

**Marriott Primary School
Art and Design Curriculum**

Our Art and Design curriculum develops creativity, sets challenges, engages and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The curriculum has appropriate subject knowledge, skills and understanding to explore and investigate, create and evaluate artwork as set out in the National Curriculum and so will enable the children to reach and exceed their potential at Marriott Primary School. It will enable pupils to create art work with a real purpose in terms when displaying and sharing the work they create and showcasing the skills and progress they have made.

The barriers to the children's learning mainly focuses on a lack of life experiences and understanding of the world. The children's experiences are often limited to their local area which means their vocabulary is limited and they struggle to retain information. On entry to school, most children have yet to experience any art or design beyond using pre-printed sheets or possibly colouring apps on hand held devices. Few children have had opportunities to visit museums, art galleries or theatres with their families, or attend art and craft holiday clubs. Older children use YouTube to support their interests in art, music and dance. Children often have a lack of key knowledge to be able to pose questions and their experience of questions is often quite negative. This prevents children having a sense of wonder and having ambitions in life.

Equality/Inequality

This theme has been chosen as it allows our children to question the world around them and to understand their place in an ever changing and diverse society.

Significance

This theme has been chosen as it allows our children to relate the curriculum to their own lives and to consider the consequences of significant events in their own lives.

Playing my part

This theme has been chosen as it allows our children to value the contributions they make to school life and how they can contribute to their community and wider society.

Conflict/contrast

This theme has been chosen as it allows our children to notice and appreciate the contrasts and differences around them, to value others' opinions, know it is acceptable to change their minds and helps them to consider how they respond to conflict around them.

Success

This theme has been chosen as it allows children to celebrate their own personal successes in every aspect of the curriculum, and asks them to consider the barriers that they and others have overcome in order to be successful.

Our 5 key themes at Marriott are:

Conflict	Inequality	Significance	Playing My Part	Success
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Art and Design progression of Skills Foundation 1

**Autumn 1- Settling in and All about me
Vocabulary**

Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Enjoy drawing freely.

Pay attention and respond to the pictures or the words.

**Autumn 2- The Magic of 3 and Celebrations
Vocabulary**

Notice patterns and arrange things in patterns.

Use all their senses in hands on exploration of natural materials.

Explore different materials and tools.

Explore different materials, using all their senses to investigate them.

<p>Spring 1 – Winter and All Creatures Great and Small Vocabulary</p>	<p>Make marks on their picture to stand for their name.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Join different materials and explore different textures.</p>
<p>Spring 2- Spring and All Creatures Great and Small Vocabulary</p>	
<p>Summer 1- Where does my food come from? Vocabulary</p>	<p><i>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</i></p> <p><i>Extend and create ABAB patterns - stick, leaf, stick, leaf</i></p> <p><i>Notice and correct an error in a repeating pattern.</i></p> <p><i>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</i></p>
<p>Summer 2- Transport and Journeys Vocabulary</p>	

	Explore collections of materials with similar and/or different properties.
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**Art and Design progression of Skills
Foundation 2**

Autumn 1- All about me and Superheroes Vocabulary	Making marks for meaning. Begin to experiment with colour, design, texture, form and function.
Autumn 2- People who help us. Vocabulary	
Spring 1 – Traditional tales: Gingerbread Man and the Beanstalk Vocabulary	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Spring 2- Dinosaurs Vocabulary	
Summer 1- New Life! Vocabulary	

Summer 2- Ahoy there!
Vocabulary

Share creations, explaining the process used.

Create collaboratively, sharing ideas, resources and skills.

Art and Design Progression of skills Year 1

Autumn 1- drawing- PENCIL DRAWINGS

What do we mean by shape, line and tone?		Lessons: 1. Explore Artist/outcomes 2. Drawing skills 3. Generating ideas 4. Create own 5. Evaluate
Focus Themes: Playing My Part and Success		
Making Skills Generating Ideas Knowledge (Factual Knowledge) Evaluation (Metacognitive Knowledge)	<p>Explore mark making skills, experiment with drawing lines and use 2D shapes to draw.</p> <p>Learn a range of materials and techniques such as pencil drawing and coloured crayons.</p> <p>Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p> <p>Understand what tone is and how to apply it to their own work.</p> <p>To know that ideas can be expressed in pictures and objects in art.</p> <p>To use sketchbooks for teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials and skills.</p> <p>Explore and create ideas for purposes and intentions.</p> <p>Artist : Nancy McCroskey</p> <p>Learn to identify the colours, shapes and mark-making skills used in specific artwork.</p> <p>Recognise and describe key art elements used in their work and the art of others.</p> <p>Describe how they feel about their work and that of others. (similarities and differences)</p>	<u>Vocabulary:</u> 2D shapes lines Tone Mark-making Patterns <u>Key Facts/ Concepts:</u> Nancy McCroskey To name different lines and describe how they are used to create patterns and shapes. To observe and draw shapes from observations. To know different pencils can be used to create lines, tones, shapes and patterns. To understand the term tone and how it changes from light to dark. Review what they and others have done and say what they think and feel about it.
Spring 1- Sculptures- (land art) What do we mean when we talk about ‘the natural world’?		<u>Vocabulary:</u> Sculpture

Focus Themes: Conflict and Playing My Part		sculptor natural man-made <u>Key Facts/ Concepts:</u> Andy Goldsworthy Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. (newspaper, paper, playdough, salt dough and clay.) Understand the safety and basic care of materials and tools. Experiment with constructing and joining natural and manmade materials. Use simple 2-D shapes to create a 3-D form.
Making Skills Generating Ideas Knowledge (Factual Knowledge) Evaluation (Metacognitive Knowledge)	Learn about form and space through making sculptures and developing language. Understand patterns in nature, design and make patterns in a range of materials, create patterns of their own. Identify, describe and use shape for purpose. To know that ideas can be expressed in pictures and objects in art. To use sketchbooks for teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials and skills. Explore and create ideas for purposes and intentions. Artist: Andy Goldsworthy (Sculpture) Learn to identify the colours, shapes and mark-making skills used in specific artwork. Evaluate key artist/own artwork- likes, dislikes (colours, mark-making skills, patterns) similarities and differences between their own artwork and the artists. Identify what they might change in their current work or develop in their future work.	
Summer 1- Art & Design- Painting- colour mixing How can we play music through art?		<u>Vocabulary:</u> Painter Painting Paint brushes Colour mixing primary colours <u>Key Facts/ Concepts:</u> Wassily Kandinsky
Focus Themes: Playing My Part and Success		
Making Skills Generating Ideas	Explore mark making, experiment with drawing lines and use 2D shapes to draw. Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Develop skill and control when painting. Paint with expression Use materials to create texture. To know that ideas can be expressed in pictures and objects in	

<p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>art. Explore and create ideas for purposes and intentions. To know that art can be represented in different way- have an open-mind to experiment with colour, line and shape.</p> <p>Artist : Wassily Kandinsky (expressionism/abstract art)</p> <p>To describe the features of a painting- materials used (paint brushes, thin/thick lines)</p> <p>Recognise and describe key features of their own and other's work. Annotate sketchbook work to review what they and others have done-sharing thoughts and feelings.</p>	<p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects-work on different scales.</p> <p>Experiment with tools and techniques e.g layering, mixing media, scrapping through.</p> <p>Name different types of paint and their properties.</p> <p>Identify primary colours by name and mix them to create primary tones.</p> <p>Create textured paint by adding sand, plaster or dust.</p>
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Year 2

<p>Autumn 1- Art & Design - Collage</p> <p>How did Pablo Picasso succeed in creating an art movement?</p>		<p>The 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>
<p>Focus Themes: Significance and Success</p>		
<p>Making Skills</p> <p>Generating Ideas</p>	<p>Use a range of materials and techniques to design and make a collage, paper, tissue and cardboard.</p> <p>Draw lines with increased skill and confidence when drawing portraits.</p> <p>Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Layer different media.</p> <p>Develop use of a sketchbook to produce ideas for drawings.</p> <p>To use sketchbooks more effectively through further teacher</p>	<p>Vocabulary:</p> <p>collage</p> <p>tearing</p> <p>ripping</p> <p>Overlapping</p> <p>portraits</p> <p>abstract</p>

<p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials and skills. Ask and answer questions about the starting points for their work and the processes they have used. Compare work of artists.</p> <p>Pablo Picasso (cubism) collage faces To know that different forms of artwork are made by artists/designers/craftspeople from all cultures and time. Discuss the art movement: cubism</p> <p>Review what they and others have done and say what they think and feel about it. Annotate sketchbook using key art vocabulary. Identify what they might change in their current work and develop in their future work.</p>	<p>Key Facts/ Concepts: Pablo Picasso Collages are a process of collecting, arranging and sticking different papers together to make a picture. Tearing, cutting and overlapping are different collaging techniques. Create images from a variety of medias. Create and arrange shapes appropriately. Create, select and use textured papers for an image. Review what they and others have done and say what they think and feel about it and identify what they might change in their work.</p>
<p>Spring 1-Printing-natural materials How do natural materials change the patterns in a print design?</p>		<p>Vocabulary: Print maker Relief printing Rubbings Repeating patterns rollers Printing Ink</p>
<p>Focus Themes: Conflict and Significance</p>		
<p>Making Skills</p>	<p>Use a range of materials to design and make products including printmaking. Draw lines with increased skill and confidence. Use line for expression when drawing portraits. Further improve skill and control when painting. Paint with creativity and expression. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. Learn a range of techniques to make repeating and nonrepeating patterns</p> <p>To use sketchbooks more effectively through further teacher</p>	<p>Key Facts/ Concepts: Print with a range of hard and soft materials e.g corks, pen barrels and sponges. Build repeating patterns and recognise pattern in the environment. Create simple prints-mono-printing. Roll printing ink over found objects to create patterns e.g plastic mesh, stencils.</p>

<p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>the processes they have used. Compare work of artists. Record and explore ideas from first hand observations.</p> <p>Ann Roth</p> <p>To know that different forms of artwork are made by artists/designers/craftspeople from all cultures and time. Discuss craftspeople-textile designers.</p> <p>Review what they and others have done and say what they think and feel about it. Annotate sketchbook using key art vocabulary.</p> <p>Identify what they might change in their current work and develop in their future work.</p>	<p>Apply decoration using beads, buttons or feathers.</p> <p>Create fabrics by weaving materials i.e grass through twigs, carrier bags on a bike wheel.</p> <p>Create and use dyes i.e onion skins, tea and coffee.</p>
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Year 3

<p>Autumn 1- Prehistoric art Drawing (Charcoal/pastel cave drawings)</p> <p>How did prehistoric artists paint?</p>		<p>The 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>
<p>Focus Themes: Conflict, Significance and Playing my part</p>		
<p>Making Skills</p> <p>Generating Ideas</p>	<p>Draw for a sustained period of time at their own level. Develop skill and control when using tone. Learn and use simple shading rules.</p> <p>Experiment with different grades of pencils to create tone. Use tone to create form when drawing.</p> <p>Plan, refine and alter drawings as necessary.</p> <p>Analyse and describe texture within artists' work</p> <p>Use their sketchbook to collect and record visual information from different sources.</p>	<p>Vocabulary:</p> <p>Prehistoric art tone stippling cross-hatching charcoal smudging</p> <p>Key Facts/ Concepts:</p>

<p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Create personal artwork using the artwork of others to stimulate them.</p> <p>Prehistoric art Explore the roles and purposes of artists/craftspeople.</p> <p>Compare ideas, methods and approaches in their own work and say what they think and feel about them. Adapt their work and describe how they might develop it further. Annotate work in sketchbook using key vocabulary and discussing technical skills and processes used.</p>	<p>Prehistoric art Cave Paintings Draw from a sustained period of time: Cave Paintings are a prehistoric way of communicating. Make marks and lines using a range of drawing implements-charcoal and pastels. Experiment with different forms of pencils and charcoal, to draw different lines, marks and shapes. Explore a range of tones using different drawing implements-charcoal and pastels. Create texture using different mark-making patterns such as stippling and cross-hatching. Use sketchbooks to collect and record visual information from different sources. Compare ideas, methods and approaches in their own work and others' work, then say what they think and feel about them.</p>
<p>Spring 1- Sculpture –clay (animal sculpture in the style of Louise Bourgeois)</p> <p>How are man-made materials used to create sculptures inspired by nature?</p>		<p>Vocabulary: Sculpture 3D Form malleable Clay Slip carving</p> <p>Key Facts/ Concepts: Louise Bourgeois Plan, design and make models from observation or imagination.</p>
<p>Focus Themes: Conflict and Success</p>		
<p>Making Skills</p>	<p>Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. Further develop their ability to describe 3D form in a range of materials, including drawing. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.</p> <p>Use their sketchbook to collect and record visual information</p>	

<p>Generating Ideas</p> <p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>from different sources.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Create personal artwork using the artwork of others to stimulate them. Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Louise Bourgeois (modernism)</p> <p>Compare ideas, methods and approaches in their own work and say what they think and feel about them.</p> <p>Adapt their work and describe how they might develop it further.</p> <p>Annotate work in sketchbook using key vocabulary and discussing technical skills and processes used.</p>	<p>Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material.</p> <p>Use clay/papier mache to create a simple 3D object.</p>
<p>Summer 1- Painting- still life-watercolour</p> <p>What effects can be created in a painting, when water is added?</p>		<p>Vocabulary:</p> <p>Observational drawing</p> <p>Mixing tones</p> <p>Warm colours</p> <p>Cool colours</p> <p>watercolour</p> <p>translucent</p> <p>Key Facts/ Concepts:</p> <p>Experiment with different effects and textures including block in colour, washes, thickened paint creating textural effects.</p> <p>Work on a range of scales, e.g think brush on a small picture etc.</p>
<p>Focus Themes: Significance and Playing my part</p>		
<p>Making Skills</p> <p>Generating Ideas</p>	<p>Develop drawing skills by drawing from direct observation.</p> <p>Increase skill and control when painting. Apply greater expression and creativity to own paintings.</p> <p>Increase awareness and understanding of mixing and applying colour, use aspects of colour such as tints and shades for different purposes.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p>	

<p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. Megan Coyle (contemporary)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Make suggestions to improve peers artwork using key vocabulary and artistic techniques and skills. Adapt their work according to their views and describe how they might develop it further.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a mean of collecting ideas and information.</p> <p>Collages can be made using a range of materials. Experiment with ways in which surface detail can be added to drawings.</p> <p>Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
<p>Spring 1- Printing (layered mono print)</p> <p>How can texture be added through layering prints?</p>		<p>Vocabulary:</p> <p>Print designer Mono-printing Relief-printing Layering Mixed-media Random pattern</p> <p>Key Facts/ Concepts:</p> <p>Experiment with ways in which surface detail can be added to drawings Use sketchbooks to collect and record visual information from different sources.</p>
<p>Focus Themes: Conflict and Inequality</p>		
<p>Making Skills</p> <p>Generating Ideas</p>	<p>Develop skill and control when painting. Paint with expression. Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work. Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p>	

<p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>Use sketchbooks for planning and refining work, to record observations and ideas and develop skills and techniques. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. Katsushika Hokusai (Ukiyo-e art movement) To name different tools (printing equipment) they have worked with and show others how they should be used properly and safely.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Make suggestions to improve peers artwork using key vocabulary and artistic techniques and skills. Adapt their work according to their views and describe how they might develop it further.</p>	<p>Explore the roles and purposes of designers working in different times and cultures. Create printing blocks using a relief or impressed method. Create repeating patterns Print with two colour overlays</p>
<p>Summer 1- Textiles-tie dye</p> <p>How does tie-dye create different patterns?</p>		<p>Vocabulary:</p> <p>Textiles Tie-dye Marble effect Mixing inks Purpose Man-made Natural materials</p> <p>Key Facts/ Concepts:</p> <p>Use a variety of techniques, e.g printing, dyeing and stitching to create different textural</p>
<p>Focus Themes: Conflict, Playing my part and Success</p>		
<p>Making Skills</p> <p>Generating Ideas</p>	<p>Use materials such as tie dying and other craft skills to design and make own products. Use a range of materials to express complex textures. Use sketchbooks for planning and refining work, to record observations and ideas and develop skills and techniques. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art.</p>	

<p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>Manipulate materials to achieve desired effects.</p> <p>Represent ideas from multiple perspectives.</p> <p>Tyedyemary https://www.tyedyemary.com/ (contemporary)</p> <p>To name different tools (textiles-tie-dying, batik) they have worked with and show others how they should be used properly and safely.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Make suggestions to improve peers artwork using key vocabulary and artistic techniques and skills. Adapt their work according to their views and describe how they might develop it further.</p>	<p>effects.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting a joining.</p> <p>Experiment with paste resist.</p>
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Year 5

<p>Autumn 1- Drawing (self-portraits)</p> <p>How can artists incorporate their identity into their artwork?</p>		<p>The 10 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>
<p>Focus Themes: Conflict, Inequality and Significance</p>		
<p>Making Skills</p>	<p>Further develop drawing from observation. Draw using perspective, mathematical processes, design ,detail and line. Extend and develop greater understanding of applying expression when using line.</p> <p>Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p>	<p>Vocabulary: self-portrait structure Pencil types tonal range illusions of 3D</p>

<p>Generating Ideas</p> <p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Develop personal ideas through research, sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products. Create and invent for purposes.</p> <p>Frida Kahlo (realism)</p> <p>To describe the art processes they are using and how to achieve a high quality outcome.</p> <p>Regularly analyse and reflect on their intentions and choices (annotate sketchbook throughout the unit of work)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Make suggestions to improve peers artwork using key vocabulary and artistic techniques and skills. Adapt their work according to their views and describe how they might develop it further.</p>	<p>composition scale proportion mark-making techniques</p> <p>Key Facts/ Concepts: Frida Kahlo (self-portrait) Work from a variety of sources including observation, photographs and digital images. Identify artists who have worked in a similar way to their own work. Use and develop different mark-making techniques for different purposes-tonal effects, hatching, stippling. Begin to develop an awareness of composition, scale and proportion in their paintings. Compare and adapt ideas, methods and approaches in their own and others' work and say how they feel about them.</p>
<p>Spring 1-Sculpture-recycled materials</p> <p>How can recycled materials create intricate art pieces?</p>		<p>Vocabulary: environmentally friendly art 3D form Construct contemporary artist bespoke Positive/negative space recycled reclaimed</p>
<p>Focus Themes: Conflict and Playing my part</p>		
<p>Making Skills</p>	<p>Create mixed media art using found and reclaimed materials. Select materials for a purpose. Further extend their ability to describe and model form in 3D using a range of materials. Develop understanding of texture through practical making</p>	

<p>Generating Ideas</p> <p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>activities.</p> <p>Develop ideas through research, sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products.</p> <p>Create and invent for purposes.</p> <p>Michelle Reader (contemporary artist focusing on environmentally friendly art)</p> <p>Compare and discuss the approach of specific artists, taking into account the culture they worked in and their intentions/purposes.</p> <p>Regularly analyse and reflect on their intentions and choices (annotate sketchbook throughout the unit of work)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Make suggestions to improve peer's artwork using key vocabulary and artistic techniques and skills. Adapt their work according to their views and describe how they might develop it further.</p>	<p>intricate</p> <p>malleable</p> <p>Key Facts/ Concepts:</p> <p>Michelle Reader (contemporary)</p> <p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawings and other preparatory work.</p> <p>Develop skills in using a range a sculpturing skills.</p> <p>Produce intricate patterns and textures in a malleable media.</p>
<p>Summer 1- Painting: landscape, one –point perspective Painting</p> <p>Why is perspective important in landscape art?</p>		<p>Vocabulary:</p> <p>one point perspective</p> <p>Horizon line</p> <p>landscape</p> <p>colour mixing</p> <p>tonal range</p> <p>dry brush</p> <p>complementary colours</p> <p>contrasting colours</p> <p>observational skills</p> <p>atmosphere</p>
<p>Focus Themes: Playing my part and Success</p>		
<p>Making Skills</p>	<p>Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.</p> <p>Select and mix more complex colours to depict thoughts and feelings.</p> <p>Construct patterns through various methods to develop their understanding.</p>	

<p>Generating Ideas</p> <p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>Develop ideas through research, sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Express thoughts and feelings about familiar products.</p> <p>Create and invent for purposes.</p> <p>David Hockney (pop art)</p> <p>Describe the art processes used and how to achieve a high quality outcome.</p> <p>Regularly analyse and reflect on their intentions and choices (annotate sketchbook throughout the unit of work)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Make suggestions to improve peers artwork using key vocabulary and artistic techniques and skills. Adapt their work according to their views and describe how they might develop it further.</p>	<p>Key Facts/ Concepts:</p> <p>David Hockney</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary, secondary, complementary and contrasting colours.</p> <p>Work with complementary colours.</p> <p>Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.</p> <p>Begin to use simple perspective in their work, using a singular focal point and horizon.</p>
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Year 6

<p>Autumn 1- Collage/ photomontage (links to WW2)</p> <p>What is meant by photomontage, and what effects can I produce by using it?</p>	<p>The 12 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic</p>
<p>Focus Themes: Inequality and conflict</p>	

<p>Making Skills</p> <p>Generating Ideas</p> <p>Knowledge (Factual Knowledge)</p> <p>Evaluation (Metacognitive Knowledge)</p>	<p>Learn and apply new drawing techniques such as negative drawing and chiaroscuro (effects of light and dark). Create photomontages and digital art. understand how artists manipulate materials to create texture. Create abstract compositions using knowledge of other artists' work.</p> <p>Make independent, personal investigations and record observations in sketchbooks which show curiosity, imagination and originality. Work systematically when investigating, researching and testing ideas and plans- show how work will be produced and materials that will be used.</p> <p>Hannah Hoch (Dada movement) Describe, interpret and explain work, ideas and ways in which artists work.</p> <p>Use the language of art with greater sophistication when discussing, comparing and evaluating their own work and that of others. Give reasoned evaluations of their own and others work which takes account of context and intention.</p>	<p>Vocabulary: Collage contrast expression photomontage photography digital macro crop Manipulate Composition Monochrome</p> <p>Key Facts/ Concepts: Hannah Hoch Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas.</p> <p>Digital-Media Record, collect and store visual information using digital cameras. Be able to import an image into a graphics package. (paint) Understand that a digital image is created by layering.</p>
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<p>Spring 1- Printing-lino print How do lino printers create repeated wallpaper designs?</p>		<p>Vocabulary: Lino printing Lino cutter Repeated print design multi layers Mixed media print Block printing Relief printing Embellishments printing ink cityscape</p>
<p>Focus Themes: Significance and Playing my part</p>		
<p>Making Skills</p>	<p>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Create repeat patterns using printing techniques. Mix and apply colours to represent still life objects from observation. Fluently sketch key shapes of objects when drawing.</p>	<p>Key Facts/ Concepts: Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed methods. Create prints with three overlays. Work into prints with a range of media e.g pens, colour pens and paints.</p>
<p>Generating Ideas</p>	<p>Represent feelings and emotions through patterns and colours. Create sophisticated artwork using their knowledge of pattern. Make independent, personal investigations and record observations in sketchbooks which show curiosity, imagination and originality. Work systematically when investigating, researching and testing ideas and plans- show how work will be produced and materials that will be used. Develop personal, imaginative responses to a theme. Express ideas about art through messages, graphics, text and images.</p>	
<p>Knowledge (Factual Knowledge)</p>	<p>Edward Bawden (illustrator)-lino printer of cityscapes (London) Compare prints to William Morris)</p>	
<p>Evaluation (Metacognitive Knowledge)</p>	<p>Use the language of art with greater sophistication when discussing, comparing and evaluating their own work and that of others. Give reasoned evaluations of their own and others work which takes account of context and intention.</p>	
<p>Summer 1- Digital/Mixed Media (graffiti art)</p>		

How do we know when art has been created by Banksy?		Vocabulary: digital media Graffiti tag street art Spray paints stencilling Digital manipulation Manipulating images Manipulating tone highlight Shadows
Focus Themes: Conflict and Significance		
Making Skills	Express and articulate a personal message through mixed media.	Key Facts/ Concepts: Banksy Use a range of media Experiment with manipulating tone and images Experiment with a range of media to overlap and layer creating interesting colours, textures and effects.
Generating Ideas	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone.	
Knowledge (Factual Knowledge)	Deepen knowledge and understanding of using line when drawing. Develop greater skill and control. Study and apply techniques of other artists.	
Evaluation (Metacognitive Knowledge)	Make independent, personal investigations and record observations in sketchbooks which show curiosity, imagination and originality. Work systematically when investigating, researching and testing ideas and plans- show how work will be produced and materials that will be used.	
	Develop personal, imaginative responses to a theme. Express ideas about art through messages, graphics, text and images.	
	Banksy (street art)	
	Use the language of art with greater sophistication when discussing, comparing and evaluating their own work and that of others.	
	Give reasoned evaluations of their own and others work which takes account of context and intention.	