



# Art

## INTENDED CURRICULUM

Our planning of the art curriculum develops **practical, theoretical and disciplinary knowledge**.

### **Practical Knowledge**

<b>Drawing</b>	<b>Sculpture</b>
<b>Painting</b>	<b>Printing</b>
<b>Textiles</b>	<b>Collage</b>

### **Theoretical knowledge**

- **meaning and interpretations**
- **materials and processes**
- **journeys and connections through history and culture**

### **Disciplinary knowledge**

- Different pathways, practices and industries linked to art, craft and design
- How commentators and critics judge and evaluate art
- Concepts such as 'aesthetic judgement' and 'value'
- Perspectives on social, political and moral issues
- Artistic approaches in other areas of making that pupils do not study in depth, or in new and emerging technology such as in film, sound and photography
- The different ways of working in the disciplinary field, such as the roles of illustrators, critics, commentators and curators.
- Answering questions: 'How is art made?', 'What is art?', 'How is art judged?', 'What is the purpose of art?', 'How does design affect the lives of users?' and 'How does design affect human environments?'

## **Nursery**

## EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (Links to KS1 Art & Design / DT)

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn	Spring	Summer
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### Learning Priorities: [Linked to Development Matters 2023](#)

Different Processes	Different Processes	Different Processes
<ul style="list-style-type: none"> <li>Using images sequence the change from baby to child</li> <li>Know about the different seasons &amp; the effect they have on plants, trees &amp; creatures</li> </ul>	<ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal – chick (living eggs)</li> <li>Know some correct terms to describe the life-cycle of a butterfly</li> </ul>	<ul style="list-style-type: none"> <li>Know the effects of exercise on the body e.g. <i>heart beats faster, get hotter</i></li> <li>Know that most plants start growing from a seed or bulb</li> <li>Know all plants need water &amp; light to grow &amp; survive</li> <li>Know how to care for plants</li> </ul>

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key events. □ The outdoor classroom will be used as a key feature in our science learning through the natural world. □ Trips to the farm and the zoo will be used to enhance children experiences of animals and class experience of hatching our own chicks

Autumn 1 It's Good to be Me	Autumn 2 Let's Explore	Spring 1 Splashing About	Spring 2 Animals in Hot Countries	Summer 1 My Garden	Summer 2 Near and Far
<b>Colour</b> <ul style="list-style-type: none"> <li>Explore and talk about what happens when you mix colours</li> </ul>		<b>Colour</b> <ul style="list-style-type: none"> <li>Describe changes to colours as they are mixed.</li> <li>Identify key colours of things in the surrounding environment and reference these in their work</li> </ul>		<b>Colour</b> <ul style="list-style-type: none"> <li>Choose colours appropriately for their work</li> </ul>	
<b>Drawing</b> <ul style="list-style-type: none"> <li>Begin to use a variety of drawing tools- pencils, crayons, pencil crayons, pastels, and chalk</li> <li>Draw a simple representation of self</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul>		<b>Drawing</b> <ul style="list-style-type: none"> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Create observation paintings of flowers</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>Create drawings of animals looking closely at their features</li> </ul>		<b>Drawing</b> <ul style="list-style-type: none"> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Create observation drawing of flowers using pastels</li> </ul>	
<b>Painting</b> <ul style="list-style-type: none"> <li>Create a painting of themselves – identifying key features of their face and representing these features using the correct colours</li> <li>Explore finger painting</li> </ul>		<b>Painting</b> <ul style="list-style-type: none"> <li>Paint flowers/animals looking closely at shape and scale of their features</li> <li>Explore ice painting</li> </ul>		<b>Painting</b> <ul style="list-style-type: none"> <li>Paint different vehicles looking closely at shape and scale of their features</li> <li>Explore painting with different tools</li> </ul>	
<b>Printing</b> <ul style="list-style-type: none"> <li>Explore printing using natural materials such as leaves</li> </ul>		<b>Printing</b> <ul style="list-style-type: none"> <li>Use printing with different objects to create an Antarctic image</li> </ul>		<b>Printing</b> <ul style="list-style-type: none"> <li>Explore printing using different objects and tools to create vehicles/animals etc.</li> </ul>	

<b>Paper / Materials</b> <ul style="list-style-type: none"> <li>○ Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>○ Explore different textures</li> <li>○ Begin to describe different textures.</li> <li>○ Create their own Autumn collage – nature walk</li> <li>○ Make their own home using a variety of materials such as cardboard, plastic, fabric</li> </ul>	<b>Paper / Materials</b> <ul style="list-style-type: none"> <li>○ Create simple collages using a variety of texture and can explain how one texture represents an object.</li> <li>○ Describe some different textures.</li> <li>○ Develop their own ideas and then decide which materials to use to express them.</li> <li>○ Join different materials and explore different textures.</li> </ul>	<b>Paper / Materials</b> <ul style="list-style-type: none"> <li>○ Select appropriate tool or technique to complete a task</li> <li>○ Create their own zoo - by making colour and material sections for their chosen animals.</li> <li>○ Use a range of media to demonstrate the different habitats of different animals.</li> </ul>
<b>Sculpture / 3D</b> <ul style="list-style-type: none"> <li>○ Make snips in paper using a two-handed scissor grip.</li> <li>○ Use glue to join pieces</li> <li>○ Use a range of tools- rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently.</li> <li>○ Build a representation of own home using a mixture of materials.</li> </ul>	<b>Sculpture / 3D</b> <ul style="list-style-type: none"> <li>○ Use a range of materials to join, glue, string, cotton, sellotape</li> <li>○ Make own designs from junk modelling materials</li> <li>○ Create animal habitats using a range of different materials and textures and explain their choices.</li> <li>○</li> </ul>	<b>Sculpture / 3D</b> <ul style="list-style-type: none"> <li>○ Explain what healthy and unhealthy means.</li> <li>○ Use a range of tools- rolling pin, cutters, extruders, scissors, hole punch, Sellotape dispenser independently and with accuracy</li> <li>○ Use a variety of different materials to create a variety of different transport such as a boat, plane, helicopter</li> <li>○ Match animals to the food they produce</li> <li>○ Know that some food is grown from plants and trees – vegetable / fruit</li> <li>○</li> </ul>
<b>Role Play / Drama</b> <ul style="list-style-type: none"> <li>○ Show interest in domestic role play using resources purposefully</li> <li>○ Show interest in small world play using resources purposefully</li> <li>○ Engage in domestic role play, re-enacting some familiar family events</li> <li>○ Engage in small world play, re-enacting some familiar events</li> <li>○ Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> </ul>	<b>Role Play / Drama</b> <ul style="list-style-type: none"> <li>○ Begin to play co-operatively within domestic role play and small world play, developing narrative, linked to focus texts</li> <li>○ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> </ul>	<b>Role Play / Drama</b> <ul style="list-style-type: none"> <li>○ Engage in themed role play, linked to focus text, developing narrative</li> <li>○ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li> </ul>
<b>Music / Performance</b> <ul style="list-style-type: none"> <li>○ Can sing a range of familiar nursery rhymes</li> <li>○ Can sing a range of familiar nursery rhymes with actions</li> <li>○ Can use props as they sing (nativity)</li> <li>○ Can move in time to music</li> <li>○ Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</li> <li>○ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<b>Music / Performance</b> <ul style="list-style-type: none"> <li>○ Remember and sing entire songs.</li> <li>○ Can follow a steady beat with a musical instrument.</li> <li>○ Can follow the beat using body percussions.</li> <li>○ Can use instruments to represent parts of a story for effect.</li> <li>○ Can sing along to songs and mirror the actions of others.</li> <li>○ Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<b>Music / Performance</b> <ul style="list-style-type: none"> <li>○ Create their own songs or improvise a song around one they know.</li> <li>○ Can create their own rhythm in time to music.</li> <li>○ Can use instruments to go faster and slower and can start and stop using visual signs.</li> <li>○ Can sing along to a range or songs.</li> <li>○ Play instruments with increasing control to express their feelings and ideas.</li> </ul>

# Reception

## EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (Links to KS1 Art & Design / DT)

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**ELG – EAD: Creating with Materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ■ Share their creations, explaining the process they have used ■ Make use of props and materials when role-playing characters in narratives and stories

Autumn		Spring		Summer	
Learning Priorities: Linked to Development Matters 2023					
Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Animals in Winter	Spring 2 Wonderful Water / Rainforest	Summer 1 Growing	Summer 2 Near and <u>Far</u>
<b>Colour</b> <ul style="list-style-type: none"><li>Explore what happens when you mix prime colours</li><li>Use colour to express their feelings</li></ul>		<b>Colour</b> <ul style="list-style-type: none"><li>Talk about the changes to colours as we mix</li><li>Create own stamps and produce repeating patterns</li></ul>		<b>Colour</b> <ul style="list-style-type: none"><li>Explain how colours can be changed.</li></ul>	
<b>Drawing</b> <ul style="list-style-type: none"><li>Draw representations of myself and others Can use drawings to tell a story</li></ul>		<b>Drawing</b> <ul style="list-style-type: none"><li>Create observation drawing of flowers and pastels</li></ul>		<b>Drawing</b> <ul style="list-style-type: none"><li>Draw designs for the things that they build and label each element.</li></ul>	
<b>Painting</b> <ul style="list-style-type: none"><li>Use an increasing range of tools such as building tools and painting tools with accuracy.</li></ul>		<b>Painting</b> <ul style="list-style-type: none"><li>Use an increasing range of tools such as building tools and gardening tools with accuracy.</li><li>Capture experiences and responses with a range of media, such as paint and other materials or words.</li></ul>		<b>Painting</b> <ul style="list-style-type: none"><li>Capture experiences and responses with a range of media, such as paint and other materials or words.</li></ul>	
<b>Printing</b> <ul style="list-style-type: none"><li>Use an increasing range of tools such as printing tools with accuracy.</li></ul>		<b>Printing</b> <ul style="list-style-type: none"><li>Capture experiences and responses with a range of media, such as paint and other materials or words.</li></ul>		<b>Printing</b> <ul style="list-style-type: none"><li>Look at the patterns on animals, describe them and recreate them</li></ul>	
<b>Paper / Materials</b> <ul style="list-style-type: none"><li>Use colour and materials to express how they are feeling through own creations using a variety of textures.</li><li>Begin to describe different textures.</li></ul>		<b>Paper / Materials</b> <ul style="list-style-type: none"><li>Create own collage in relation to under the sea; explain how they work and what they have used and why.</li></ul>		<b>Paper / Materials</b> <ul style="list-style-type: none"><li>Verbally evaluate their work and explain what is good and one thing that could make it better.</li><li>Complete a simple weave using paper, card or fabric.</li><li>Use different materials to create their own show box zoo representation and explain their choices.</li></ul>	
<b>Sculpture / 3D</b> <ul style="list-style-type: none"><li>Work independently and with others to make structures e.g., building a house/home/school.</li></ul>		<b>Sculpture / 3D</b> <ul style="list-style-type: none"><li>Use an increasing range of small construction such as mobilo, Lego, stickle bricks and octagons to make representations including some moving parts.</li><li>Use a range of materials and split pins to connect and join materials to make a moving puppet</li></ul>		<b>Sculpture / 3D</b> <ul style="list-style-type: none"><li>Verbally evaluate their work and explain what is good and one thing that could make it better..</li><li>Select their own tools and resources and give reasons for their choices.</li><li>Create their own animal using clay and modelling tools to add detailed features.</li></ul>	

Children to be exposed to key vocabulary daily in provision. □ High quality resources will be provided for daily accessibility. □ Playdough/ Malleable/Art/building/small world and outdoor provisions will provide a wealth of opportunity. □ Resources will be enhanced and developed as children develop their skill set.

# Year 1

Topic	Substantive Knowledge (end points)	Key Skills & Disciplinary Knowledge
<b>Drawing – Natural Form</b>	<p>Know that artists use nature as a stimulus to make their art.</p> <p>Know, artist Ernst Haekel was a German biologist and artist who discovered, described and named thousands of new species. Before photography, his detailed drawings captured what a microscope revealed.</p> <p>Know, artist Karl Blossfeldt was a German artist, sculptor and photographer best known for his close-up photographs of plants and living things.</p> <p>Know, William Morris, was an artist, architect, furniture and fabric designer, writer and maker of stained-glass windows for Churches and that he was famous for his textile designs and that his ideas for his patterns came from nature.</p> <p>Know that the visual element line, is used to describe or make a drawing.</p> <p>Know a drawing is a collection of lines of different length, width, intensity, depth &amp; shapes.</p> <p>Know that drawing pencils, come in different grades, 2B – 6B, that make different marks.</p> <p>Know H stands for hard and B stands for black.</p> <p>Know that the material is called graphite.</p> <p>Know an observational drawing is a drawing from of something real that you can see, called a primary source object.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Sketch flowers and leaves in various sizes with a challenge to scale up</li> <li>• Use thin brushes and drawing inks to add colour to their sketches</li> <li>• Create a colour wash background using brusho inks</li> <li>• Use permanent black pens to add simple silhouettes to their ink background</li> <li>• Print grasses and leaves in the midground and foreground</li> <li>• Colour mix shades of green adding black, grey and white</li> <li>• Select appropriate materials to create wild flower collage and add to foreground</li> <li>• Annotate sketchbooks using dates, media used, techniques studied and self-evaluate their own art</li> </ul>

	<p>Know that a secondary source object is a photocopy of the real thing.</p> <p>Know that drawing inks can be diluted with water.</p> <p>Know drawing from memory is drawing from what you remember an object looks like.</p> <p>Know drawing from imagination is a made-up drawing.</p> <p>Know how to talk about and describe artists work using the new art vocabulary in this unit of work such as the visual elements, line, form and texture.</p> <p>Know that artists use sketchbooks and these are to collect ideas and to practice skills. Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
<h2>Printing and Patterns</h2>	<p>Know and remember the names of famous artists <b>Wassily Kandinsky- Paul Klee</b> and <b>Yayoi Kusama</b>.</p> <p>Know that Wassily Kandinsky and Paul Klee lived over 150 years ago and are famous for their abstract art and used lines, shapes and bold colours to make their work. They were 2 of the first artists to make abstract art.</p> <p>Know Yayoi Kusama also creates abstract art. That she is alive and known as the 'Princess of Polka Dots' as her artwork is filled with spots and circles.</p> <p>Know abstract art is mainly colours, shapes, lines and marks and appears as an unrealistic image.</p> <p>Know a pattern is a repeated decorative design, such as a shape, a colour or a line.</p> <p>Know that pattern is one of the visual elements.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Create a line drawing in the style of Paul Klee</li> <li>• Use oil pastels to create thick wide lines and to add legs and eyes to their line drawing</li> <li>• Create a sculptural form as a hanging or as a net using various colours and shapes</li> <li>• Explore printing with found objects e.g. bottle tops, plastic forks etc.</li> <li>• Experiment with printing to explore how prints are either an impression of the edge of an object or reproduced shape of the surface of an object</li> </ul>

	<p>Know the visual elements are the words used to describe a work of art (vocabulary, pattern, shape, line and colour)</p> <p>Know that there are different ways to make prints and a print can be a shape or image, reproduced many times or a single one off image.</p> <p>Know a print can be made from objects like, leaves, bottle tops, lids, Leggo bricks, bubble wrap etc or from hands and fingers.</p> <p>Know and identify shapes – square, rectangles, triangle, circle, semi-circle and lines in featured artist's work.</p> <p>Know the 3 primary colours – red, yellow and blue can be mixed to make secondary colours orange, purple and green.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	<ul style="list-style-type: none"> <li>• Use primary colours, red, yellow and blue to make secondary colours, orange, purple and green and create a fingerprint pattern</li> <li>• Create a mono-print of a geometric shape and or of lines</li> <li>• Create an abstract print design using Kandinsky as a starting point</li> </ul>
<h2>Collage – Texture</h2>	<p>Know that 'collage' is an art technique and comes from the French meaning "to glue".</p> <p>Know that the famous artists Henri Matisse and Pablo Picasso used collage techniques to make art.</p> <p>Know Henri Matisse made a famous collage called The Snail and also made large collages called 'cut -outs' when he was an old man at the end of his career.</p> <p>Know the visual elements in this unit of work are shape, colour, texture.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Using cutting and tearing skills, children create two spirals using neutral colours and vibrant colours ensuring edges overlap</li> <li>• Investigate how to create textured patterns using rubbings</li> <li>• Practise using drawing and shading techniques to create texture</li> </ul>



	<p>Know that the word 'texture' is how a surface looks or feels.</p> <p>Know that a 'rubbing' is a technique to capture the surface texture of objects such as tree bark or leaves by placing paper over a surface and to rub a wax crayon gently on its side over the paper to capture the pattern of the surface.</p> <p>Know that book illustrators, draw and paint the pictures in story books and can also be famous for their art.</p> <p>Know that Eric Carle was a famous author and illustrator of children's book like 'The Very Hungry Caterpillar'</p> <p>Know that 'impasto painting technique' is using a spreader to add paint to a surface and it gives a textured effect.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	<ul style="list-style-type: none"> <li>• Explore 'impasto techniques using acrylic paint and glue spreaders</li> <li>• Create textured collage of foods such as fruits and vegetables</li> </ul>
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## Year 2

Topic	Substantive Knowledge (end points)	Key Skills & Disciplinary Knowledge
Sculpture	<p>Know a 'sculpture' is art made in three dimensions and that sculptors use four basic processes - carving, modelling, casting or constructing, to create their works.</p> <p>Know that sculpture can be made of materials such as paper, clay, metal, wood or recycled materials.</p> <p>Know the names of famous Land artists/sculptors, Andy Goldsworthy (local artist) and Richard Long make sculptures from natural objects like stone.</p> <p>Know Land Artists create sculptures out in the environment from stones, branches, leaves and other objects, they find outside.</p> <p>Know that their sculptures are affected by the weather and are not permanent structures.</p> <p>Know famous artist Frank Stella (sculptor/ artist) creates his sculptures from metal, plastic and paper.</p> <p>Know how to manipulate, fold, cut and glue paper to construct a 3D paper sculpture.</p> <p>Know that collaborative or large-scale art can be made when everyone's art is joined together.</p> <p>Know a weaving can be made from twigs and threads like wool or long pieces of fabric.</p> <p>Know that natural tones of colour are the colours that occur in nature.</p> <p>.</p>	<ul style="list-style-type: none"><li>• Practise different drawing exercises using lines and shading</li><li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li><li>• Create a mood-board to include labels, description, use of shapes and colours and sketches of natural objects</li><li>• Create a 3D paper sculpture using bends, coils, folds and cuts</li><li>• To construct a piece of land art using spirals, concentric circles and repeating patterns</li><li>• Make a 3D sculpture using weaving techniques</li></ul>

	<p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
<b>Painting</b>	<p>Know that Georgia O'Keefe is famous for her large-scale flower paintings and bold use of colour and how she painted close ups and cropped images.</p> <p>Know that a cropped image is when the image breaks the edge of the paper.</p> <p>Know that Rosie Sanders is an artist and illustrator who draws accurate highly realistic images of flowers. Her work looks like a photograph.</p> <p>Know that modern artists like Robbie Honey used photographs as their art form.</p> <p>Know Claude Monet was a famous impressionist painter who used a textured effect in their painting called, 'Impasto '</p> <p>Know acrylic paint is water-based fast-drying paint used by artists since the 1960s. It can be used thickly or thinly depending how much water is added to it.</p> <p>Know that ready mixed paint is thinner and more transparent than acrylic paint and can be diluted with water and is applied with a brush.</p> <p>Know that watercolour paint can be diluted with water and can be applied with different thickness brushes.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Investigate water colours and experiment with different techniques and brushes</li> <li>• Complete and observational drawing of flowers and leaves</li> <li>• Add a background wash and detailed colour shades using water colours</li> <li>• Practise mixing tints, shades and tones</li> <li>• Produce a large scale piece of work breaking the boundaries of the page</li> <li>• Using acrylic paints and glue spreaders create an 'Impasto' textured impressionist image</li> </ul>

	<p>Know how moods or feelings such as happiness or sadness can be expressed in colours or shades of colours such as, blue for sadness and yellow for happy.</p> <p>Know tints of colour are made by adding white to a colour to make lighter tints (pastel colours)</p> <p>Know shades of colour are made by adding black to a colour to make darker shades.</p> <p>Know tones of colour are made by adding black and white (grey) to make darker or lighter.</p> <p>Know a colour wheel is a chart of colours to show their relationship to each other used in colour mixing.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
<b>Textiles and Pattern</b>	<p>Know a textile is a cloth that is woven from threads that can be made into clothes.</p> <p>Know the name of the famous South African native artist, Esther Mahlangu who used traditional, cultural patterns and symbolic designs that have been preserved through generations.</p> <p>Know she is of from the Ndebele Nation where the tradition and style of house painting is passed down in the families from generation to generation by the mothers to their daughters.</p> <p>Learn how traditional art and artists can influence modern day artists and designers.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Extend/reproduce a geometric design from a secondary source</li> <li>• Practise drawing parallel and straight lines using a ruler</li> <li>• Learn how to apply a wax resist technique using wax crayons and diluted inks</li> </ul>

	<p>Know that Sindiso Khumalo is a current fashion and textile designer who is influenced by traditional South African design but who creates modern design and fashion items of clothing.</p> <p>Know that a traditional Ndebele house is decorated with traditional painted patterns.</p> <p>Know that wax resist technique on fabric is made using wax crayon and fabric dyes when the wax resists the colour of the dye.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	<ul style="list-style-type: none"> <li>• Use the wax resist technique to create a book cover focussing on the use of geometric shapes and lines</li> </ul>
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## Year 3

Topic	Substantive Knowledge (end points)	Key Skills & Disciplinary Knowledge
Printing - Fossils	<p>Know a drawing is a collection of lines of different length, width, intensity, depth &amp; shapes.</p> <p>Know that drawing pencils, come in different grades, 2H – 6B, that make different marks.</p> <p>Know H stands for, hard and B stands for black.</p> <p>Know that the material is called graphite.</p> <p>Know there are various drawing techniques such as scumbling, side strokes, feathering, cross hatching that can be created using different pressure and pencil lines of different thicknesses and by using drawing pencils of different grades.</p> <p>Know these techniques are used to create form.</p> <p>Know that a drawing needs to be made simpler by using less detail and no shading to develop a design to be used on a print block.</p> <p>Know that a print is an image that can be reproduced many times on flat surfaces like paper or fabric.</p> <p>Know that printing is an ancient art form and the first prints date back to 4<sup>th</sup> century BC. and the first method of textile printing originated in China.</p> <p>Know that printing inks are thick and sticky and have to be applied to a printing tile with a roller.</p> <p>Know that an impressed print is an image engraved into the surface of a polystyrene tile.</p> <p>Know a relief print is sometimes called a collagraph and is made by shapes of material added in relief to the surface of a tile.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Practise various shading techniques to capture form, focussing on shadows and darker shades</li> <li>• Practise scumbling, side stroke, feathering and cross hatching techniques</li> <li>• Use secondary sources to complete a detailed drawing of the form of fossils</li> <li>• Use chalks to add pastel shades</li> <li>• Create a polystyrene print block</li> <li>• Create a positive image print block using card and foam</li> <li>• Using print blocks create negative and positive prints</li> <li>• Create a collaborative piece of fabric artwork using print blocks</li> </ul>

	<p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
<b>Drawing – Cave Art</b>	<p>Know that the term Parietal art is art from prehistoric times found on the walls of caves.</p> <p>Know that this art tells a story of how our ancestors lived and what animals lived at that point in history.</p> <p>Know that they painted with Earth Paints were made from natural pigment found in the earth, limonite, hematite (reds, orange, yellows and browns), greens from oceanic deposits, blues- manganese ore, charcoal, ground calcite or chalk mixed with - vegetable juices, plant oils, tree sap, animal fat, bone marrow, blood or eggs.</p> <p>Know that the textured appearance of stone can be created on paper with oil pastel.</p> <p>Know how to mix primary colours, red, blue and yellow powder paint to achieve earth tone brown and by adding white and black tones of colour can be made.</p> <p>Know that an impressed image can be drawn in clay by carving with clay tools or a blunt pencil.</p> <p>Know that colour can be added to clay using acrylic paint and a sponge to highlight the engraved patterns.</p> <p>Know that clay forms in the earth and can be of various colours.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Create a rough texture using a rubbing technique</li> <li>• Using oil pastels and chalks add cave painting images</li> <li>• Make paintbrushes using twigs and feathers</li> <li>• Mix earth tones using primary colours and black and white</li> <li>• Practise using charcoal to create the outline of cave art images</li> <li>• Draw various scales of animals and Neanderthals</li> <li>• Using air drying clay and calving tools draw cave symbols, hunters or animals</li> <li>• Using sponges and acrylic paints, age the clay</li> </ul>

	<p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
<b>Painting - Landscapes</b>	<p>Know art depicting a landscape is a portrayal of an area of land or scenery in nature such as, mountains, desert, the coast, industrial areas or towns and cities.</p> <p>Know that the term landscape and portrait refer to the orientation of a piece of art. (Portrait – the vertical and landscape- the horizontal)</p> <p>Know that landscape art has images placed in foreground, mid ground and background (at the front, the middle and the back)</p> <p>Know that a city skyline is a collection of buildings that are drawn in a line and often identified by their iconic shape.</p> <p>Know that Friedensreich Hundertwasser was a famous ‘Modern’ artist, illustrator and architect who is known for his unconventional style of building designs.</p> <p>Know that his artwork had an abstract appearance and a formula of features; the use of multiple lines, sometimes faces in the backgrounds and circular trees like lollipops. He used bright colours.</p> <p>Know his architecture design was coloured walls with different shaped windows. The buildings feature tiling and dome shaped rooftops. He also included nature and roof top gardens within his building designs.</p> <p>Know that famous artist LS Lowry was self-taught and created imaginary landscapes that included, smoking chimneys, factories,</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Create an industrial landscape using chalk pastels and charcoal in the style of Lowry</li> <li>• Create a mood-board page linked to Hundertwasser, showing a collection of his ideas</li> <li>• Draw the London skyline, adding details, parallel lines and patterns in the style of Hundertwasser. Use vibrant felt colours</li> <li>• Using acrylic paint, small brushes, glue spreaders and cotton buds, create a textured landscape</li> </ul>



	<p>roads, bridges and industrial wasteland. Sometimes he included buildings that existed or were similar in appearance to actual landmarks.</p> <p>Know that American artist Erin Hanson is an 'Open Impressionist Artist' who created vivid coloured landscapes with a textured appearance. She was inspired by the work of Vincent Van Gogh.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
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## Year 4

Topic	Substantive Knowledge (end points)	Key Skills & Disciplinary Knowledge
Textiles - Sewing	<p>Know that textiles are fabrics made by weaving and knitting threads together.</p> <p>Know that William Morris, Mary White and Cath Kidston were/are textile designers and that they design fabrics for clothes, curtains, bedding, wallpaper and their designs are evident in, and influence everyday life. Know designs can be transferred to items like shopping bags and phone covers.</p> <p>Know that William Morris is one of the most famous British textile designers of all time. Known as the 'Father of the Arts and Crafts Movement', his floral patterns heavily influenced Victorian interior design.</p> <p>Know that some of the biggest commissions for his company Morris &amp; Co came from St. James's Palace</p> <p>Know Mary White was one of the most iconic print designers of the 1950's. She created patterns for curtains, cushions and clothing. Mary drew on her love of nature to create designs like the legendary 'Cottage Garden'.</p> <p>Know Cath Kidston is a famous designer and her fabrics are recognisable for their nostalgic floral prints. Her first job was working for a vintage fabric dealer in London during which time she developed a love for traditional patterns. She later trained as an interior designer and opened her first shop, selling curtains, in 1981. She now has over 60 shops that sell her bags, scarves and other accessories.</p> <p>Know that designs can be transferred from paper to fabric using the tracing technique.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Explore stitching (running stitch and cross stitch) using Binca</li> <li>• Design and make a bookmark using both running stitch and cross stitch and add sequins or buttons for embellishment</li> <li>• Complete a set of line drawings of natural forms such as flowers, seeds and leaves</li> <li>• Complete a repeating sequence of three items</li> <li>• Create a wall hanging using their sequence design</li> <li>• Transfer their repeating sequence onto fabric using thin permanent markers and fabric dyes</li> <li>• Spray background using Batik liquid dye</li> </ul>

	<p>Know that fabric dye and dye sticks are used to colour fabric. Know that stitching is the process of attaching fabrics together, by hand or by machine using a needle and thread.</p> <p>Know how to thread a needle and to make stitches by hand.</p> <p>Know that items such as sequins or buttons can be stitched to the surface of fabrics to Incorporate embellishment.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
<b>Sculpture – Greek Pottery</b>	<p>Know that sculpture and pottery can be created by artists to tell a story or to record a point in time.</p> <p>Know that pots/ pottery can be made as functional objects or can be used for ornamental purposes.</p> <p>Know pottery and sculptures can be made from clay as it can be baked in a kiln to make it very hard. Clay is found in the ground and there are different types and colours.</p> <p>Know that Otto &amp; Vivaka Heino, Grayson Perry, Cornelia Parker and Barbara Hepworth are famous artists &amp; sculptors well known for their sculpture and pottery.</p> <p>Know Grayson Perry artist, creates pottery and sculpture that tells a story of important world events or disasters like the explosion of Chernobyl nuclear power station.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Work collaboratively to create large scale papier-mache pots</li> <li>• Complete small drawings which tell a story, which will be added to papier-mache pots</li> <li>• Practise creating a coil pot and a pinch pot using soft finger clay</li> <li>• Using air drying clay, sculpt a coil or pinch pot</li> <li>• Use various thickness of brush to paint a background colour and add fine detail depicting a moment in time from ancient Greece</li> <li>• Create a glaze using PVA glue and water</li> </ul>

	<p>Know that Dame Barbara Hepworth sculptures, were among the earliest abstract sculptures produced in England.</p> <p>Otto &amp; Vivaka Heino were renowned for their classic traditional shape pottery with simple clean lines. They were inspired by classical Greek vase shapes.</p> <p>Know some sculptors, make unusual and unconventional sculptures like Cornelia Parker who is known for large-scale installations like, ' Cold Dark Matter: An Exploded View (1991)' she had a garden shed blown up by the British Army and re-positioned the pieces.</p> <p>Know a coil pot is made from coils of clay stuck together and a pinch pot is made from a ball of clay.</p> <p>Know papier-mache can be used to make sculptures and furniture and it is made from layers of paper, glue, flour and water.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
<b>Collage – Surface Texture</b>	<p>Know that a mosaic is a pattern or image made of small pieces of coloured stone, glass or ceramic, held in place by plaster/mortar and that mosaics were often used as floor and wall decoration and were particularly popular in the Ancient Roman world.</p> <p>Know that mosaic effects can be achieved with collage techniques and by using surface texture.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Analyse the work of Klimt to identify the shapes, patterns, colours and textures used in his work</li> <li>• Create a mood board page, recreating patterns and shapes with pens</li> </ul>

	<p>Know that Gustav Klimt was a famous Austrian painter who became known for the highly decorative style of his works, filling his work with patterns, shapes and symbols. His most famous paintings are The Kiss and Portrait of Adele Bloch-Bauer. He filled his work with patterns, shapes and symbols. He would use embellishment, precious stones and gold leaf in his paintings. He also loved cats!</p> <p>Know how to use the feature artists work as a stimulus to create their own individual work by recreating the geometric shapes, symbols and rich golden colours used by Klimt to make a drawing and collage composition.</p> <p>Know that Antonio Gaudi was famous for Gothic and Art Nouveau architectural style; towers and turrets and curving walls decorated with engraved patterns and mosaic tiling.</p> <p>Know how to use the feature artists work as a stimulus to create their own individual work by drawing imagined architectural shapes with turrets and domes and decorating with relief patterns and embellishment.</p> <p>Know that mosaic art style is still practiced today by feature ceramic artist, Cleo Mussi who up-cycles crockery to make her mosaic art.</p> <p>Know how to use the feature artists work as a stimulus to create their own individual work by using paper collage.</p> <p>Know that a Mood Board is a created page in a sketchbook of colours, shapes, words, sketches and examples of the artist's work or art theme.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p>	<ul style="list-style-type: none"> <li>• Make a line drawing of a cat to create a collage in the style of the featured artist</li> <li>• Using images of the work of Cleo Mussi, cut and reassemble to create a mosaic</li> <li>• Create a page of ideas inspired by Gaudi's architectural style</li> <li>• On A3 card sketch out their architectural design before completing as a mosaic</li> <li>• Add surface texture to their design using foam and tissue paper</li> <li>• Sponge foam relief shapes using contrasting colour of acrylic paint and add embellishments</li> </ul>
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	<p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
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## Year 5

Topic	Substantive Knowledge (end points)	Key Skills & Disciplinary Knowledge
Textiles - Quilting	<p>Know that art can be made from fabrics, fibres and wool by stitching or weaving and that quilting, wet felting and wax batik techniques are also used by textile artists.</p> <p>Know techniques are often combined in a single piece of art.</p> <p>Know quilting is the process of sewing, using a sewing machine or a needle and thread to join two or more layers of fabric together to make a thicker padded' textile'. Usually, constructed in three layers.</p> <p>Know that in Britain, quilting was most popular in the 17th century, when it was used to make quilted silk doublets and breeches worn by the wealthy and later for petticoats, jackets and waistcoats. Quilts were produced professionally in major towns and cities like London.</p> <p>Quilting also has a domestic history. Many of the English quilted items in Museum's collections are the work of women sewing at home for their own use. While some were made by necessity, others were made to mark specific life occasions, such as a birth or wedding, or were perhaps made for a dowry for a marriage.</p> <p>Know the earliest known quilted garment is depicted on a carved ivory figure of a Pharaoh of the Egyptian First Dynasty, about 3400 B.C. The art of quilting has been a traditional practice in many cultures for many centuries.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• In sketchbooks, compile images and symbols that represent themselves, their friends and how friendship feels</li> <li>• In sketchbooks, design a friendship tree, adding their images and symbols to the branches</li> <li>• On fabric, create a collaborative Friendship Tree starting with a colour wash background using wax batik and fabric dyes</li> <li>• Use running stitch to create a textured pattern for the tree trunk</li> <li>• Use patterned fabrics and stitching to create their symbols and small scale images to add to the collaborative Friendship Tree</li> <li>• Explore how to create a flower using the wet felting technique and embellish with a stitched on button</li> <li>• Add embellishments and the wet felted flower to complete the final collaborative piece</li> </ul>

	<p>Know Wet Felting- is the process of using a combination of friction/agitation, soap and water to make felt fabric out of wool fibres called wool tops. The hot water and soap, changes the pH of the wool and allows the scales on the fibres to open up and adhere together.</p> <p>Know that the process of wax batik is where the pattern or design is drawn with hot wax onto fabric that when dry, forms a barrier that will not be affected when the coloured dye is applied. The wax is removed by ironing.</p> <p>Know Grayson Perry, Sue Benner and Josie Russell are textile artists.</p> <p>Know Grayson Perry makes large scale quilted artwork example 'A portrait of Great Britain'</p> <p>Know Sue Benner makes quilted textile art of landscapes and abstract patterns and is world famous.</p> <p>Know Josie Russell is a Welsh commercial textile artist making pictures, cushions, hangings etc. Prints of her work are transferred to items like bags, purses, mugs and tea towels.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
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<p><b>Sculpture Clay Portraits</b></p>	<p>Know that artists draw faces in different ways using different art media, styles and techniques.</p> <p>Know that some drawing skills have to be learned and practised so personal style can be developed.</p> <p>Know a human face has its features organised in a 'proportional' way.</p> <p>Know, Pablo Picasso and Amedeo Modigliani are famous for their modernist portrait style.</p> <p>Know Picasso is famous for his abstract and cubist portrait style.</p> <p>Know that Cubism is an art style developed in the early 20<sup>th</sup> century, where the work looks like it has been up cut into pieces and reassembled sometimes with a 3-dimensional appearance.</p> <p>Know that Modigliani is famous for his portraits with elongated faces and necks and blank eye expressions.</p> <p>Know that a portrait can be drawn on paper, or on a computer screen, or constructed to have 3D elements from clay or cardboard.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Draw a simple face outline with facial features without teacher input</li> <li>• In a guided draw, children learn to draw a portrait, focusing on proportion and positioning of facial features</li> <li>• Using graded pencils 2B and 4B, add shading and fine detail to eyes, lips and hair</li> <li>• Add colour using watercolours and various thickness of brush</li> <li>• Compare the work and artistic style of Picasso and Modigliani</li> <li>• Create outlines of faces in the style of the featured artists and independently choose the media best suited to produce a similar finish</li> <li>• Create a 3D cardboard portrait in the style of Picasso, focusing on the use of shapes</li> <li>• Using air drying clay, build up a clay portrait, adding more clay where features need to stand proud, such as eyebrows, forehead, lips, nose</li> <li>• Use a variety of clay tools to carve fine details and to create indentations where necessary</li> <li>• Using sponges, fine brushes and acrylic paint, add a skin tone colour to the base, before adding colours to the features</li> </ul>
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<h2>Painting Rainforests</h2>	<p>Know Henri Rousseau was a post-Impressionist self-taught artist famous for his paintings of Jungle scenes of plants and animals. He had never visited the tropical rainforests he painted.</p> <p>Know Beatriz Milhazes is a collage &amp; sculptural artist – (Modernism) who was born in Rio de Janeiro she is well known for her vibrantly colourful collages, prints, paintings and installation artwork. She is inspired by the rhythms of Brazilian music, the tropical flora and fauna of Brazil's lush rain forests.</p> <p>Know artist John Dyer is a contemporary British artist, Artist in Residence at The Eden Project and official artist for The Earth. His work supports conservation and promotes protection of The Rain Forest.</p> <p>Know that artists respond to the same stimulus such as conservation in different ways to make their art.</p> <p>Know the terms foreground midground and background mean at the front, the middle and in the back of paintings.</p> <p>Know that wax resist is an art technique where oil pastel resists ink washes to create an effect.</p> <p>Know, to be influenced or inspired by an artist, something from the artist's unique style, such as shapes, subject or colour palette is used in pupils' own work. Work is not copied.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Create a sketchbook page of sketches of rainforest leaves, flowers and vegetation of various scales</li> <li>• Using oil pastels, select a tropical colour palette to complete sketches focussing on shade and tone</li> <li>• On A3 paper create a background wash using two to three colours of drawing ink</li> <li>• Using ideas from sketchbooks create scaled drawings which can be used in the foreground and the mid-ground</li> <li>• Use wax resist technique to add colour to drawings</li> <li>• Using ready mixed paint and fine brushes, paint directly onto the background to create layers of rainforest foliage</li> <li>• Cut out tropical flowers from earlier session and arrange in the mid-ground and foreground to create a layered effect</li> <li>• Time allowing – construct a wire sculpture of large scale leaves and flowers</li> </ul>
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	Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.	
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## Year 6

Topic	Substantive Knowledge (end points)	Key Skills & Disciplinary Knowledge
Drawing – Still Life	<p>Know Still Life compositions are a collection of objects that do not move or are dead. Still life includes all kinds of human-made or natural objects, cut flowers, fruit, vegetables, fish, animals or birds.</p> <p>Know Georgia O’Keeffe was a Modernist artist who is famous for creating large scale art of skulls, landscape and flowers.</p> <p>Know Leonardo Da Vinci was a world-famous Renaissance artist, inventor, painter and scientist. He is famous for his highly accurate drawings of the human anatomy and paintings including ‘The Mona Lisa’ and ‘The Last Supper’.</p> <p>Know that skulls have been included in many famous artists’ works, Picasso, Cezanne, O’Keeffe, Alexander McQueen and Damian Hurst.</p> <p>Know the festival of Día de Los Muertos (The Day of The Dead) celebrate the life of people who have died. In Mexico and throughout Latin America, the deceased are honoured in a special celebration.</p> <p>Know the celebrations are just like a carnival and artwork in the shape of skulls are made.</p> <p>Know that in Museum Exhibits, Taxidermy is the art of preserving an animal's body via mounting (over an armature) or stuffing, for the purpose of display or study.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• In sketchbooks, create a mood board using colour swatches, sketches, notes and information relating to the featured artists</li> <li>• Using graded pencils (2H-6B), draw detailed drawings of feathers taking inspiration from DaVinci. Repeat using graphite sticks (Lyra), chalks and watercolours/fine brushes</li> <li>• Using graphite sticks, complete observational drawings of sheep skulls, from a secondary source</li> <li>• Use chalk pastels and charcoal to add tone and form to drawings</li> <li>• Add an additional still life object, using a primary source, such as flowers</li> <li>• Revisit shading techniques to capture form, looking at where shadows fall and where pencil application needs to be a darker shade</li> <li>• Using museum exhibits, where available, complete observational drawings of small mammals, reptiles, insects and birds. Include a variation of scale, close-up and enlarged sections</li> <li>• Design a sugar skull using secondary sources and artists’ work as inspiration. Children to choose their preferred drawing materials</li> </ul>

	<p>Museums often have collection of creatures preserved this way.</p> <p>Know observational drawings are drawings of objects that are present in front of the artist (primary source)</p> <p>Know a study of an object is a series of drawings and part drawings of the object, taken from different angles.</p> <p>Know that the visual element line is used to describe or make a drawing, which is a collection of lines of different length, width, intensity, depth and shapes.</p> <p>Know that the material in a drawing pencil is called graphite and that drawing pencils come in different grades from 2H – 6B, that make different marks and that H stands for hard and B stands for black.</p> <p>Know that to create form, techniques such as scumbling, side strokes, feathering and cross hatching can be used and that the use of different pressure can affect the depth of shade/colour</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	
<p><b>Collage – ‘Assemblage’</b></p>	<p>Know, collage comes from the French word coller which means to either stick together or glue.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> </ul>

	<p>Know the first example of Collage Art appeared within Braque's 1912 artwork titled Fruit Dish and Glass, where he glued down imitation wood-grained wallpaper.</p> <p>Know Collage was first created by Cubist artists Georges Braque and Pablo Picasso, who were the first pioneers of this movement. Braque and Picasso began their cutting-edge assemblages around 1910.</p> <p>Know Henri Matisse is known for his various cut-out collages. He used techniques of collage long after the initial success of the movement. During the late 1940s, Matisse began working with paper during the last decade of both his career and life.</p> <p>Know Louise Nevelson and Jason Mercier are well known for their Assemblage Art which is an alternative collage style - often made from the things we throw away. A form of sculpture or collage made of "found" objects arranged in such a way that they create a piece of art.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	<ul style="list-style-type: none"> <li>• Analyse the techniques, colours and shapes used by Picasso</li> <li>• Create a Picasso inspired collage, adding newsprint, coloured papers and markers to create lines</li> <li>• Look at and compare the work of Nevelson and Mercier and learn about the alternative collage 'assemblage'</li> <li>• Plan and design their own 'assemblage' in sketchbooks</li> <li>• Discuss the importance of recycling</li> <li>• Use wood glue to create and build up their 'assemblage' using recycled items</li> <li>• Under supervision, children to spray paint a monochrome finish to their 'assemblage'</li> </ul>
Printing – Graffiti Art	<p>Know that graffiti artists aim to make a statement or tell a story, sometimes political or controversial with images and words</p> <p>Know that graffiti artists mix techniques such as spray painting, printing and stencilling and the work includes words and slogans.</p>	<ul style="list-style-type: none"> <li>• Practise different drawing exercises using lines and shading</li> <li>• Explore how various grades of pencil create different effects in terms of the line and depth of shading</li> <li>• Design and create a graffiti tag using marker pens and felt pens</li> </ul>

	<p>Know that mixing techniques and materials on a single piece of work is known as mixed media.</p> <p>Know that Contemporary Graffiti artist <b>Jean M Basquiat</b> was an African American artist who moved from being unknown to globally famous for his Art in a very short period of time. He used black characters and faces in his artwork and lead the way for other Black artists. His work is exhibited in the most prestigious art galleries and sells for huge amounts of money.</p> <p>Know that Frank Shephard Fairey is a Contemporary American street artist, graphic designer, activist, illustrator, and founder of OBEY Clothing who emerged from the skateboarding phenomena. He is famous for his political posters of US Presidents. D Trump and Barak Obama.</p> <p>Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.</p> <p>Know that all artists use sketchbooks and that these are to be used to collect ideas and to practice skills.</p> <p>Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.</p>	<ul style="list-style-type: none"> <li>• Design and label a graffiti style piece of art to include a message or statement</li> <li>• Prepare an abstract background using rollers and thin layers or acrylic paint in clashing colours. Drip and splash more layers of paint to create an effect</li> <li>• Inspired by Basquiat, create a relief print of a graffiti image, for example a skull, spray can, fist, light bulb etc.</li> <li>• Using black or white acrylics, apply the relief print to their background</li> <li>• Using oil pastels, add fine details, lines and a graffiti tag to their artwork</li> <li>• Use marker pens to add their message or statement</li> </ul>
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