



The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools

Executive Headteacher – Mrs Marie Mann

Blessed is the one who trusts in the Lord, whose confidence is in him.
 They will be like a tree planted by the water that sends out its roots by the stream.
 It does not fear when heat comes; its leaves are always green.
 It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

A PLACE TO LEARN, LOVE & GROW

Art Long Term Plan

Cycle A	Autumn	Spring	Summer
EYFS	All about Me! Let's Celebrate	Ticket to Ride Come Outside!	Amazing Animals Fun at the Seaside
Year 1 & 2	<p>Formal Elements of Art</p> <p><u>Shape</u>: Experimenting with composition, children create a piece of abstract art inspired by artist Beatriz Milhazes</p> <p><u>Line</u>: Children arrange pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist Bridget Riley. Building on their learning of line, children listen to music and work expressively with a variety of media, to create a single large piece of art, inspired by water, David Hockney and Vija Celmins</p> <p><u>Colour</u>: Through play-dough, children are introduced to the primary colours of red, blue and yellow and learn how they can be mixed to make secondary colours. Children put into practice their understanding of colour mixing to recreate their own versions of the artwork '0-9' by artist Jasper Johns</p>	<p>Art and Design Skills</p> <p><u>Shading</u>: Working in the style of Nancy McCroskey's mural, 'Suite in Black, White and Grey', children draw six boxes, filling each with a line that starts at one edge and finishes at another, then experiment with tone by shading the different areas they have made</p> <p><u>Clay</u>: Developing their sculpting and modelling skills, children experiment with using different objects to create interesting textures on the surface of a clay tile Clarice Cliff</p> <p><u>Plates</u>: Using a paper plate, children recreate their own designs of Clarice Cliffs 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design</p> <p><u>Weaving</u>: Children learn the craft of weaving, overlapping coloured strips of paper to create a checkerboard, then selecting a shape to overlay onto the weave and decorating</p>	<p>Human Form</p> <p><u>Exploring how bodies and faces are portrayed in art</u></p> <p><u>Artists</u>: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure. Looking at the work of Damien Hirst, Julian Opie and Edina Bridgeman</p> <p><u>Sculpture and Mixed Media</u>: Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein</p>
Year 3 & 4	<p>Formal Elements of Art</p> <p><u>TEXTURE</u>: Charcoal Mark Making Creating drawing to represent words and phrases</p> <p><u>TEXTURE & PATTERN</u>: Playdough Printing Working with clay tools and creating prints</p> <p><u>PATTERN</u>: Stamp Printing Making stamps from geometric shapes to create prints</p> <p><u>PATTERN</u>: Reflection & Symmetry creating patterns using symmetry and reflection</p> <p><u>PATTERN</u>: Flower of Life Printing Creating a geometric pattern with a compass</p>	<p>Art and Design Skills</p> <p><u>Learning about</u>...The role of a curator in an art gallery</p> <p><u>Design</u>: Optical Illusions Creating an image using a form of printing</p> <p><u>Design</u>: Willow Pattern Creating a chinoiserie plate design</p> <p><u>Craft</u>: Soap Sculptures Creating 3D sculptures inspired by Barbara Hepworth</p> <p><u>Drawing</u>: Still Life Still Life drawing</p> <p><u>Painting</u>: Painting in the style of the artist Paul Cezanne</p>	<p>Every Picture Tells a Story</p> <p><u>Analysing famous artists'</u> work: David Hockney Paula Rego Edward Hopper Brueghel Fiona Rae</p> <p><u>Sculpture</u>: Making 3D forms from found and recycled materials</p>
Year 5 & 6	<p>Art & Design Skills</p> <p>1.Painting: Impressionism Investigating great impressionists paintings</p> <p>2.Drawing: Zentangle Patterns Using drawing for relaxation</p> <p>3.Craft: Zentangle Printing Creating repeating patterns using their zentangle designs</p> <p>4.Design: Making a Hat</p> <p>5.Learning About...the work of Edward Hopper</p>	<p>Make My Voice Heard</p> <p>Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry</p> <p>Photography: Creating fun and inspirational art using photography, photomontage and drawing methods</p>	<p>Still Life (Example theme:Y6 Memory Box) Using a range of drawing techniques to create personal interpretations of familiar objects and memories</p>

Cycle B	Autumn	Spring	Summer
EYFS	All about Me! Let's Celebrate	Ticket to Ride Come Outside!	Amazing Animals Fun at the Seaside
Year 1 & 2	<p>Formal Elements of Art <u>Pattern, Texture, Tone</u> <u>Pattern:</u> create printed patterns using everyday objects <u>Texture:</u> take rubbings using different media. Children will be introduced to the idea of 'frottage' and look at the work of Max Ernst. <u>Tone:</u> make drawings three dimensional using pencil, pastel and chalk.</p>	<p>Art and Design Skills <u>Artist study:</u> Louis Wain <u>Colour mixing:</u> By mixing different hues of blue and yellow, children fill an outline of their hand with varying shades of green, decorating their piece with dots, zigzags, stripes, wavy lines and shapes <u>Printing:</u> Children develop their printing skills, creating an impressive print using shaving foam. Subject matter will be linked to a curriculum theme. <u>Experimenting with media:</u> inspired by famous abstract artists, including Kandinsky, children draw around and overlap 2D shapes to create an abstract composition, filling each shape with a different colour and medium. <u>Lego printing:</u> Children use lego to create their own prints; painting and stamping their blocks to create patterns, pictures and letters, using a variety of colours and sizes and explaining the choices they make</p>	<p>Landscapes Using Different Media <u>Seaside Landscape:</u> Focusing on composition, children consider where to place the horizon and tide lines within their artwork, inspired by Renoir, Sorolla and Peder Severin Krøyer <u>Beach Textures:</u> Pupils use a range of materials, from cardboard to foil, to replicate the textures found at the seaside <u>Shades and Colours of the Sea:</u> Using watercolours, pupils create different tints, shades and hues to paint the background of their seaside scene <u>Painting over Texture:</u> Over the top of their textured background, children add colour using poster paints to complete their pictures Sculptures and Collages (Y1)</p>
Year 3 & 4	<p>Formal Elements of Art SHAPE: Seeing Simple Shapes: identifying, drawing and labelling shapes around school SHAPE: geometry, Identifying geometric shapes within an object and sketching SHAPE: Working with Wire – creating a wire sculpture TONE: The four rules of shading, TONE: Shading from light to dark</p>	<p>Prehistoric Art Drawing, painting and working with charcoal Painting animal designs inspired by cave artists including class creation and making paints Craft: a variety of craft, design and collage activities</p>	<p>Art and Design Skills Craft and Design: craft puppets Painting: Tints and Shades Drawing: Drawing toys from observation Artist study: Carl Giles</p>
Year 5 & 6	<p>Every Picture Tells a Story Analysing famous artists' works Creating art with messages using cultural art forms. Artists: Banksy, Andy Warhol, John Singer Sargent, Magdalene Odunda.</p>	<p>Art and Design Skills 1&2.Packaging Collage Studying familiar packaging to inspire art 3.Drawing: Picture the Poet Creating visual representations of poetry 4.Drawing: A Walking Line Drawing using observation, imagination and creativity 5.Design: Little Inventors Designing a new invention 6.Learning About...How Artists Work Creating original art</p>	<p>Formal Elements of Art: Architecture 1.House Drawing- Drawing from observation 2.House Monoprints Creating a monoprint from observation 3.Hundertwasser House Transforming buildings in a style inspired by the artist Hundertwasser 4.Be an Architect Designing a building in an architectural style 5.Monument Designing a monument to symbolize a building in an architectural style</p>

Expressive Arts and Design (Art)	Development Matters (Guidance)	ELG (Statutory Framework)	How this achieved in EYFS	Knowledge, skills and vocabulary: By the end of EYFS the children will know...
	<p>Reception:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources 	<p>ELG Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. <p>UTW: The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>General learning throughout the year linked to topics (All about Me!, Let's Celebrate, Ticket To Ride, Come Outside!, Amazing Animals, Fun at the Seaside)</p> <ul style="list-style-type: none"> Exploring colour mixing – colour wheels Harvest – create fruit baskets using colour mixing skills. Teach the children how to use the brushes correctly and how to wash them. Self portraits / loose art faces. Draw and paint family members. Draw a friend. Use mirrors to look at features. – explore expressions. Making creations through food e.g. Gingerbread men Exploring the artwork of Kandinsky, Van Gogh, Andy Goldsworthy, African Art Creating our own props and performing puppet plays based on familiar stories. Still life observational drawings of Autumnal objects Transient art – Art without Glue using a variety of resources both natural and man - made. Inspired by Autumn & Andy Goldsworthy Fireworks – watch videos, represent using diff media/ large and small body movements, junk modelling. Learn to draw and make models of different vehicles – look at a variety of vehicles that help us. (emergency services) Winter Christmas themed art – snowmen, cards, decorations Brian Pollard – lighthouses Look at and explore art from around the world. (Hot and Cold climates) Jubilee Celebrations - Draw Buckingham palace, flags and the queen. London landmarks Mini beasts – clay/salt dough models / symmetry / observational drawings of insects / transient art. Create group weaving to represent the sea. (Outdoor using natural objects) Under the sea collage Make pirate ships. (Link to floating and sinking) <p>General learning throughout the year</p> <ul style="list-style-type: none"> Child-led activities Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale. <p>Craft Area enables children to self -select resources that they need / want to test out including masking tape and glue to join.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Know that when I mix two colours it makes a different colour. Know how to match the colours I see to what I want to represent. Know how to use paint tools with care and precision. Know red and blue makes purple. Know yellow and blue makes green. Know red and yellow makes orange. Know that artists create works of art. Be able to talk about what I see in a picture or piece of art. Know how to use a paint brush and pallet. Know how to draw a simple face. Be able to talk about my artwork. Know that materials can be joined / mixed to create interesting effects. Draw the things I see around me, making simple representations. <p>Skills:</p> <p>Use drawings and marks to illustrate well known nursery rhymes.</p> <p>Explore different materials through play.</p> <p>Explore printing with natural objects.</p> <p>To learn about pattern through relief printing.</p> <p>To name the primary and secondary colours.</p> <p>Experiment with different brushes and strokes.</p> <p>Mix colours.</p> <p>Explore ideas and collect information.</p> <p>Describe differences and similarities and make links to their own work.</p> <p>Try different materials and methods to improve.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Colour, paint, mix, water, blend, change, light, dark, pallet, brush. shade Portrait, features, line, shade, texture, detail, shape. Design, create, make, join observe, Artist, <p>Pens, pencils, crayons, pastels, poster paint, watercolours, chalk, clay, wool, material</p>

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
Curriculum Progression Key Stage 1

Cycle A	Autumn Term	Spring Term	Summer Term
<p>Topic Overview</p>	<p>Formal Elements of Art Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water. <u>Shape:</u> Experimenting with composition, children create a piece of abstract art inspired by artist Beatriz Milhazes <u>Line:</u> Children arrange pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist Bridget Riley. Building on their learning of line, children listen to music and work expressively with a variety of media, to create a single large piece of art, inspired by water, David Hockney and Vija Celmins <u>Colour:</u> Through play-dough, children are introduced to the primary colours of red, blue and yellow and learn how they can be mixed to make secondary colours. Children put into practice their understanding of colour mixing to recreate their own versions of the artwork '0-9' by artist Jasper Johns</p>	<p>Art and Design Skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes <u>Shading:</u> Working in the style of Nancy McCroskey's mural, 'Suite in Black, White and Grey', children draw six boxes, filling each with a line that starts at one edge and finishes at another, then experiment with tone by shading the different areas they have made <u>Clay:</u> Developing their sculpting and modelling skills, children experiment with using different objects to create interesting textures on the surface of a clay tile Clarice Cliff <u>Plates:</u> Using a paper plate, children recreate their own designs of Clarice Cliffs 'Circle Tree' plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design <u>Weaving:</u> Children learn the craft of weaving, overlapping coloured strips of paper to create a checkerboard, then selecting a shape to overlay onto the weave and decorating</p>	<p>Human Form Exploring how bodies and faces are portrayed in art: looking at works of art, creating collages, drawing portrait, creating a peg figure and collage. <u>Exploring how bodies and faces are portrayed in art</u> <u>Artists:</u> looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure. Looking at the work of Damien Hirst, Julian Opie and Edina Bridgeman <u>Sculpture and Mixed Media:</u> Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein</p>
<p>Key knowledge and skills</p>	<p>Year 1 Making Skills Drawing: Explore mark making, experiment with drawing lines and use 2D shapes to draw. Painting: Develop skill and control when painting. Paint with expression. Craft, design, materials and techniques: Learn a range of materials and techniques such as clay, sketching, printing and collage. Generating Ideas Sketch Books: Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Creating original artwork: Explore and create ideas for purposes and intentions. Formal Elements Form: Learn about form and space through making sculptures and developing language. Pattern: Understand patterns in nature, design and make patterns in a range of materials. Texture: Use materials to create textures. Tone: Understand what tone is and how to apply this to their own work. Shape: Identify, describe and use shape for purpose. Line: Use, express and experiment with line for purpose, then use appropriate language to describe lines. Colour: 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. Evaluating Identifying similarities and differences to others' work: Recognise and describe key features of their own and other's work. Reflecting: Describe what they feel about their work and the art of others. Knowledge of artists (Year 1 & 2) Beatriz Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal, Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla, Kroyer (Landscape) Louise Bourgeois (Sculpture) Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Damien Hirst (Drawing) Julian Opie (Portraits) Edwina Bridgeman</p>		

	<p>Year 2</p> <p>Making Skills</p> <p>Drawing: Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Painting: Further improve skill and control when painting. Paint with creativity and expression.</p> <p>Craft, design, materials and techniques: Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p> <p>Generating Ideas</p> <p>Sketch Books: Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Creating original artwork: Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</p> <p>Formal Elements</p> <p>Form: Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Pattern: Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p>Texture: Identify and describe different textures. Select and use appropriate materials to create textures.</p> <p>Tone Experiment with pencils to create tone. Use tone to create form when drawing. Shape: Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p>Line: Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>Colour: Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>Evaluating</p> <p>Identifying similarities and differences to others' work: Compare other's work, identifying similarities and differences.</p> <p>Reflecting: Describe choices and preferences using the language of art.</p> <p>Knowledge of artists (Year 1 & 2)</p> <p>Beatriz Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal, Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla, Kroyer (Landscape) Louise Bourgeois (Sculpture) Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Damien Hirst (Drawing) Julian Opie (Portraits) Edwina Bridgeman</p>
<p>Vocabulary</p>	<p><i>Year 1</i></p> <p><i>Formal elements of art</i></p> <p>abstract, composition, modern art, op art, optical illusion, photorealism, pop art, primary colours, secondary colours, shape</p> <p><i>Art and design skills</i></p> <p>2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing, shade, tudor-style house</p> <p><i>Landscapes using different media</i></p> <p>figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones</p> <p><i>Sculptures and collages</i></p> <p>bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile</p>
	<p><i>Year 2</i></p> <p><i>Formal elements of art</i></p> <p>tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, dada, surrealism, pop art</p> <p><i>Art and design skills</i></p> <p>air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone</p> <p><i>Human form</i></p> <p>choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism</p> <p><i>Sculpture and mixed media</i></p> <p>blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture</p>

Cycle B	Autumn Term	Spring Term	Summer Term
Topic Overview	<p>Formal Elements of Art Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.</p> <p><u>Pattern, Texture, Tone</u> <u>Pattern:</u> create printed patterns using everyday objects <u>Texture:</u> take rubbings using different media. Children will be introduced to the idea of 'frottage' and look at the work of Max Ernst. <u>Tone:</u> make drawings three dimensional using pencil, pastel and chalk.</p>	<p>Art and Design Skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.</p> <p><u>Artist study:</u> Louis Wain <u>Colour mixing:</u> By mixing different hues of blue and yellow, children fill an outline of their hand with varying shades of green, decorating their piece with dots, zigzags, stripes, wavy lines and shapes <u>Printing:</u> Children develop their printing skills, creating an impressive print using shaving foam. Subject matter will be linked to a curriculum theme. <u>Experimenting with media:</u> inspired by famous abstract artists, including Kandinsky, children draw around and overlap 2D shapes to create an abstract composition, filling each shape with a different colour and medium. <u>Lego printing:</u> Children use lego to create their own prints; painting and stamping their blocks to create patterns, pictures and letters, using a variety of colours and sizes and explaining the choices they make</p>	<p>Landscapes Using Different Media Experimenting with different art materials to create texture. Example theme: The seaside or Castles. <u>Seaside Landscape:</u> Focusing on composition, children consider where to place the horizon and tide lines within their artwork, inspired by Renoir, Sorolla and Peder Severin Krøyer <u>Beach Textures:</u> Pupils use a range of materials, from cardboard to foil, to replicate the textures found at the seaside <u>Shades and Colours of the Sea:</u> Using watercolours, pupils create different tints, shades and hues to paint the background of their seaside scene <u>Painting over Texture:</u> Over the top of their textured background, children add colour using poster paints to complete their pictures Sculptures and Collages (Y1)</p>
Key knowledge and skills	<p>Year 1 <u>Making Skills</u> Drawing: Explore mark making, experiment with drawing lines and use 2D shapes to draw. Painting: Develop skill and control when painting. Paint with expression. Craft, design, materials and techniques: Learn a range of materials and techniques such as clay, sketching, printing and collage. <u>Generating Ideas</u> Sketch Books: Use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Creating original artwork: Explore and create ideas for purposes and intentions. <u>Formal Elements</u> Form: Learn about form and space through making sculptures and developing language. Pattern: Understand patterns in nature, design and make patterns in a range of materials. Texture: Use materials to create textures. Tone: Understand what tone is and how to apply this to their own work. Shape: Identify, describe and use shape for purpose. Line: Use, express and experiment with line for purpose, then use appropriate language to describe lines. Colour: 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. <u>Evaluating</u> Identifying similarities and differences to others' work: Recognise and describe key features of their own and other's work. Reflecting: Describe what they feel about their work and the art of others. <u>Knowledge of artists (Year 1 & 2)</u> Beatriz Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal, Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla, Kroyer (Landscape) Louise Bourgeois (Sculpture) Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Damien Hirst (Drawing) Julian Opie (Portraits) Edwina Bridgeman</p>		

	<p>Year 2</p> <p>Making Skills</p> <p>Drawing: Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p> <p>Painting: Further improve skill and control when painting. Paint with creativity and expression.</p> <p>Craft, design, materials and techniques: Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p> <p>Generating Ideas</p> <p>Sketch Books: Use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Creating original artwork: Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.</p> <p>Formal Elements</p> <p>Form: Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.</p> <p>Pattern: Learn a range of techniques to make repeating and non-repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p>Texture: Identify and describe different textures. Select and use appropriate materials to create textures.</p> <p>Tone Experiment with pencils to create tone. Use tone to create form when drawing. Shape: Compose geometric designs by adapting the work of other artists to suit their own ideas.</p> <p>Line: Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>Colour: Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>Evaluating</p> <p>Identifying similarities and differences to others' work: Compare other's work, identifying similarities and differences.</p> <p>Reflecting: Describe choices and preferences using the language of art.</p> <p>Knowledge of artists (Year 1 & 2)</p> <p>Beatriz Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal, Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla, Kroyer (Landscape) Louise Bourgeois (Sculpture) Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Damien Hirst (Drawing) Julian Opie (Portraits) Edwina Bridgeman</p>
<p>Vocabulary</p>	<p><i>Year 1</i></p> <p><i>Formal elements of art</i></p> <p><i>abstract, composition, modern art, op art, optical illusion, photorealism, pop art, primary colours, secondary colours, shape</i></p> <p><i>Art and design skills</i></p> <p><i>2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing, shade, tudor-style house</i></p> <p><i>Landscapes using different media</i></p> <p><i>figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones</i></p> <p><i>Sculptures and collages</i></p> <p><i>bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile</i></p>
	<p><i>Year 2</i></p> <p><i>Formal elements of art</i></p> <p><i>tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, dada, surrealism, pop art</i></p> <p><i>Art and design skills</i></p> <p><i>air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone</i></p> <p><i>Human form</i></p> <p><i>choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism</i></p> <p><i>Sculpture and mixed media</i></p> <p><i>blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture</i></p>

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
Curriculum Progression Year 3 & 4

Cycle A	Autumn Term	Spring Term	Summer Term
Topic Overview	<p>Formal Elements of Art Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient geometric pattern. <u>TEXTURE</u>: Charcoal Mark Making Creating drawing to represent words and phrases <u>TEXTURE & PATTERN</u>: Playdough Printing Working with clay tools and creating prints <u>PATTERN</u>: Stamp Printing Making stamps from geometric shapes to create prints <u>PATTERN</u>: Reflection & Symmetry creating patterns using symmetry and reflection <u>PATTERN</u>: Flower of Life Printing Creating a geometric pattern with a compass</p>	<p>Art and Design Skills Developing: design, drawing, craft, painting skills – creating an optical illusion print, making a plate in the famous willow pattern, carving soap, still life drawing, painting and mixing colours in the style of Paul Cézanne and learning about the role of a 'curator' <u>Learning about...</u>The role of a curator in an art gallery <u>Design</u>: Optical Illusions Creating an image using a form of printing <u>Design</u>: Willow Pattern Creating a chinoiserie plate design <u>Craft</u>: Soap Sculptures Creating 3D sculptures inspired by Barbara Hepworth <u>Drawing</u>: Still Life Still Life drawing <u>Painting</u>: Painting in the style of the artist Paul Cezanne</p>	<p>Every Picture Tells a Story Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art inspired by the work explored. <u>Analysing famous artists' work</u>: David Hockney Paula Rego Edward Hopper Brueghel Fiona Rae <u>Sculpture</u>: Making 3D forms from found and recycled materials</p>
Key knowledge and skills	<p>Year 3 <u>Making Skills</u> Drawing: Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Painting: Increase skill and control when painting. Apply greater expression and creativity to own paintings. Craft, design, materials and techniques: Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. <u>Generating Ideas</u> Sketch Books: Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments Creating original artwork: Create personal artwork using the artwork of others to stimulate them. <u>Formal Elements</u> Form: Further develop their ability to describe 3D form in a range of materials, including drawing. Pattern: Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Texture: Analyse and describe texture within artists' work Tone: Develop skill and control when using tone. Learn and use simple shading rules. Shape: Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials Line: Express and describe organic and geometric forms through different types of line. Colour: Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. <u>Evaluating</u> Identifying similarities and differences to others' work: Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflecting: Reflecting on their own work in order to make improvements. <u>Knowledge of artists (Year 3 & 4)</u> Carl Giles (Drawing) Diego Velazquez (Tone) Puppets Prehistoric Artists, Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth</p> <p>Year 4 <u>Making Skills</u> Drawing: Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Painting: Develop skill and control when painting. Paint with expression. Analyse painting by artists. Craft, design, materials and techniques: Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. <u>Generating Ideas</u> Sketch Books: Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p>		

Creating original artwork: 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.

Formal Elements

Form: Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.

Pattern: Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.

Texture: Analyse and describe texture within artists' work.

Tone 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.

Shape: Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.

Line: Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.

Colour: Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.

Evaluating

Identifying similarities and differences to others' work: Build a more complex vocabulary when discussing your own and others' art.

Reflecting: Reflecting on their own work in order to make improvements.

Knowledge of artists (Year 3 & 4)

Carl Giles (Drawing) Diego Velazquez (Tone) Puppets Prehistoric Artists, Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth

Vocabulary

Year 3

Formal elements of art

3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone

Art and design skills

cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone

Prehistoric art

cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone

Craft

interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft

Year 4

Formal elements of art

2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture

Art and design skills

lenticular lens, optical illusion, score, sequential order, thematic

Every picture tells a story

abstract, narrative, pop art, preparatory drawing, re-enact

Sculpture

composition, contrast, crotchet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, wax resist

Cycle B	Autumn Term	Spring Term	Summer Term
<p>Topic Overview</p>	<p>Formal Elements of Art Exploring shape and tone – identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark SHAPE: Seeing Simple Shapes: identifying, drawing and labelling shapes around school SHAPE: geometry, Identifying geometric shapes within an object and sketching SHAPE: Working with Wire – creating a wire sculpture TONE: The four rules of shading, TONE: Shading from light to dark</p>	<p>Prehistoric Art Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past Drawing, painting and working with charcoal Painting animal designs inspired by cave artists including class creation and making paints Craft: a variety of craft, design and collage activities</p>	<p>Art and Design Skills Design, drawing, craft, painting and art appreciation – creating puppets, drawing from observation, learning the difference between a tint and a shade and creating a version of a cartoon drawn by a famous illustrator Craft and Design: craft puppets Painting: Tints and Shades Drawing: Drawing toys from observation Artist study: Carl Giles</p>
<p>Key knowledge and skills</p>	<p>Year 3 <u>Making Skills</u> Drawing: Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Painting: Increase skill and control when painting. Apply greater expression and creativity to own paintings. Craft, design, materials and techniques: Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. <u>Generating Ideas</u> Sketch Books: Use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments Creating original artwork: Create personal artwork using the artwork of others to stimulate them. <u>Formal Elements</u> Form: Further develop their ability to describe 3D form in a range of materials, including drawing. Pattern: Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Texture: Analyse and describe texture within artists’ work Tone: Develop skill and control when using tone. Learn and use simple shading rules. Shape: Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials Line: Express and describe organic and geometric forms through different types of line. Colour: Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. <u>Evaluating</u> Identifying similarities and differences to others’ work: Discuss own and other’s work using an increasingly sophisticated use of art language (formal elements). Reflecting: Reflecting on their own work in order to make improvements. <u>Knowledge of artists (Year 3 & 4)</u> Carl Giles (Drawing) Diego Velazquez (Tone) Puppets Prehistoric Artists, Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth</p> <p>Year 4 <u>Making Skills</u> Drawing: Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Painting: Develop skill and control when painting. Paint with expression. Analyse painting by artists. Craft, design, materials and techniques: Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. <u>Generating Ideas</u> Sketch Books: Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Creating original artwork: 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. <u>Formal Elements</u> Form: Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</p>		

Pattern: Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.
Texture: Analyse and describe texture within artists' work.
Tone 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.
Shape: Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.
Line: Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.
Colour: Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.
Evaluating
Identifying similarities and differences to others' work: Build a more complex vocabulary when discussing your own and others' art.
Reflecting: Reflecting on their own work in order to make improvements.
Knowledge of artists (Year 3 & 4)
 Carl Giles (Drawing) Diego Velazquez (Tone) Puppets Prehistoric Artists, Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp El Anatsui Barbara Hepworth

Vocabulary

<i>Year 3</i>
Formal elements of art
3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone
Art and design skills
cartoonist, character, minimal, opaque, puppet, sketching, style, three-dimensional, tint, tone
Prehistoric art
cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone
Craft
interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft

<i>Year 4</i>
Formal elements of art
2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture
Art and design skills
lenticular lens, optical illusion, score, sequential order, thematic
Every picture tells a story
abstract, narrative, pop art, preparatory drawing, re-enact
Sculpture
composition, contrast, crotchet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, wax resist

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools
Curriculum Progression Year 5 & 6

Cycle A	Autumn Term	Spring Term	Summer Term
Topic Overview	<p>Art & Design Skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper</p> <p>1.Painting: Impressionism Investigating great impressionists paintings 2.Drawing: Zentangle Patterns Using drawing for relaxation 3.Craft: Zentangle Printing Creating repeating patterns using their zentangle designs 4.Design: Making a Hat 5.Learning About...the work of Edward Hopper</p>	<p>Make My Voice Heard Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry Photography: Creating fun and inspirational art using photography, photomontage and drawing methods</p>	<p>Still Life (Example theme:Y6 Memory Box) In this topic, pupils revisit their still life skills, creating a variety of pieces influenced by different artists and using a range of mediums. They use charcoal, erasers and paint to depict their chosen composition of special objects before using them to construct a memory box to showcase their work. Using a range of drawing techniques to create personal interpretations of familiar objects and memories</p>
Key knowledge and skills	<p>Year 5 <u>Making Skills</u> Drawing: Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Painting: Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Craft, design, materials and techniques: Create mixed media art using found and reclaimed materials. Select materials for a purpose. <u>Generating Ideas</u> Sketch Books: Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Creating original artwork: Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. <u>Formal Elements</u> Form: Further extend their ability to describe and model form in 3D using a range of materials. Pattern: Construct patterns through various methods to develop their understanding Texture: Using texture within drawings to show careful observation and understanding of illustrating different surfaces. Tone: Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Shape: Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Line: Extend and develop a greater understanding of applying expression when using line. Colour: Select and mix more complex colours to depict thoughts and feelings. <u>Evaluating</u> Identifying similarities and differences to others' work: Develop a greater understanding of vocabulary when discussing their own and others' work. Reflecting: Regularly analysing and reflecting on their intentions and choices. <u>Knowledge of artists (Year 5 & 6)</u> Hundertwasser Banksy John Singer Sargent E Magdalene Odundo Dominic Wilcox Paul Klee Rorschach, Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger</p> <p>Year 6 <u>Making Skills</u> Drawing: Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Painting: Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Craft, design, materials and techniques: Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. <u>Generating Ideas</u> Sketch Books: Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook</p>		

Creating original artwork: Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.

Formal Elements

Form: Express and articulate a personal message through sculpture. Analyse and study artists' use of form.

Pattern: Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.

Texture: Explore art through a range of different textural mediums.

Tone Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.

Shape: Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.

Line: Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.

Colour: Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.

Evaluating

Identifying similarities and differences to others' work: Use the language of art with greater sophistication when discussing own and others art.

Reflecting: Give reasoned evaluations of their own and others work which takes account of context and intention.

Knowledge of artists (Year 5 & 6)

Hundertwasser Banksy John Singer Sargent E Magdalene Odundo Dominic Wilcox Paul Klee Rorschach, Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger

Vocabulary

Year 5

Formal elements: Architecture

abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple

Art and design skills

analytical observational drawing, annotation, collage, computer-aided-design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture

Every picture tells a story

abstract, anonymous, brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical

Design for a purpose

client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique-selling-point (USP)

Year 6

Art and design skills

abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern

Make my voice heard

abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag

Photography

composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism

Still life

abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes

Cycle B	Autumn Term	Spring Term	Summer Term
<p>Topic Overview</p>	<p>Every Picture Tells a Story Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by the ceramic work of Magdalene Odundo, to work expressively outside Analysing famous artists' works Creating art with messages using cultural art forms. Artists: Banksy, Andy Warhol, John Singer Sargent, Magdalene Odunda.</p>	<p>Art and Design Skills In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning to 'think' like an artist. 1&2.Packaging Collage Studying familiar packaging to inspire art 3.Drawing: Picture the Poet Creating visual representations of poetry 4.Drawing: A Walking Line Drawing using observation, imagination and creativity 5.Design: Little Inventors Designing a new invention 6.Learning About...How Artists Work Creating original art</p>	<p>Formal Elements of Art: Architecture Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them. 1.House Drawing- Drawing from observation 2.House Monoprints Creating a monoprint from observation 3.Hundertwasser House Transforming buildings in a style inspired by the artist Hundertwasser 4.Be an Architect Designing a building in an architectural style 5.Monument Designing a monument to symbolize a building in an architectural style</p>
<p>Key knowledge and skills</p>	<p>Year 5 <u>Making Skills</u> Drawing: Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Painting: Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Craft, design, materials and techniques: Create mixed media art using found and reclaimed materials. Select materials for a purpose. <u>Generating Ideas</u> Sketch Books: Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Creating original artwork: Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. <u>Formal Elements</u> Form: Further extend their ability to describe and model form in 3D using a range of materials. Pattern: Construct patterns through various methods to develop their understanding Texture: Using texture within drawings to show careful observation and understanding of illustrating different surfaces. Tone: Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Shape: Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Line: Extend and develop a greater understanding of applying expression when using line. Colour: Select and mix more complex colours to depict thoughts and feelings. <u>Evaluating</u> Identifying similarities and differences to others' work: Develop a greater understanding of vocabulary when discussing their own and others' work. Reflecting: Regularly analysing and reflecting on their intentions and choices. <u>Knowledge of artists (Year 5 & 6)</u> Hundertwasser Banksy John Singer Sargent E Magdalene Odundo Dominic Wilcox Paul Klee Rorschach, Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger</p> <p>Year 6 <u>Making Skills</u> Drawing: Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Painting: Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Craft, design, materials and techniques: Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. <u>Generating Ideas</u> Sketch Books: Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbook Creating original artwork: Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images. <u>Formal Elements</u> Form: Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p>		

Pattern: Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
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Identifying similarities and differences to others' work: Use the language of art with greater sophistication when discussing own and others art.
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Knowledge of artists (Year 5 & 6)
 Hundertwasser Banksy John Singer Sargent E Magdalene Odundo Dominic Wilcox Paul Klee Rorschach, Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger

Vocabulary

<i>Year 5</i>
<i>Formal elements: Architecture</i>
abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple
<i>Art and design skills</i>
analytical observational drawing, annotation, collage, computer-aided-design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture
<i>Every picture tells a story</i>
abstract, anonymous, brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical
<i>Design for a purpose</i>
client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique-selling-point (USP)

<i>Year 6</i>
<i>Art and design skills</i>
abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern
<i>Make my voice heard</i>
abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag
<i>Photography</i>
composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism
<i>Still life</i>
abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes