backdrop I can use coloured paint/paper to create a sense of space I can turn my box into a mini installation <p>Vocab: Light, structure, installation</p>
	<p>I can evaluate my own work and that of others</p>	<ol style="list-style-type: none"> I can talk about what I like in my work and what I would like to try again. I can take photos of my artwork, thinking about focus, lighting and composition I can present my ideas to others, articulating my thoughts and listening to the response of classmates I can listen to the creative ideas of others and share my feedback about their work. <p>Vocabulary: articulate, similarities, crit</p>
<p>Enrichment:</p>		

