

## KO: Art

**“Every child is an artist. The problem is how to remain an artist once we grow up.”**

**Picasso**

**'Art has the role in education of helping children to become like themselves instead of more like everyone else.'**

**Sydney Gurewitz Clemens**

### Critical Concepts

**1. Art communicates and expresses**

**2. Artists understand and manipulate materials to create their ‘beauty’**

### Curriculum Threads

**Sense of belonging      Appreciation of difference**

**Appreciation of the World      Awe and Wonder**

<p><b>Expressive Arts and Design</b></p> <p><u>ELG: Creating with Materials</u></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li><li>• Share their creations, explaining the process they have used;</li><li>• Make use of props and materials when role playing characters in narratives and stories.</li></ul> <p><u>ELG: Being Imaginative and Expressive</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>• Sing a range of well-known nursery rhymes and songs;</li><li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li></ul>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

<b>Nursery</b>	<ul style="list-style-type: none"> <li>Select and explore a variety of art materials in their self-led play e.g. scissors, paint, making resources, glue etc.</li> <li>Participates in pretend play</li> <li>Participates in sensory exploration</li> <li>Can talk about what they like and don't like when listening to music or looking at other media e.g. paintings</li> <li>Look at the life and work of Kandinsky – painting circles</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else</li> <li>Explore colour and colour mixing</li> <li>Talk about what they are doing to another child or adult</li> <li>Look at the life and work of Matisse – collage</li> </ul>	<ul style="list-style-type: none"> <li>Begin to tell stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Explore different materials freely to develop their ideas about how to use them and what to make.</li> <li>Join different materials and explore different textures.</li> <li>Look at the life and work of Van Gogh – oil pastels and painting sunflowers</li> </ul>
	<p>Sing nursery rhymes and songs in a group or on their own</p> <p>Cooking – Children will engage in opportunities to support the development of key skills in all areas of curriculum (particularly maths, science and CLL)</p> <p>Large scale construction / scrap outside – guttering, planks of wood, tyres, ropes, hoses, cable drums, crates etc</p> <p>Junk modelling</p> <p>Construction kits – duplo, mobilo, Bioblo blocks, Briomec, wooden blocks</p>		
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<p>Art &amp; Design:</p> <ul style="list-style-type: none"> <li>Use graphic tools, fingers, hands, chalk, pens and pencils to make marks.</li> <li>recognise and name the primary colours</li> <li>Start to produce different patterns and textures using a variety of tools</li> <li>explore textures and how these can be changed</li> <li>begin to mix colours</li> <li>Say how colours change when mixed together</li> <li>Create patterns and meaningful pictures in a variety of contexts</li> <li>Use a variety of tools including different size/size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>Look at the life and work of Minnie Pwerle – printing with paint / patterns</li> </ul>	<p>Art &amp; Design:</p> <ul style="list-style-type: none"> <li>Produce lines of different thickness and tone using a pencil</li> <li>Talk about different textures and pattern</li> <li>Create and recreate pattern using a variety of resources</li> <li>Look at the life and work of Matisse – collage</li> <li>Look and talk about what they produce</li> </ul>	<p>Art &amp; Design:</p> <ul style="list-style-type: none"> <li>Explore and use a variety of artistic effects to express their ideas and feelings</li> <li>Select additional tools or materials to improve or change my work.</li> <li>Look at the life and work of Van Gogh – oil pastels and painting sunflowers.</li> </ul>
	<p>Being imaginative:</p> <p>* use props and materials when role playing characters in narratives and stories</p> <p>* invent their own narratives, stories and poems.</p>		

	<p>* create narratives based around stories.</p> <p>Music: Sing nursery rhymes and songs in a group or on their own, increasingly matching the pitch and following the melody Charanga</p> <p>Cooking - Children will engage in opportunities to support the development of key skills in all areas of curriculum (particularly maths, science and CLL)</p> <p>Large scale construction / scrap outside – guttering, planks of wood, tyres, ropes, hoses, cable drums, crates etc</p> <p>Junk modelling</p>		
<p><b>National Curriculum KS1:</b></p> <p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"><li>- to use a range of materials creatively to design and make products</li><li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>			
KEY STAGE ONE			
Topic Curric. Threads	Key skills	Substantive Knowledge	Vocabulary
<p><b>Y1</b> <b>(Year B- Autumn)</b> <b>Printing – nature</b> <b>Drawing focus - trees, bushes, hedges, leaves</b> <b>Artist focus -</b> Akiko Taniguchi Lara Di Virgilio Marta Dyer Smith William Morris</p> <p><b>Media – printing with found materials (twigs, string, scrap card etc.)</b></p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"><li>• Respond to ideas and starting points.</li><li>• Explore ideas and collect visual information.</li><li>• Explore different methods and materials as ideas develop.</li></ul>	<p><b>Curriculum Link:</b> <b>Link to previous learning: work on colours in Rec</b> <b>Opportunities to explore spirituality/ thread:</b> <u>key experiences:-</u> exploring nature and natural things- their shape, look, <u>key reflection:-</u></p> <ul style="list-style-type: none"><li>• Appreciation of beauty- pupils to look very closely and describe what beauty they see</li></ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"><li>• Mimic print from the environment</li><li>• Print with a range of hard and soft materials.</li><li>• Press, roll, rub and stamp to make prints.</li><li>• Use a variety of techniques, including block, press and fabric printing and rubbings.</li><li>• Design patterns of increasing complexity and repetition.</li><li>• Build and design repeating patterns and recognise pattern in the environment.</li></ul>	<p><b>Primary colours:</b> Red, Blue and Yellow - mixed together in different ways will make the rest of the colours in the colour wheel</p> <p><b>Secondary colours:</b> equal amounts of primary colours mixed together to form these e.g. red + blue = purple</p> <p><b>Collagraph:</b> printmaking process in which materials are glued or sealed to a rigid substrate to create a plate</p>
<p><b>Y1 (Year B- Spring)</b> <b>Collage – foods of the world</b> <b>Drawing focus - fruits and vegetables</b> <b>Artist focus -</b> Arcimboldo <b>Media - paper cut outs</b></p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"><li>• Respond to ideas and starting points.</li><li>• Explore ideas and collect visual information.</li><li>• Explore different methods and materials as ideas develop.</li></ul>	<p><b>Curriculum Link:</b> <b>Link to previous learning:</b> <b>Opportunities to explore spirituality/ thread:</b> <u>key experiences:-</u> Arcimboldo paintings are daring, original, fascinating, mysterious <u>key reflection:-</u> Appreciation of beauty- How do Arcimboldo’s paintings make you feel?</p>	<p><b>Collage:</b> technique and the resulting work of art in which pieces of paper, photographs, fabric etc. are arranged and stuck down onto a supporting surface.</p>

		<p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</li> <li>• Arrange and glue materials to different backgrounds.</li> <li>• Sort and group materials for different purposes e.g. colour texture.</li> <li>• Fold, crumple, tear and overlap papers. Work on different scales.</li> <li>• Collect, sort, name match colours appropriate for an image.</li> <li>• Create and arrange shapes appropriately.</li> <li>• Create, select and use textured paper for an image.</li> </ul>	
<p><b>Y1 (Year B- Summer)</b>  <b>3D – Bird sculptures</b>  <b>Drawing focus - birds, feathers</b>  <b>Artist focus - Cathy Miles &amp; Diana Beltran-Herrera</b>  <b>Media - paper, twigs, leaves, wire</b></p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<p><b>Curriculum Link:</b>  <b>Link to previous learning:</b>  <b>Opportunities to explore spirituality/ thread:</b>  <u>key experiences:-</u> looking, naming, experiencing nature  <u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• Eco-activism- what do you know about nature? What can you name? What do you feel about nature?</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> <li>• Explore sculpture with a range of malleable media, especially clay.</li> <li>• Manipulate clay for a variety of purposes, including thumb pots or simple coil pots and by rolling, kneading and shaping.</li> <li>• Change the surface of a malleable material.</li> <li>• Experiment with, construct and join recycled, natural and man-made materials</li> </ul>	<p><b>Sculpture:</b> Three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing.</p> <p><b>2D:</b> Has 2 dimensions e.g. A 2D shape is an object which is flat on a page</p> <p><b>3D:</b> Has 3 dimensions e.g. Three dimensional shapes can be picked up and held because they have length, width and depth.</p>
<p><b>Y1/Y2</b>  <b>(Year A Spring)</b></p> <p><b>Drawing Focus – shapes and patterns</b>  <b>Artist focus - Romero Britto</b>  <b>Media - felt tips, poster paints</b></p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<p><b>Curriculum Link:</b>  <b>Link to previous learning:</b>  <b>Opportunities to explore spirituality/ thread:</b>  <u>key experiences:-</u> exploring work of Romero Britto/ self-expression  <u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• Everything you create is unique / has never been done before</li> <li>• Appreciate difference – artists’ v different approaches</li> <li>• Appreciate beauty- personal responses to pictures/ line and shape/ composition</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Begin to explore the use of line, shape, tone and texture.</li> <li>• Experiment with a variety of media - including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</li> </ul>	<p><b>Primary colours:</b> Red, Blue and Yellow - mixed together in different ways will make the rest of the colours in the colour wheel</p> <p><b>Secondary colours:</b> equal amounts of primary colours mixed together to form these e.g. red + blue = purple</p> <p><b>Cubism:</b> a style of art which aims to show all of the possible viewpoints of a person or an object all at once</p> <p><b>Pop Art:</b> an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.</p>

		<p>and other dry media.</p> <ul style="list-style-type: none"> <li>• Draw on different surfaces with a range of media.</li> <li>• Control the types of marks made by different media.</li> </ul>	
<p><b>Y1/Y2</b> <b>(Year A Summer)</b> <b>Printmaking – Shapes</b> in art <b>Drawing focus -</b> Shapes <b>Artist focus -</b> Yayoi Kusama <b>Media -</b> paint, clay</p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<p><b>Curriculum Link:</b> <b>Link to previous learning:</b> pop art- Romero Britto; printing from natural materials <b>Opportunities to explore spirituality/ thread:</b> <u>key experiences:-</u> taking pleasure in pattern <u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• Personal response to the beauty in patterns—seeing patterns everywhere- rel to maths</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Mimic print from the environment</li> <li>• Print with a range of hard and soft materials.</li> <li>• Press, roll, rub and stamp to make prints.</li> <li>• Use a variety of techniques, including block, press and fabric printing and rubbings.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Build and design repeating patterns and recognise pattern in the environment.</li> </ul>	<p><b>Pop Art:</b> an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.</p> <p><b>Polka dot:</b> one of a number of round dots repeated to form a regular pattern.</p> <p><b>Printmaking:</b> the activity or occupation of making pictures or designs by printing them from specially prepared plates</p>
<p><b>Y1/Y2</b> <b>(Year A Term 1)</b> <b>3D – Nature in Art</b> <b>Drawing focus -</b> leaves, pebbles <b>Artist focus -</b> Andy Goldsworthy <b>Media -</b> leaves, twigs, stones</p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<p><b>Curriculum Link:</b> <b>Link to previous learning:</b> ref back to nature printing <b>Opportunities to explore spirituality/ thread:</b> <u>key experiences:-</u> wonder at the natural world- look for pattern/ beauty/ detail <u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• Eco-activism- how can we celebrate/ remind ourselves how extraordinary the nature all around us is?</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> <li>• Explore sculpture with a range of malleable media, especially clay.</li> <li>• Manipulate clay for a variety of purposes, including thumb pots or simple coil pots and by rolling, kneading and shaping.</li> <li>• Change the surface of a malleable material.</li> <li>• Experiment with, construct and join recycled, natural and man-made materials</li> </ul>	<p><b>Sculpture:</b> Three-dimensional art made by one of four basic processes: carving, modelling, casting, constructing.</p> <p><b>2D:</b> Has 2 dimensions e.g. A 2D shape is an object which is flat on a page</p> <p><b>3D:</b> Has 3 dimensions e.g. Three dimensional shapes can be picked up and held because they have length, width and depth.</p>
<p><b>National Curriculum in KS2:</b> <b>Pupils should be taught:</b></p>			

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

## LOWER KEY STAGE TWO

Topic Curric. Threads	Key skills	Substantive Knowledge (linked to artists)	Vocabulary
<p><b>Y3/4 (Year A autumn)</b>  <b>Drawing - shadows and silhouettes</b></p> <p><b>Drawing focus – figures and shapes</b></p> <p><b>Artist focus - Jan Pienkowski</b></p> <p><b>Media - paper/card</b></p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points. throughout the curriculum.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Plan, refine and alter their drawings as necessary.</li> </ul>	<p><b>Curriculum Link:</b> Science - Light and Shadows  <b>Link to previous learning:</b>  <b>Opportunities to explore spirituality/ thread:</b>  <u>key experiences:-</u> Photography of local environment, capturing shadows in nature  <u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• Light is the most important thing in Photography – more important than composition. Why is light so important to us- ref ‘Let there be light.’ ref ‘Let in the light.’</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• Experiment with different grades of pencil and other implements to add additional surface detail to drawings.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Begin to show awareness of objects having a third dimension.</li> </ul>	<p><b>Silhouette:</b> an image or design in a single hue and tone</p> <p><b>Shadow:</b> a dark area or shape produced by a body coming between rays of light and a surface</p> <p><b>Shape:</b> flat area surrounded by edges or an outline</p>
<p><b>Y3/4 (Year A spring)</b>  <b>Drawing – Local area sites</b></p> <p><b>Drawing focus - Buildings</b></p> <p><b>Artist focus - Stephen Wiltshire</b></p> <p><b>Media - pencil/pen/ink</b></p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points. throughout the curriculum.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Plan, refine and alter their drawings as necessary.</li> </ul>	<p><b>Curriculum Link:</b> PSHE – Appreciating differences  <b>Link to previous learning:</b> Nature in Art – Goldsworthy  <b>Opportunities to explore spirituality/ thread:</b>  <u>key experiences:-</u> knowing about Stephen Wiltshire’s special talent  <u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• What power does our brain truly hold? How much of our brain do we actually use? You can physically grow your brain. Wonder at brain power</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>• Experiment with different grades of pencil and other implements to add additional surface detail to drawings.</li> <li>• Draw for a sustained period of time at their own level.</li> <li>• Begin to show awareness of objects having a third dimension.</li> </ul>	<p><b>Line drawing:</b> When a drawing is made up entirely of lines</p> <p><b>Continuous line drawing:</b> When you draw an object in front of you without the pencil leaving the page</p> <p><b>Hatching:</b> technique used to indicate shading, modeling, and light and shade.</p> <p><b>Perspective:</b> The representation of objects in three-dimensional space on the two-dimensional surface of a picture</p> <p><b>Shading:</b> How light or dark something is on a scale of white to black</p>

<p><b>Y3/4 (Year A summer)</b></p> <p><b>Printmaking</b> - eco protest signs</p> <p><b>Drawing focus</b> – Stencils, shapes, patterns</p> <p><b>Artist focus</b> - Banksy</p> <p><b>Media</b> - acrylics</p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points. throughout the curriculum.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Plan, refine and alter their drawings as necessary.</li> </ul>	<p><b>Curriculum Link:</b> Climate Change Geography unit, Plastic Planet Geography unit, River Geography unit</p> <p><b>Link to previous learning:</b> Silhouettes (Jan Pienkowski) Art unit</p> <p><b>Opportunities to explore spirituality/ thread:</b></p> <p><u>key experiences:-</u> using finished pieces in protests</p> <p><u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• Eco-activism- we can make a difference as individuals. How can we set out to make the world a better place?- ref school vision</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Research, create and refine a print using a variety of techniques.</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks/stencils</li> <li>• Make precise repeating patterns</li> </ul>	<p><b>Stencils:</b> a technique for reproducing designs by passing ink or paint over holes cut in cardboard or metal onto the surface</p> <p><b>Primary colours:</b> Red, Blue and Yellow - mixed together in different ways will make the rest of the colours in the colour wheel</p> <p><b>Secondary colours:</b> equal amounts of primary colours mixed together to form these e.g. red + blue = purple</p> <p><b>Tertiary colours:</b> colours created when you mix equal amounts of primary and secondary colours</p>
<p><b>Y3/4 (Year B autumn)</b></p> <p><b>3D/Sculpture</b> - Egyptian charms/jewellery</p> <p><b>Drawing focus</b> – sketching artefacts</p> <p><b>Artist focus</b> - Howard Carter</p> <p><b>Media</b> - clay</p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points. throughout the curriculum.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Plan, refine and alter their drawings as necessary.</li> </ul>	<p><b>Curriculum Link:</b> The Glint of Gold History unit</p> <p><b>Link to previous learning:</b> Sculpture work KS1</p> <p><b>Opportunities to explore spirituality/ thread:</b></p> <p><u>key experiences:-</u> Visit to Bristol Museum – History</p> <p><u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• Appreciation of beauty- close study of beautiful objects. Wonder at the creativity that has come from human civilisations</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Add materials to provide interesting detail.</li> <li>• Join materials/clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>• Create surface patterns and textures in a malleable material.</li> </ul>	<p><b>Form:</b> an object that has 3 dimensions (length, width and depth)</p> <p><b>Score:</b> technique used in preparation for cementing two pieces of clay together using a series of incised lines</p> <p><b>Slip:</b> a clay slurry used to produce pottery</p>
<p><b>Y3/4 (Year B spring)</b></p> <p><b>Painting &amp; Collage</b> – The Lost Nature</p> <p><b>Drawing focus</b> – Animals</p> <p><b>Artist focus</b> – Jackie Morris</p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Develop ideas from starting points. throughout the curriculum.</li> <li>• Use their sketchbook to collect and record visual information from different sources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> </ul>	<p><b>Curriculum Link:</b> English poetry – The Lost Words</p> <p><b>Link to previous learning:</b> Birds artwork Y1/2</p> <p><b>Opportunities to explore spirituality/ thread:</b></p> <p><u>key experiences:-</u> Nature walk around local environment</p> <p><u>key reflection:-</u> Eco-activism: Will nature be lost to us? What would this mean?</p> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques (e.g. printing, dying, quilting, weaving, and embroidery) to create different textural effects.</li> </ul>	<p><b>Drawing inks:</b> water-based media made from various plant and mineral</p> <p><b>Collage:</b> technique and the resulting work of art in which pieces of paper, photographs, fabric etc. are arranged and stuck down onto a supporting surface.</p>

<b>Media – inks, collage materials</b>	<ul style="list-style-type: none"> <li>Plan, refine and alter their drawings as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in stitching, cutting and joining.</li> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>	
<b>Y3/4 (Year B summer)</b> <b>Painting – Landscapes</b>  <b>Drawing focus - Local area landscapes</b>  <b>Artist focus - Alma Thomas</b>  <b>Media - watercolours</b>	<u>Development of Ideas (sketchbook)</u> <ul style="list-style-type: none"> <li>Develop ideas from starting points. throughout the curriculum.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Plan, refine and alter their drawings as necessary.</li> </ul>	<b>Curriculum Link:</b> RE units – looking after our world <b>Link to previous learning:</b> Stephen Wiltshire, <b>Opportunities to explore spirituality/ thread:</b> <u>key experiences:-</u> Nature walk <u>key reflection:-</u> <ul style="list-style-type: none"> <li>Ref back to importance of light in photography- so too in landscapes</li> <li>How does it make you feel – sitting in nature?</li> <li>How important is it to feel this before you start painting?</li> </ul> <b>Art Knowledge:</b> <ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy - knowing which primary colours make secondary colours.</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc...</li> <li>Work confidently on a range of scales e.g. thin brush on small picture etc...</li> </ul>	<b>Landscape:</b> depiction of natural scenery such as mountains, valleys, trees, rivers, and forests, especially where the main subject is a wide view  <b>Foreground:</b> closest to the viewer  <b>Middle ground:</b> lays between the foreground and background.  <b>Background:</b> furthest away from the viewer  <b>Horizon:</b> runs across the paper or canvas to represent the viewer's eye level, or delineate where the sky meets the ground.  <b>Vanishing point:</b> the position at which all receding parallel lines meet.

#### UPPER KEY STAGE TWO

Topic Curric. Threads	Key skills	Substantive Knowledge	Vocabulary
<b>Y5/6 (Year A)</b> <b>Painting – Landscape art</b>  <b>Drawing focus - local sights</b> <b>Artist focus - Paul Cezanne</b>  <b>Media - Watercolours</b>	<u>Development of Ideas (sketchbook)</u> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> <li>Identify artists who have worked in a similar way to their own work.</li> </ul>	<b>Curriculum Link:</b> <b>Link to previous learning:</b> <b>Opportunities to explore spirituality/ thread:</b> <u>key experiences:-</u> go into nature/ into a landscape and look first <u>key reflection:-</u> <ul style="list-style-type: none"> <li>Ref back to importance of light in photography- so too in landscapes</li> <li>How does it make you feel – sitting in nature?</li> <li>How important is it to feel this before you start painting?</li> </ul> <b>Art Knowledge:</b> <ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting</li> </ul>	<b>Impressionism:</b> developed in France in the nineteenth century and is based on the practice of painting out of doors and spontaneously 'on the spot' rather than in a studio from sketches. Main impressionist subjects were landscapes and scenes of everyday life  <b>Post impressionism:</b> a term which describes the changes in impressionism from about 1886  <b>Cubism:</b> a revolutionary new approach to representing reality invented in around 1907–08 by artists Pablo Picasso and Georges Braque. They brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted



		<p>colours.</p> <ul style="list-style-type: none"> <li>• Create shades and tints using black and white.</li> <li>• Carry out preliminary studies to test different media and materials and mixing appropriate colours.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<p><b>Landscape:</b> depiction of natural scenery such as mountains, valleys, trees, rivers, and forests, especially where the main subject is a wide view</p> <p><b>Foreground:</b> closest to the viewer</p> <p><b>Middle ground:</b> lays between the foreground and background.</p> <p><b>Background:</b> furthest away from the viewer</p> <p><b>Horizon:</b> runs across the paper or canvas to represent the viewer's eye level, or delineate where the sky meets the ground.</p> <p><b>Vanishing point:</b> the position at which all receding parallel lines meet.</p>
<p><b>Y5/6 (Year A)</b> <b>Drawing – WW2 art</b></p> <p><b>Drawing focus -</b> human form</p> <p><b>Artist focus -</b> Henry Moore/Bill Brandt (a comparison to still life and digital portrayals of wartime England)</p> <p><b>Media -</b> pastels, crayons Modroc</p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>	<p><b>Curriculum Link: History WW2</b> <b>Link to previous learning: Y3/4 Stephen Wiltshire</b> <b>Opportunities to explore spirituality/ thread:</b> <b>key experiences:- WW2 day</b> <b>key reflection:-</b></p> <ul style="list-style-type: none"> <li>• Why do we go to war? How do we have to try to be / what mindset do we need if war is to be averted?</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> </ul>	<p><b>War artist:</b> an artist employed to draw or paint events and situations arising during a war.</p> <p><b>Charcoal:</b> Charcoal pencils are very good for impressionist drawings and quick sketches - categorized into soft, medium and hard.</p> <p><b>Hard pencils:</b> Hard pencil (9H-H) are used for drawing outlines and sketches; normally used in technical drawing</p> <p><b>Soft pencils:</b> The softer pencils (B-9B) are used for drawing darker parts of the drawing. They're artistic pencils because they are for shading</p> <p><b>Wax relief:</b> Wax repels water so can be used with water colour paints to show lighter tints in sketches.</p> <p><b>Modroc:</b> plaster impregnated bandage</p>
<p><b>Year5/6 Year A</b></p> <p><b>Drawing: Stone Age</b> 'cave' art</p> <p><b>Drawing focus -</b> animals from the period</p> <p><b>Artist focus – The</b></p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> </ul>	<p><b>Curriculum Link: History- The Stone Age</b> <b>Link to previous learning: Printing Y3/4</b> <b>Opportunities to explore spirituality/ thread:</b> <b>key experiences: - Local walks</b> <b>key reflection:-</b></p> <ul style="list-style-type: none"> <li>• Why have human beings felt the need to create from the earliest of times? What is this need? Why do they do it?</li> </ul> <p><b>Art Knowledge:</b></p>	<p><b>Charcoal:</b> Charcoal pencils are very good for impressionist drawings and quick sketches - categorized into soft, medium and hard.</p> <p><b>Hard pencils:</b> Hard pencil (9H-H) are used for drawing outlines and sketches; normally used in technical drawing</p> <p><b>Soft pencils:</b> The softer pencils (B-9B) are used for drawing darker parts of the drawing. They're artistic pencils because they are for shading</p>

<p>Stonge Age</p> <p>Media – chalks, pastels</p>	<ul style="list-style-type: none"> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> </ul>	<p><b>Perspective:</b> the illusion of depth on 2D surface.</p>
<p>Y5/6 (Year B)</p> <p>Printmaking – Eco awareness</p> <p>Drawing focus - eco issues e.g. pollution</p> <p>Artist focus - Sybil Andrews</p> <p>Media - Lino print - acrylics</p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>	<p><b>Curriculum Link:</b> Eco curriculum</p> <p><b>Link to previous learning:</b> Printmaking Y3/4</p> <p><b>Opportunities to explore spirituality/ thread:</b></p> <p><u>key experiences:-</u> Lino printing workshops</p> <p><u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• Sybil Andrews- prints focused on depicting daily life. Why is daily life of interest to an artist? Why do artists depict normal daily life?</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Create an accurate pattern, showing fine detail (lino).</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on variety of textiles</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay colours.</li> </ul>	<p><b>Linocut:</b> A linocut is a relief print produced in a manner similar to a woodcut but that uses linoleum as the surface into which the design is cut and printed from.</p>
<p>Y5/6 (Year B)</p> <p>Collage – Rainforest</p> <p>Drawing focus - endangered species</p> <p>Artist focus - Peter Clark</p> <p>Media - paints (poster/acrylics), paper, card, recycled materials</p>	<p><u>Development of Ideas (sketchbook)</u></p> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Identify artists who have worked in a similar way to their</li> </ul>	<p><b>Curriculum Link:</b> Geography Rainforests</p> <p><b>Link to previous learning:</b> Banksy Y3/4 Jackie Morris Y3/4</p> <p><b>Opportunities to explore spirituality/ thread:</b></p> <p><u>key experiences:-</u> finding out about rainforests</p> <p><u>key reflection:-</u></p> <ul style="list-style-type: none"> <li>• Is it sad or just inevitable that species become extinct?</li> <li>• What happens to us / to our world when we destroy rain forests?</li> <li>• How can we make a difference?</li> </ul> <p><b>Art Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Awareness of the potential of the uses of material.</li> </ul>	<p><b>Collage:</b> both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface.</p>

	own work.	<ul style="list-style-type: none"> <li>• Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>• Join fabrics in different ways, including stitching.</li> <li>• Use different grades and uses of threads and needles.</li> <li>• Extend their work within a specified technique.</li> <li>• Use a range of media to create collage.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</li> </ul>	
<b>Y5/6 (Year B)</b> <b>Significant figures</b>  <b>Drawing focus -</b> <b>Portraits</b>  <b>Artist focus - Chris</b> <b>Ofili</b> <b>Media - Paint</b>	<u>Development of Ideas (sketchbook)</u> <ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>	<b>Curriculum Link:</b> <b>Link to previous learning:</b> <b>Opportunities to explore spirituality/ thread:</b> <u>key experiences:-</u> looking at selves <u>key reflection:-</u> <ul style="list-style-type: none"> <li>• Looking really carefully at ourselves or another it can be surprising what we see / it can help us to understand ourselves/others better.</li> </ul> <b>Art Knowledge:</b> <ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>• Create shades and tints using black and white.</li> <li>• Carry out preliminary studies to test different media and materials and mixing appropriate colours.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<b>Charcoal:</b> Charcoal pencils are very good for impressionist drawings and quick sketches - categorized into soft, medium and hard.  <b>Hard pencils:</b> Hard pencil (9H-H) are used for drawing outlines and sketches; normally used in technical drawing  <b>Soft pencils:</b> The softer pencils (B-9B) are used for drawing darker parts of the drawing. They're artistic pencils because they are for shading