

Redwood Primary School



Art Curriculum Coverage: EYFS/Key Stage One/Key Stage Two

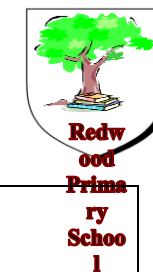
Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for KS2


Our Redwood Curriculum Principles Covered throughout all year groups



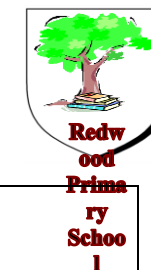
Nursery	Curriculum Objective	Knowledge/Activity	Vocab
<p>Topic / Autumn: Good to be me Let's celebrate</p> <p>Artist Focus: Jackson Pollock</p>	<p>To be able to manipulate materials to achieve a planned effect. Hold a pencil correctly and use it with increasing control.</p> <p>To be able to draw lines and shapes to communicate meaning.</p> <p>To be able to represent thoughts and feelings by drawing.</p>	<ul style="list-style-type: none"> I will make all kinds of marks in all kinds of ways, like with finger paints, by painting with my feet, making marks with pencils, crayons and even brushes that we use to sweep up with! I will explore colour mixing when I put colours together as I paint. I will try to draw tricky things like faces. 	<p>colour red yellow orange pink green blue purple black white Kadinsky art artist mark-making colours line paint brush pencil mix design make</p>
<p>Topic / Spring : Up, up and away Green fingers</p> <p>Artist Focus: Kandinsky</p>	<p>To be able to select simple tools and use them appropriately.</p> <p>To be able to notice changes as colours are mixed.</p> <p>To explore marks made when printing with found objects.</p> <p>To be able to create a repeating patterns.</p> <p>3D: To explore how different media can be combined.</p> <p>To be able to construct with a purpose in mind, using a variety of resources.</p>	<ul style="list-style-type: none"> I will make models by using the things around me. I will try to solve problems by myself, like how to attach different things to my rocket to make it go faster. I will talk about the things I make with my friends. I will make things like cities, pirate ships, rockets, homes and even different planets by myself or with my friends. I will think carefully about the things I choose to make my models out of. For example, should I use paper or yogurt pots to make a boat? 	


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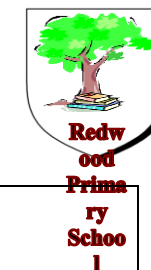
<p>Topic / Summer: Our world Are we nearly there yet? Artist Focus: Henri Matisse</p>	<p>To be able to select appropriate tools and techniques to shape materials. To be able to talk about their work. To be able to join materials together. To be able to cut materials using scissors. To talk about how materials feel. To explore marks made when printing with found objects. To be able to create a repeating patterns.</p> 	<ul style="list-style-type: none"> I will look closely at the things around me as I draw and paint so that my pictures are just right. I will try to represent movement and music when I draw and paint, just like the artist Kandinsky. 	<p>paper card foil glue glitter stick change copy draw look same like dislike why reason</p>
<p>Foundation Stage 2</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>Topic / Autumn – Bear Necessities Autumn Bonfire Night/Diwali/Christmas Light and Dark People Who Help Us</p>	<p>Use a variety of materials to express ideas & feelings Paint pictures of self and other people Create collaboratively Develop and refine skills by practising and applying in different contexts linked to topics</p>	<p>Autumn art work - printing, painting using autumn leaves and natural resources to make transient art and other pieces such as leaf necklaces, leaf printing and leaf rubbing. Using clay and other materials to create hedgehogs.</p> <p>Bonfire night pictures – printing with a variety of materials. Diwali pictures and clay divas Christmas printing painting, 3d decorations Exploring different media during free choice – paint, chalk, pen, oil pastels.</p>	<p>colour line paint paper brush pencil pastel charcoal chalk collage glue</p>
<p>Topic / Spring – Off We Go! Amazing Africa</p>		<p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations and explain what they have done. Transport pictures – collage, print using shapes Maps – adding details in drawings 3d</p>	<p>stick draw print make clay pattern</p>

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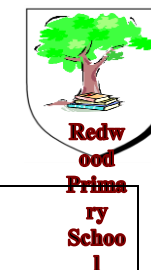
	<p>Use different materials and techniques to make pictures/models of animals focusing on collage skills Create pictures to express ideas and feelings and combine different techniques and materials to do this</p>	<p>vehicles Use of split pins for transport art. I will use split pins for transport art.</p> <p>Children have access to different forms of media (paint, crayons, collage paper etc.) that they can explore on a daily basis. Topic focused activities develop the art skills e.g. Making African Sunset and animal silhouettes African animal masks African patterns Fruit printing</p>	<p>thick thin texture shape form tone mould press pinch roll cut art</p>
<p>Topic / Summer – Go, Go, Grow! Dino Detectives</p>	<p>Return to and build on their previous learning, refining ideas and developing ability to represent them. Create collaboratively, sharing ideas, resources and skills. Show accuracy and care in using a range of small tools and when drawing Experiment with colour, design, texture, form and function.-choose and combine different techniques Share their creations, explaining the process they have used.</p> 	<p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations and explain what they have done. Use different materials and techniques to make pictures/models of animals focusing on collage skills. Create pictures to express ideas and feelings and combine different techniques and materials to do this.</p> <p>Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. Share their creations and explain what they have done. Clay fossil making Observational drawings of dinosaurs</p>	<p>artist mark-making expression</p>
<p>Year One</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>1</p>	<p>Drawing: Make Your Mark Generating ideas: Explore their own ideas using a range of</p>	<p>Unit Outcomes * Show knowledge of the language and literacy to describe lines. * Show control when using string and chalk to draw lines. * Experiment with a range of mark-making techniques, responding</p>	<p>2D shape 3D shape abstract chalk</p>

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	<p>media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.</p> <p>Knowledge of artists: Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>appropriately to music.</p> <p>* Colour neatly and carefully, featuring a range of different media and colours.</p> <p>* Apply a range of marks successfully to a drawing.</p> <p>* Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p> <p>Lesson 1 – Exploring Line To know how to create different types of line. <i>Creating line drawings using string, pencils and chalk inspired by the artist Bridget Riley.</i></p> <p>Lesson 2 – Making Waves To explore line and mark making to draw water. <i>Exploring expressive lines using music to create a large collaborative piece Inspired by water and the artwork of Zaria Forman.</i></p> <p>Lesson 3 – Experimenting with Media To draw with different media. <i>Drawing and overlapping 2D shapes, combining materials, to create an abstract composition inspired by the work of Kandinsky, Bernal and Bolotowsky.</i></p> <p>Lesson 4 – Mark Making To develop an understanding of mark making. <i>Exploring mark making through observational drawing, developing an understanding of mark making techniques and learning to look carefully when drawing.</i></p> <p>Lesson 5 – Drawing from Observation To apply an understanding of drawing materials and mark making to draw from observation. <i>Applying drawing skills and knowledge to create an observational drawing experimenting with marks and materials.</i></p>	<p>charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical wavy</p>
2	Painting and Mixed Media: Colour Splash	<p>Unit Outcomes</p> <p>* Name the primary colours.</p>	<p>blend hue</p>

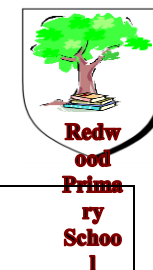
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	<p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create effect.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="432 868 584 970"> </div> <div data-bbox="620 868 786 970"> </div> </div>	<ul style="list-style-type: none"> * Explore coloured materials to mix secondary colours. * Mix primary colours to make secondary colours. * Apply paint consistently to their printing materials to achieve a print. * Use a range of colours when printing. * Mix five different shades of a secondary colour. * Decorate their hands using a variety of patterns. * Mix secondary colours with confidence to paint a plate. * Describe their finished plates. <p>Lesson 1 – Making Colours To investigate how to mix secondary colours. <i>Identifying primary colours and exploring how secondary colours can be mixed.</i></p> <p>Lesson 2 – Painting with Colour To apply knowledge of colour mixing when painting. <i>Painting in the style of Jasper Johns using primary and secondary colours.</i></p> <p>Lesson 3 – Printing with Paint To explore colour when printing. <i>Using Lego bricks and other everyday objects to create prints; painting and stamping their blocks to create patterns, pictures and letters and combining colours on the page, explaining the choices they make.</i></p> <p>Lesson 4 – Exploring Colour Mixing To experiment with paint mixing to make a range of secondary colours. <i>Mixing two primary colours to create different shades of a secondary colour and using these in a decorative painting.</i></p> <p>Lesson 5 – Clarice Cliff Plates To apply their painting skills when working in the style of an artist.</p>	<p>kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick</p>
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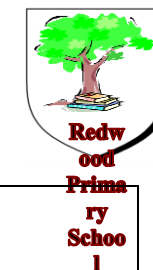
		<p><i>Using a paper plate, children recreate their own designs of Clarice Cliff's 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design.</i></p>	
<p>3</p>	<p>Sculpture and 3D: Paper Play</p> <p>Generating ideas: Explore their own ideas using a range of media.</p> <p>Using sketchbooks: Use sketchbooks to explore ideas.</p> <p>Making skills: Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> * Roll paper tubes and attach them to a base securely. * Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. * Shape paper strips in a variety of ways to make 3D drawings. * Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. * Create a tree of life sculpture that includes several different techniques for shaping paper. * Work successfully with others, sustaining effort over a time. * Paint with good technique, ensuring good coverage. <p>Lesson 1 – Tube Towers To roll paper to make 3D sculptures. <i>Investigating how rolling paper can create 3D structures, then designing a simple sculpture using paper cylinders.</i></p> <p>Lesson 2 – 3D Drawings To shape paper to make a 3D drawing. <i>Folding and rolling paper to make a 3D drawing, children consolidate skills manipulating this material to create 3D forms.</i></p> <p>Lesson 3 – Tree of Life To apply paper-shaping skills to make an imaginative sculpture. <i>Evaluating artworks inspired by Tree of Life mythology, applying their paper-shaping skills and making an imaginative sculpture.</i></p> <p>Lesson 4 – Giant Spider Model Part 1 To work collaboratively to plan and create a sculpture. <i>Working as a class to recreate Louise Bourgeois' 'Maman' spider sculpture (1999), the children will plan and create the legs and body of the spider.</i></p>	<p>artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag</p>


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		Lesson 5 – Giant Spider Model Part 2 To apply painting skills when working in 3D. <i>Practising using sponges and brushes for painting large areas, then finishing and decorating the class sculpture.</i>	
Year Two	Curriculum Objective	Knowledge/Activity	Vocab
1	<p>Craft and Design: Map It Out</p> <p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Knowledge of Artists: Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> * Sort map images into groups, explaining their choices. * Draw a map of their journey to school, including key landmarks and different types of mark-making. * Follow instructions to make a piece of felt that holds together and resembles their map. * Decide how to place 'jigsaw' pieces to create an abstract composition. * Make choices about which details from their map to include in a stained glass * Cut cellophane shapes with care and arrange them into a pleasing composition. * Design a print with simple lines and shapes, making improvements as they work. * Follow a process to make and print from a polystyrene tile. * Choose a favourite artwork, justifying their choice. * Annotate their favourite artwork with relevant evaluation points. * Take an active part in decisions around how to display their artworks in the class gallery. <p>Lesson 1 – Creative Journey To investigate maps as a stimulus for drawing. <i>Investigating how maps can be real or imagery; comparing features of maps as artworks; creating maps in a chosen style and medium.</i></p> <p>Lesson 2 – Making Felt To learn and apply the steps of the felt-making process.</p>	abstract composition curator design design brief evaluate felt fibre gallery imagery inspired landmarks mosaic overlap pattern shape stained glass texture viewfinder

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	<p>of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p> 	<p><i>Considering a creative brief; learning the making process for hand-made felt; creating a felt piece as part of a class artwork.</i></p> <p>Lesson 3 – Abstract Maps To experiment with a craft technique to develop an idea. <i>Learning about abstract art to develop map drawings into stained-glass style artwork.</i></p> <p>Lesson 4 – Print Possibilities To develop ideas and apply craft skills when printmaking. <i>Developing map drawings into simple print designs, making and using printing tiles and exploring how to display the finished artwork.</i></p> <p>Lesson 5 – Gallery Experience To present artwork and evaluate it against a design brief. <i>Evaluating the success of their collaborative and individual artworks against the original design brief; making choices about how to organise and display their artworks in a classroom gallery.</i></p>	
2	<p><u>Painting and Mixed Media: Life in Colour</u></p> <p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> * Name the primary and secondary colours. * Talk about the colour changes they notice and make predictions about what will happen when two colours mix. * Describe the colours and textures they see. * Try different tools to recreate a texture and decide which tool works best. * Show they can identify different textures in a collaged artwork. * Apply their knowledge of colour mixing to match colours effectively. * Choose collage materials based on colour and texture. * Talk about their ideas for an overall collage * Try different arrangements of materials, including overlapping shapes. * Give likes and dislikes about their work and others'. 	<p>collage detail mixing overlap primary colour secondary colour surface texture</p>

	<p>Knowledge of Artists: Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing: Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<ul style="list-style-type: none"> * Describe ideas for developing their collages. * Choose materials and tools after trying them out. <p>Lesson 1 – Colour Magic To develop knowledge of colour mixing. <i>Exploring colour mixing and creating a range of secondary colours in paint.</i></p> <p>Lesson 2 – Texture Hunt To know how texture can be created with paint. <i>Identifying textured surfaces and reproducing them using a range of painting tools.</i></p> <p>Lesson 3 – Making Textures To use paint to explore texture and pattern. <i>Learning about the collage work of artist Romare Bearden; re-creating colours and textures using paint and making patterned surfaces ready for use in a collage.</i></p> <p>Lesson 4 – Collage Creation To compose a collage, choosing and arranging materials for effect. <i>Composing and arranging collage materials, making choices based on colour and texture.</i></p> <p>Lesson 5 – Developing Detail To evaluate and improve artwork. <i>Talking about what I like or don't like about my artwork, discussing with a partner and thinking what could be done differently next time.</i></p>	
3	<p>Sculpture and 3D: Clay Houses</p> <p>Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> * Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. * Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. * Roll a smooth tile surface. * Join clay shapes and make marks in the tile surface to create a pattern. 	<p>casting ceramic cut detail flatten glaze impressing in relief</p>

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to record ideas.
Use sketchbooks to help make decisions about what to try out next.

Making skills:
Further demonstrate increased control with a greater range of media.
Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

Knowledge of artists:
Talk about art they have seen using some appropriate subject vocabulary.
Create and critique both figurative and abstract art, recognising some of the techniques used.

Evaluating and analysing:
Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.
Begin to talk about how they could improve their own work.
Talk about how art is made.



* Draw a house design and plan how to create the key features in clay.
* Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

Lesson 1 – Exploring Clay

To use my hands as a tool to shape clay.
Exploring how clay can be shaped by hand and learning some basic skills to apply when making a simple model.

Lesson 2 – Pinch Pots

To shape a pinch pot and join clay shapes as decoration.
Practising using the 'score and slip' clay joining technique, the children make their own pinch pot and decorate it by joining clay shapes.

Lesson 3 – Applying Skills in Clay

To use impressing and joining techniques to decorate a clay tile.
Having learned about the sculpture of Rachel Whiteread, the children will experiment with working positively and negatively into a clay surface.

Lesson 4 – Designing a Tile

To use drawing to plan the features of a 3D model.
Creating a drawing of a home, children plan how they will turn their drawing into a 3D clay tile by working positively and negatively in clay.

Lesson 5 – House Tiles

To make a 3D clay tile from a drawn design.
Using their drawn designs to guide them, the children will apply what they've learned about rolling, joining and pressing into clay to create their tile houses.

join
negative space
pinch pot
plaster
roll
score
sculptor
sculpture
shape
slip
smooth
surface
three dimensional
thumb pot

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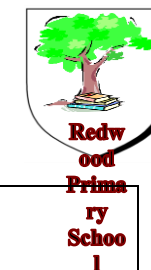
Year Three	Curriculum Objective	Knowledge/Activity	Vocab
1	<p><u>Sculpture and 3D: Abstract Shape</u></p> <p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Making skills: Confidently use a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut shape and join materials for a purpose.</p> <p>Knowledge of artists: Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> * Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. * Make a structure that holds its 3D shape. * Explain in simple terms the difference between 2D and 3D art. * Combine shapes together to make an interesting free-standing sculpture. * Try out more than one way to create joins between shapes. * Identify familiar 2D shapes in photographs. * Identify shapes in the negative space between objects. * Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. * Plan an abstract sculpture based on play equipment. * Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). * Choose appropriate methods for joining elements in their sculptures. * Show that they have thought about how to improve their sculptures and made choices about what to add. * Work cooperatively in pairs to add detail to their artwork. <p>Lesson 1 – Structural Shapes To join 2D shapes to make 3D structures. <i>Considering the definition of 'sculpture' and learning simple techniques for turning 2D card shapes into 3D structures.</i></p> <p>Lesson 2 – Constructing in 3D To join materials in different ways when working in 3D. <i>Learning about the work of sculptor Sir Anthony Caro and creating abstract sculpture on a larger scale.</i></p>	<p>abstract found objects negative space positive space sculptor sculpture structure three-dimensional</p>



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		<p>Lesson 3 – Seeing Space To develop ideas for 3D artwork. <i>Understanding how manipulating shape can create abstract forms and developing drawings as part of the sculpture planning process.</i></p> <p>Lesson 4 – Abstract Sculpture To apply knowledge of sculpture when working in 3D. <i>Applying what they have learned about abstract sculpture and constructing their own artwork inspired by playground equipment.</i></p> <p>Lesson 5 – Surface Decoration To evaluate and improve an artwork. <i>Comparing sculptures by different artists, and evaluating and adding detail to their own finished artworks.</i></p>	
2	<p><u>Craft and Design: Fabric of Nature (Year 4 unit)</u></p> <p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> * Describe objects, images and sounds with relevant subject vocabulary. * Create drawings that replicate a selected image. * Select imagery and colours to create a mood board with a defined theme and colour palette. * Complete four drawings, created with confident use of materials and tools to add colour. * Understand the work of William Morris, using subject vocabulary to describe his work and style. * Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. * Identify and explain where a pattern repeats. * Follow instructions to create a repeating pattern, adding extra detail. * Understand different methods of creating printed fabric in creative industries. * Use sketchbooks to evaluate patterns. 	<p>batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme</p>

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	<p>effects. Use growing knowledge of different materials, combining media for effect.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme.</p> <p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p> <div data-bbox="430 986 786 1091" style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>* Produce ideas to illustrate products using their designs</p> <p>Lesson 1 – Inspired by the Rainforest To understand starting points in a design process. <i>Immersing in the sights and sounds of the rainforest, children are inspired to create a series of drawings, forming their ideas into a mood board.</i></p> <p>Lesson 2 – One Picture, Four Views To explore magnification and mark making to develop new imagery. <i>Exploring how drawing can develop ideas for pattern design, children draw one rainforest animal from four different perspectives.</i></p> <p>Lesson 3 – Creating Patterns To explore using a textile technique to develop patterns. <i>Learning about the craftsman William Morris and using this as inspiration alongside sketchbook work; experimenting with batik as a textile technique to develop a pattern.</i></p> <p>Lesson 4 – Repeating Patterns To learn how to create a repeating pattern. <i>Understanding how pattern designers work in the creative industries and learning how to create a repeating pattern.</i></p> <p>Lesson 5 – Fabric Design To understand how art is made for different purposes. <i>Learning how fabric is printed by craftspeople, and on an industrial scale. Evaluating batik and surface pattern techniques and considering how fabric is used differently.</i></p>	
3	<p><u>Drawing: Growing Artists</u></p> <p>Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> * Know the difference between organic and geometric shapes. * Use simple shapes to form the basis of a detailed drawing. * Use shading to demonstrate a sense of light and dark in their work. * Shade with a reasonable degree of accuracy and skill. 	<p>abstract arrangement blend botanical botanist composition cut</p>

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Using sketchbooks:
Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.

Making skills:
Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

Knowledge of artists:
Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.

Evaluating and analysing:
Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.



- * Blend tones smoothly and follow the four shading rules.
- * Collect a varied range of textures using frottage.
- * Use tools competently, being willing to experiment.
- * Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- * Make considered cuts and tears to create their ideas.
- * Understand how to apply tone, with some guidance about where to use it.
- * Draw a framed selection of an image onto a large scale with some guidance.
- * Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

Lesson 1 – See Like an Artist

To recognise how artists use shape in drawing.
Understanding how to use simple shapes to draw objects, developing observation skills to draw natural and manmade objects.

Lesson 2 – Shading

To understand how to create tone in drawing by shading.
Learning how to shade, understanding how it is used to create light and dark tones in drawings.

Lesson 3 – Texture Pictures

To understand how texture can be created and used to make art.
Taking texture rubbings to create nature-inspired artwork in the style of Max Ernst and botanical artist Maud Purdy.

Lesson 4 – Botanical Drawing

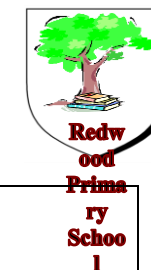
To apply observational drawing skills to create detailed studies.
Creating detailed botanical drawings from observation, applying techniques to add tone and form.

Lesson 5 – Abstract Flowers

To explore composition and scale to create abstract drawings.

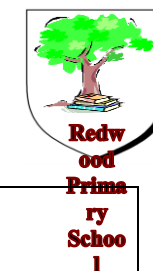
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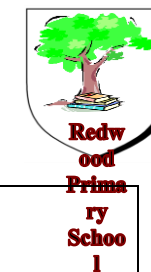
Year Four	Curriculum Objective	Knowledge/Activity	Vocab
1	<p>Craft and Design: Ancient Egyptian Scrolls (Year 3 unit)</p> <p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Knowledge of artists: Discuss how artists produced art in the past and understand the influence and</p>	<p><i>Exploring scale and composition to create abstract drawings inspired by Georgia O'Keeffe.</i></p> <p>Unit Outcomes</p> <ul style="list-style-type: none"> * Recognise and discuss the importance of Ancient Egyptian art. * Consider the suitability of a surface for drawing. * Record colours, patterns and shapes through observational drawing. * Choose and use tools and materials confidently. * Begin to experiment with drawing techniques. * Create a selection of sketches that show idea exploration. * Produce a final design with a clear purpose. * Follow instructions with minimal support. * Discuss and evaluate the process and outcome of their work. * Produce a complete painted or drawn piece from a design idea. * Use colours and materials appropriately, showing an understanding of effective composition. * Have a clear idea of the subject of their zine, including a range of images and information. <p>Lesson 1 – Exploring Ancient Egyptian Art To investigate the style, pattern and characteristics of Ancient Egyptian art. <i>Exploring Ancient Egyptian art to understand how and why it was created; responding through mixed-media, experimental sketchbook drawing.</i></p> <p>Lesson 2 – Designing Scrolls To apply design skills inspired by the style of an ancient civilisation <i>Creating a brief to explore design ideas for an Ancient Egyptian inspired scroll.</i></p>	<p>ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material painting papyrus pattern process scale scroll sculpture shape technique zine</p>



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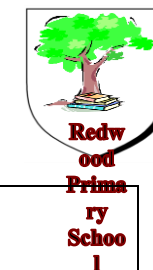
	<p>impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.</p> 	<p>Lesson 3 – Making Paper To apply understanding of ancient techniques to construct a new material <i>Making a modern-day version of papyrus style paper.</i></p> <p>Lesson 4 – Scroll Making To apply drawing and painting skills in the style of an ancient civilisation. <i>Translating scroll designs from sketchbooks onto the paper made in the previous lesson.</i></p> <p>Lesson 5 – Making Zines To apply an understanding of Egyptian art to develop a contemporary response. <i>Creating a contemporary response (zine) to share learning about the Ancient Egyptians and their art.</i></p>	
2	<p>Painting and Mixed Media: Light and Dark</p> <p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> * Share their ideas about a painting. * Describe the difference between a tint and a shade. * Mix tints and shades by adding black or white paint. * Discuss their real-life experiences of how colours can appear different. * Use tints and shades to paint an object in 3D. * Try different arrangements of objects for a composition, explaining their decisions. * Produce a clear sketch that reflects the arrangement of their objects. * Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. * Paint with care and control to make a still life with recognisable objects. <p>Lesson 1 – Tints and Shades To explore painting techniques.</p>	<p>abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique</p>

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	<p>proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginning of individual style.</p> <p>Knowledge of artists: Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make.</p> <p>Evaluating and analysing: Use more complex vocabulary when discussing their own and others' art. Discuss art, considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making progress.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p><i>Analysing different painting techniques, comparing paintings by artists according to elements such as texture or colour and practising creating tints and shades when colour mixing.</i></p> <p>Lesson 2 – Three Dimensions To use tints and shades to give a three-dimensional effect when painting. <i>Children learn more about the effect of light on colour in everyday life and in art. Applying what they learned previously, they paint a simple object, mixing and using tints and shades to give the appearance of three dimensions.</i></p> <p>Lesson 3 – Painting Techniques To explore how paint can create very different effects. <i>Exploring different painting techniques and recreating them when painting a simple 3D object.</i></p> <p>Lesson 4 – Composition To consider proportion and composition when planning a still life painting. <i>Exploring still life and comparing compositions, the children create their own plan for a finished still life painting.</i></p> <p>Lesson 5 – Still Life To apply knowledge of colour mixing and painting techniques to create a finished piece. <i>Having experimented with painting techniques, the children paint a still life that showcases their own unique style.</i></p>	<p>texture three dimensional (3D) tint vivid</p>
3	<p><u>Drawing: Power Prints</u></p> <p>Generating ideas: Generate ideas from a range of stimuli, using research and evaluation of</p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> * Create several pencil tones when shading and create a simple 3D effect. * Explore the effect of holding a pencil in different ways and applying different pressures. * Use charcoal and rubber to show areas of light and dark in their drawings. 	<p>abstract block print collaborate collaboratively collage combine composition</p>

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techniques to develop their ideas and plan more purposefully for an outcome.

Using sketchbooks:

Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.

Making skills:

Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.

Apply observational skills, showing a greater awareness of composition and demonstrating the beginning of individual style.

Knowledge of artists:

Use subject vocabulary confidently to describe and compare creative works.

Evaluating and analysing:

Use more complex vocabulary when discussing their own and others' art.



* Demonstrate an awareness of the relative size of the objects they draw.

* Use scissors with care and purpose to cut out images.

* Try out multiple arrangements of cut images to decide on their composition.

* Use different tools to create marks and patterns when scratching into a painted surface.

* Show some awareness of how to create contrast by including areas with more and less marks.

* Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.

* Work co-operatively to create a joint artwork, experimenting with their methods.

Lesson 1 – 3D Pencil Drawings

To draw using tone to create a 3D effect.

Using tone to make an observational line drawing look three dimensional and exploring different gradients of pencil.

Lesson 2 – Sense of Proportion

To explore proportion and tone when drawing.

Applying the skill of creating tone in a new medium; showing an awareness of proportion and thinking about the relative size and shape of the objects they draw.

Lesson 3 – Drawing with Scissors

To plan a composition for a mixed-media drawing.

Creating collage to develop a drawing composition and exploring how pattern, symmetry and contrast affect the elements within it.

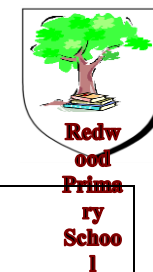
Lesson 4 – Wax Resist

To use shading techniques to create pattern and contrast.

Applying an understanding of tone to the technique of hatching; using pattern and contrast when creating a mixed-media drawing based on the collage compositions from Lesson 3.

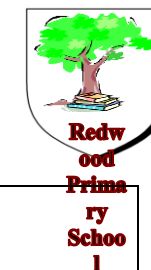
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hatching
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mixed media
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printmaking
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shadow
symmetry
three dimensional (3D)
tone
viewfinder
wax-resist

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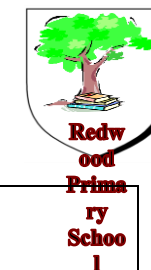
		Lesson 5 – Power Prints To work collaboratively to develop drawings into prints. <i>Showcasing learning from across the unit by working in groups to create giant prints inspired by their collages and wax-resist drawings.</i>	
Year Five	Curriculum Objective	Knowledge/Activity	Vocab
1	<p><u>Sculpture and 3D: Interactive Installation</u></p> <p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>Knowledge of artists: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer.</p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> * Group images together, explaining their choices. * Answer questions about a chosen installation thoughtfully and generate their own questions. * Show that they understand what installation art means. * Justify their opinions of installation artworks. * Evaluate their box designs, considering how they might appear as full-sized spaces. * Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. * Create an installation plan, model or space. * Describe their creations and the changes they made as they worked. * Describe how their space conveys a particular message or theme. * Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. * Show they have considered options for how to display their installation best e.g. lighting effects. * Present information about their installation clearly in the chosen format. * Justify choices made, explaining how they improve their viewer experience or make it interactive. <p>Lesson 1 – What is Installation Art? To identify and compare features of art installations. <i>Introducing installation art as a medium for communicating a</i></p>	analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional

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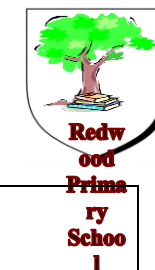
	<p>Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="432 707 584 807" style="background-color: #76c73a; border-radius: 50%; padding: 10px; color: white; text-align: center;">CREATIVE</div> <div data-bbox="618 707 786 807" style="background-color: #76c73a; border-radius: 50%; padding: 10px; color: white; text-align: center;">RESILIENT AND REFLECTIVE</div> </div>	<p><i>message; learning about the features of this art genre and evaluating an artwork.</i></p> <p>Lesson 2 – Space and Scale To investigate the effect of space and scale when creating 3D art. <i>Learning about the installation work of artist Cai Guo-Qiang; considering the display space and scale of an artwork; creating a scaled-down version of an installation similar to Guo-Qiang’s gunpowder drawings.</i></p> <p>Lesson 3 – Everyday Amazing To problem-solve when constructing 3D artworks. <i>Exploring everyday objects to create an installation, considering how ordinary spaces can be transformed and trying alternative solutions as they construct their artwork.</i></p> <p>Lesson 4 – Creative Concepts To plan an installation that communicates an idea. <i>Designing an installation with a strong concept; considering how the space chosen, materials used and arrangements of elements affect the viewer.</i></p> <p>Lesson 5 – Viewer Experience To apply their knowledge of installation art and develop ideas into a finished piece. <i>Learning how art installations can be interactive and applying this to their own artwork, presenting their final ideas and showing how the viewer will experience their installation.</i></p>	
2	<p><u>Drawing: I Need Space</u></p> <p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> * Understand and explain what retrofuturism is. * Participate in discussions and offer ideas. * Evaluate images using simple responses, sometimes using formal elements to extend ideas. * Provide plausible suggestions for how a piece was created. * Comfortably use different stimuli to draw from. 	<p>cold war collagraph collagraphy composition culture decision develop</p>


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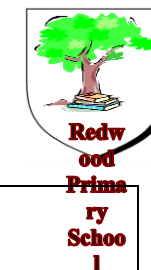
	<p>an outcome.</p> <p>Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements</p>	<ul style="list-style-type: none"> * Use past knowledge and experience to explore a range of drawing processes. * Select and place textures to create a collagraph plate, applying an understanding of the material which may be supported by testing. * Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. * Generate a clear composition idea for a final piece that shows how it will be drawn. * Apply confident skills to make an effective collagraph print. * Independently select tools and drawing techniques, with some guidance. * Demonstrate growing independence, discussing ways to improve work. <p>Lesson 1 – Space Imagery To explore the purpose and effect of imagery. <i>Looking at illustrations from the ‘Space race’ era; exploring how imagery was used and how it influenced art and design; learning the term retrofuturism and evaluating images using knowledge of the formal elements.</i></p> <p>Lesson 2 – Drawing Decisions To understand and explore decision making in creative processes. <i>Exploring art created using different processes and considering artist decisions; using sketchbooks to explore drawing through line, tone, shape and textures; experimenting with materials and tools.</i></p> <p>Lesson 3 – Teis Albers To develop drawn ideas through printmaking. <i>Gaining inspiration from Teis Albers’ piece ‘Moonwalk’; considering how drawing can be developed through printmaking and creating a collagraph printing plate.</i></p> <p>Lesson 4 – A Vision of the Future To test and develop ideas using sketchbooks.</p>	<p>evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique</p>
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		<p><i>Thinking about what the future might look like; planning futuristic artworks and printing a background using collagraph plates made in the previous lesson.</i></p> <p>Lesson 5 – Revisiting Ideas To apply an understanding of drawing processes to revisit and improve ideas. <i>Reflecting on and revisiting sketchbooks ideas; creating a final piece by drawing their vision of the future onto the collagraph printed backgrounds.</i></p>	
3	<p><u>Painting and Mixed Media: Portraits</u></p> <p>Generating ideas: Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their</p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> * Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. * Try a variety of materials and compositions for the backgrounds of their drawings. * Communicate to their partner what kind of photo portrait they want. * Try a variety of materials and compositions for the backgrounds of their drawings. * Communicate to their partner what kind of photo portrait they want. * Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. * Create a successful print. * Use some Art vocabulary to talk about and compare portraits. * Identify key facts using a website as a reference. * Explain their opinion of an artwork. * Experiment with materials and techniques when adapting their photo portraits. * Create a self-portrait that aims to represent something about them. * Show they considered the effect created by their choice of materials and composition in their final piece. 	<p>art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer</p>

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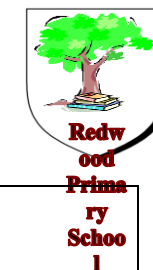
	<p>understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Lesson 1 – Poem Portrait To explore how a drawing can be developed. <i>Extending a drawn self-portrait and exploring how a background can change the finished effect.</i></p> <p>Lesson 2 – Developing Drawings To combine materials for effect <i>Taking portrait photographs ready for use in later lessons and developing drawings into finished prints using a range of techniques, including monoprints.</i></p> <p>Lesson 3 – Self-Portraits To identify the features of self-portraits. <i>Extending ideas from Lessons 1 and 2, learning about the purpose of self-portraits and comparing work by a range of artists in different mediums, including mixed-media.</i></p> <p>Lesson 4 – Changing Faces To develop ideas towards an outcome by experimenting with materials and techniques <i>Considering how a self-portrait could represent something important about an artist; experimenting with materials and techniques, and recording ideas in sketchbooks.</i></p> <p>Lesson 5 – Mixed-Media Portraits To apply knowledge and skills to create a mixed media self-portrait. <i>Concluding their investigation of portrait by evaluating ideas and giving feedback, then creating finished self-portraits in their chosen materials.</i></p>	
Year Six	Curriculum Objective	Knowledge/Activity	Vocab
1	<p><u>Craft and Design: Photo Opportunity</u></p> <p>Generating ideas: Draw upon their experience of creative work and their research to develop their</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> * Explain how a new image can be created using a combination of other images. * Understand what photomontage is and recognise how artists use photography. 	<p>album arrangement cityscape composition Dada</p>


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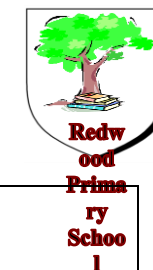
	<p>own starting points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist choose to use art in this way. Independently use their knowledge of</p>	<ul style="list-style-type: none"> * Select relevant images and cut them with confidence and a level of control. * Demonstrate a competent knowledge of effective composition, discussing their ideas. * Use recording devices and available software with confidence. * Demonstrate a confident understanding of Edward Weston's style through their artistic choices. * Discuss the features of a design, e.g. explaining what is effective about a composition. * Select a suitable range of props, considering the design brief and their initial ideas. * Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. * Use editing software to change their image, reflecting an artist's style. * Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. * Set up a composition and think about a space that will provide good lighting levels. * Take a portrait that is focused and appropriately framed. * Draw an accurately measured grid, with some support, understand how it can support them with their drawing. * Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. * Create a final painting or drawing with tonal differences that create a photo-realistic effect. <p>Lesson 1 – Photomontage To apply an understanding of composition to create an effective photomontage advertising poster. <i>Creating a cityspace photomontage advertising poster inspired by Hannah Hoch, Chris Plowman and Graham Holland.</i></p> <p>Lesson 2 – Macro Photography To apply an understanding of abstract art through photography.</p>	<p>digital editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation software</p>
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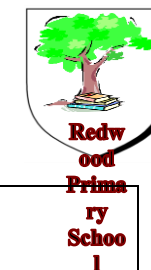
	<p>tools, materials and processes to try alternative solutions and make improvements to their work.</p> 	<p><i>Using macro photography and the work of Edward Weston to create abstract photographic art.</i></p> <p>Lesson 3 – Digital Art To demonstrate an understanding of design choices using digital photography techniques. <i>Making design decisions to compose and edit an interesting photographic composition for a music album cover.</i></p> <p>Lesson 4 – Recreating Paintings To apply an understanding of photography to design and recreate a famous painting. <i>Using photography skills to make design choices to accurately and creatively recreate a famous painting through photography.</i></p> <p>Lesson 5 – Photorealistic Self-Portraits To demonstrate observation and proportion to create art in a photorealistic style. <i>Exploring the work of photorealistic artists and recreating photographic portraits using a grid drawing techniques.</i></p>	
2	<p><u>Drawing: Make My Voice Heard</u></p> <p>Generating ideas: Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of</p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> * Collect a good range of imagery, adding annotated notes and sketches. * Make relevant comparisons between different styles of art. * Use tools effectively to explore a range of effects. * Respond to the meaning of a spirit animal through drawing. * Generate symbols that reflect their likes and dislikes with little support. * Create a tile that is full of pattern, symbols and colours that represents themselves. * Discuss ideas to create light and dark through drawing techniques. * Explain the term chiaroscuro. * Apply chiaroscuro to create light and form through a tonal drawing. 	<p>aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerrilla imagery impact interpretation mark making Maya Mayan</p>



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	<p>stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. * Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention. Explain how art can be created to cause reaction and impact and be able to consider why an artist choose to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Discuss how art is sometimes used to communicate social, political, or environmental views.</p>	<ul style="list-style-type: none"> * Understand the impact of using techniques for effect. * Participate in a discussion that examines the similarities and differences between different styles of art. * Form their own opinions about what art is, justifying their ideas. * Identify a cause and decide what message they want to convey. * Understand artist's choices to convey a message/ * Review sketchbook and creative work to develop a drawn image. * Review and revisit ideas to develop their work. <p>Lesson 1 – Experimental Mark Making To explore expressive drawing techniques. <i>Exploring the patterns, colour and symbols of Maya art and recording findings through experimental and expressive mark making using handmade tools and new surfaces.</i></p> <p>Lesson 2 – Symbolic Imagery To consider how symbolisms in art can convey meaning. <i>Combining inspiration from the Maya and the style of modern artist, Dan Fenelon, children develop spirit companion symbols to represent themselves by creating a drawn tile of line, pattern and colour.</i></p> <p>Lesson 3 – Chiaroscuro To apply understanding of the drawing technique chiaroscuro. <i>Learning about the drawing and painting technique of chiaroscuro and applying understanding of using light and dark to create form and impact in Maya-inspired word art.</i></p> <p>Lesson 4 – Street Art To evaluate the context and intention of street art. <i>Questioning the purpose and place of street art; planning a drawing with an important message.</i></p> <p>Lesson 5 – Powerful Imagery To apply an understanding of impact and effect to create a powerful image.</p>	<p>mural representative street art symbol symbolic technique tonal tone</p>
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	 	<p><i>Applying techniques, skills and inspiration from artists studied and considering how to apply symbolism, colour, pattern, line and tone for effect to impact their audience, children create a powerful drawn image to convey a message on a subject that they feel passionate about.</i></p>	
<p>3</p>	<p>Sculpture and 3D: Making Memories</p> <p>Generating ideas: Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical</p>	<p>Unit Outcomes</p> <ul style="list-style-type: none"> * Discuss the work of artists that appreciate different artistic styles. * Create a sculpture to express themselves in a literal and symbolic way. * Reflect verbally or in writing about creative decisions. * Suggest ways to represent memories through imagery, shapes and colours. * Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. * Competently use scissors to cut shapes accurately. * Talk about artists' work and explain what they might use in their own work. * Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. * Successfully translate plans to a 3D sculpture. * Work mostly independently, experimenting and trying new things. * Identify and make improvements to their work. * Produce a completed sculpture demonstrating experimentation, originality and technical competence. * Competently reflect on successes and personal development. <p>Lesson 1 – Exploring Self To analyse how art can explore the concept of self. <i>Recognising how art can be a part of our identity; exploring how art can be used to express memories and self.</i></p>	<p>assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation sculpture self symbolic tradition</p>

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	<p>context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist choose to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.</p> <p>Art can represent abstract concepts, like memories and experiences.</p> <p>Sometimes people make art to create reactions.</p> <p>People use art as a means to reflect on their unique characteristics.</p>	<p>Lesson 2 – Relief Sculptures To explore sculptural techniques. <i>Developing memories of primary school into abstract relief cardboard sculptures inspired by Louise Nevelson.</i></p> <p>Lesson 3 – Memory Museum To use creative experience to develop ideas and plan a sculpture. <i>Developing ideas for a memory box sculpture, drawing upon artist inspiration and personal memories.</i></p> <p>Lesson 4 – Memory Sculpture To apply an understanding of materials and techniques to work in 3D. <i>Creating a sculpture depicting personal primary school memories, demonstrating experimentation, originality, technical competence and craftsmanship.</i></p> <p>Lesson 5 – Complete and Reflect To problem solve, evaluate and refine artwork to achieve a chosen outcome. <i>Pupils complete their box sculptures, reflecting on the making process and their personal development as artists.</i></p>	
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