

Art and Design Curriculum

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Curriculum Coverage

Using Sketchbooks

	Drawing	Painting	Printing	Textiles	Collage	Sculpture
EYFS	✓	✓			✓	✓
Year 1	✓	✓	✓	✓ (DT)		
Year 2	✓	✓			✓	✓
Year 3	✓	✓	✓	✓ (DT)		
Year 4	✓	✓			✓	✓
Year 5	✓	✓	✓	✓ (DT)		
Year 6	✓	✓			✓	✓

KS1:

Use their sketch books to express feelings about a subject and to describe their likes and dislikes

Make notes in their sketch books about techniques used by artists

Suggest improvements to their work by keeping notes in their sketch books

LKS2:

Use their sketch books to adapt and improve their original ideas

Make notes in their sketch books about techniques used by artists

Sketch books contain detailed notes, quotes and explanations about their art work

UKS2:

Sketch books are used to compare their methods to those of others and keep notes

Sketch books are used to combine graphics and text based research of commercial design to influence the layout of their sketch books

Sketch books are used to adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations

Overview of Art Content

EYFS Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting		Collage	Sculpture
Suggested outcome	<ul style="list-style-type: none"> - Free drawing/painting of family and friends - Creating ourselves with different media – loose parts - Autumn crafts 		Under the sea animal paintings.		Go on a summer walk and create a collage stick.	Use junk modelling to create a train or bus for the classroom.

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting		Collage	Sculpture
Artist linked to skill	Henri Rousseau		Frank Bowling		Joan Miro	Brendan Jamison
Suggested outcome	<ul style="list-style-type: none"> - My first self-portrait - Drawings of those familiar to me/my family - Autumnal wreaths - Hedgehog Clay modelling 		<ul style="list-style-type: none"> - Exploring texture and paint - Winter craft - Retrieval – Primary Colours - Colour mixing 		<ul style="list-style-type: none"> - Plant observation drawings - Chick Craft - Food Art - Whole Class Collaborative collage.- saving our planet from plastic 	<ul style="list-style-type: none"> - Castle painting - Fantasy sketches - Castle design and build - Our last self-portrait in Reception - Design our own princess/pirate

Key Stage 1

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting	Textiles – See DT	Printing	
Artist linked to skill	Kandinsky		David Hockney	James Fox	Orla Kiely	
Suggested outcome	Drawing and painting in the style of Kandinsky		Landscapes		Printed 1960's patterns	

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Sculpture		Painting	Collage
Artist linked to skill	Paul Klee		Andy Goldsworthy		Iris Scott	Jesse Treece
Suggested outcome	Drawing and painting in the style of Paul Klee		Mask using paper mache		Paintings using skills learnt	Collage using irregular shapes

Lower Key Stage 2

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting	Textiles – See DT	Printing	
Artist linked to skill	Georgia O’Keefe		Henri Matisse	Coco Chanel	Salvador Dalí	
Suggested outcome	Drawing and painting in the style of Georgia O’Keefe		Urban landscapes		Printed piece of work using own printing block	

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Collage		Painting	Sculpture
Artist linked to skill	Claude Monet		Beatriz Milhazes		L.S Lowry	Thutmose
Suggested outcome	Drawing and painting in the style of Monet		Mosaic (paper and regular shapes)		Landscape artwork	Sculpture using clay

Upper Key Stage 2

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting	Textiles – See DT	Printing	
Artist linked to skill	Vincent Van Gogh		Louis Mbughuni	Faith Ringgold	Andy Warhol	
Suggested outcome	Drawing and painting in the style of Vincent Van Gogh		Painting linked to current affairs issue		Relief Printing	

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting		Sculpture	Collage
Artist linked to skill	Pablo Picasso		Frida Kahlo		David Oliveira	Sonia King
Suggested outcome	Drawing and painting in the style of Pablo Picasso		South-American inspired artwork		Mod-rock or wire	Mosaic using tiles (inc grouting or fixing)

EYFS – Expressive Arts & Design

3 & 4 Year Olds

Physical Development

- Know the names of key tools and resources, e.g. glue and scissors, and what they are used for.
- Know the correct grip to use when holding scissors, pencils and other one-handed tools

Expressive Arts and Design

- Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park.
- Know how to connect pieces together such as Lego or bricks.
- Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for.
- Know what they want to and could make, and which materials would work well.
- Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas

Reception

Physical Development

- Know techniques to help them move carefully and with control.
- Know the names of a range of tools.
- Know how to hold and use a range of tools for a desired outcome, e.g. tape and glue used to build a structure.
- Know the safety rules when using certain tools, resources and equipment.

Expressive Arts and Design

- Know the names of different feelings.
- Know that art and design can inspire feelings and emotions, and vice versa.
- Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something.
- Know that they can return to and build on their previous learning, and know who to ask for help when needed.
- Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.
- Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills

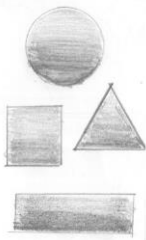
Early Learning Goals

Physical Development

- Know how to use a range of small tools, including scissors, paintbrushes and cutlery.

Expressive Arts and Design

- Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Know that they can share their creations, explaining the process they have used.

Term:	Rec – Autumn 1	Key Text(s):		
Unit Title:	<p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park. • Know how to connect pieces together such as Lego or bricks. • Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for. • Know what they want to and could make, and which materials would work well. • Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas 			
<p>Key Vocabulary for the Unit:</p> <p>Light: pale in colour</p> <p>Dark: not pale or light in colour.</p> <p>Gradient: changes from one colour to another</p> <p>Tone: the shade of a colour.</p> <p>Shade: the degree of darkness of a colour.</p>				
	<p>Linked Artist Knowledge:</p> <p>Henri Rousseau</p>	<p>Pencil</p>	<p>Shape & Form</p>	<p>Shape and Texture</p>
EYFS Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Henri was born in France on the 21st May 1844. • Rousseau was a self-taught painter and he did not become a full time artist until he turned 49. • Some of his most famous paintings include Tiger in a Tropical Storm and The Hungry Lion Throws Itself on the Antelope. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Hold a pencil effectively – using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Recognise and name 2D shapes: circle, triangle, square, and rectangle. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Make marks using a pencil or pencil crayon. • Explore with the marks they make, exploring pressure and texture.

	<ul style="list-style-type: none"> Many of his paintings were jungle scenes but he never actually went to a jungle. He used pictures and illustrations in books for his inspiration. 		<ul style="list-style-type: none"> Identify shapes in their environment e.g. "my paper is a rectangle." 	
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Term:	Rec – Autumn 2	Key Text(s):	
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Unit Title:	Sculpture <u>National Curriculum objectives:</u> <ul style="list-style-type: none"> Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park. Know how to connect pieces together such as Lego or bricks. Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for. Know what they want to and could make, and which materials would work well. Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas 		
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Key Vocabulary for the Unit:
Boxes, glue, playdough, flour, water: materials

	Linked Artist Knowledge: Brendan Jamison	Sculpture
EYFS Expected	Pupils should be taught: <ul style="list-style-type: none"> Brendan Jamison was born 1979, in Belfast Northern Ireland. Brendan works primarily as a sculptor using sugar cubes as his favoured material. He uses special sculpting tools to share the sugar cubes and 	Pupils should be taught to: <ul style="list-style-type: none"> Know how to make playdough using flour, salt and water. Use everyday objects such as boxes and tubes to create their own sculptures.

	<p>an adhesive material to bind them together.</p> <ul style="list-style-type: none"> • He has created a sugar cube model of 10 Downing Street, a whole sugar city called 'Sugar Metropolis' and Tate Modern. 	
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Term:	Rec – Spring 1	Key Text(s):	
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Unit Title:	<p>Painting</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park. • Know how to connect pieces together such as Lego or bricks. • Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for. • Know what they want to and could make, and which materials would work well. • Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas 		
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<p>Key Vocabulary for the Unit: primary colours: red, yellow and blue paint brush, roller: tools to paint with</p>			
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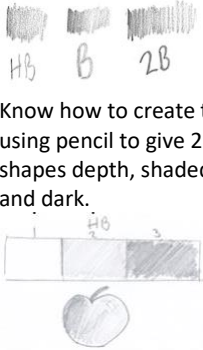
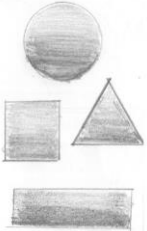

	Linked Artist Knowledge: Frank Bowling	Colour	Brush Theory
EYFS Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Frank Bowling was born on 26th February 1934 in Bartica, Guyana. He moved to London to study art at the age of 19. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know red, blue and yellow are the primary colours. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use a range of small tools, including paint brushes. • Know that brushes will make different marks to pencils.


	<ul style="list-style-type: none"> Bowling mixes abstract art with personal memories to create vibrant, colourful, experimental art. To ensure his paintings are unique every time, he uses free-hand dripping, spilling and pouring techniques. In 2008, Bowling became the first black British artist to be awarded with the Order of the British empire for services to art. 		<ul style="list-style-type: none"> Explore with a variety of different materials including sponge brushes, rollers and homemade painting equipment e.g. leaves
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Term:	Rec – Spring 2	Key Text(s):	
Unit Title:	Collage <u>National Curriculum objectives:</u> <ul style="list-style-type: none"> Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park. Know how to connect pieces together such as Lego or bricks. Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for. Know what they want to and could make, and which materials would work well. Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas 		
<u>Key Vocabulary for the Unit:</u> Cut, stick, glue, scissors: materials			
	Linked Artist Knowledge: Joan Miro	Collage	
EYFS Expected	Pupils should be taught: <ul style="list-style-type: none"> Joan Miro was born in Barcelona in 1893. 	Pupils should be taught to: <ul style="list-style-type: none"> Explore collages by cutting and ripping different sizes of paper. 	

	<ul style="list-style-type: none">• He was inspired by his family who were all craft makers including black smiths, gold smiths and a cabinetmaker.• He was very artist but his parents wanted him to find a more reliable job. He did not enjoy working in the business world.• His artwork began with painting and drawing but he then began to experiment with more unusual materials, making simple collages using found items such as wire, leather, nails and string.	<ul style="list-style-type: none">• Use scissors to cut pieces of materials.• Use glue sticks to stick pieces of material on the paper.
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Term:	Y1 – Autumn 1	Key Text(s):		
Unit Title:	<p>Drawing</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> • Know the names of different feelings. • Know that art and design can inspire feelings and emotions, and vice versa. • Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something. • Know that they can return to and build on their previous learning, and know who to ask for help when needed. • Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience. • Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills 			
<p><u>Key Vocabulary for the Unit:</u></p> <p>Light: pale in colour</p> <p>Dark: not pale or light in colour.</p> <p>Gradient: changes from one colour to another</p> <p>Tone: the shade of a colour.</p> <p>Shade: the degree of darkness of a colour.</p>				
	Linked Artist Knowledge:	Pencil	Shape & Form	Shape and Texture
Year 1 Expected	Pupils should be taught:	Pupils should be taught: <ul style="list-style-type: none"> • Know gradients of pencils. 	Pupils should be taught:	Pupils should be taught:

	<ul style="list-style-type: none"> • Kandinsky was born in Moscow, Russia • He was born in 1866. • He was one of the most important artists of the 20th Century. • He expressed feelings through colour and shape. • He started abstract art 	 <ul style="list-style-type: none"> • Know how to create tone using pencil to give 2D shapes depth, shaded light and dark. 	<ul style="list-style-type: none"> • Know how to draw around 2D shapes to then to be able to draw free hand: circle, triangle, square, rectangle.  <ul style="list-style-type: none"> • Replicate shapes they see in real life. 	<ul style="list-style-type: none"> • Know how to use pencil to create pattern and texture. 
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Term:	Y1 – Spring 1	Key Text(s):	
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Unit Title:	<p>Painting</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Context for Study:</p> <p>This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> • Know the names of different feelings. • Know that art and design can inspire feelings and emotions, and vice versa. • Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something.
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- Know that they can return to and build on their previous learning, and know who to ask for help when needed.
- Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.
- Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills


Key Vocabulary for the Unit:

primary colours: red, yellow and blue

secondary colours: purple, orange and green

fine: very thin

thick: very big

	Linked Artist Knowledge: David Hockney	Colour	Brush Theory
Year 1 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • David Hockney was born on 9th July 1937 in Bradford, England. • He completed a series of painting in acrylics of swimming pools (following a visit to California). • Hockney is an avid user of the Brushes iPhone app. He uses it to draw portraits and send them to friends. • His paintings sell for millions of dollars • Hockney experimented with photocollage – joining and combining photos 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know purple, orange and green are secondary colours. • Know red and blue = purple. • Know red and yellow = orange. • Know blue and yellow = green. 	<ul style="list-style-type: none"> • Know to select a fine paint brush to add detail and a fat brush to cover large areas. • Replicate patterns using own colour choices. • Replicate colours used by great artists in their own artwork.


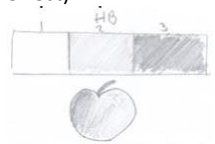
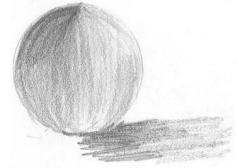

Term:	Y1 – Summer 1	Key Text(s):	
Unit Title:	<p>Printing</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> • Know the names of different feelings. • Know that art and design can inspire feelings and emotions, and vice versa. • Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something. • Know that they can return to and build on their previous learning, and know who to ask for help when needed. • Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience. <p>Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills</p>		
<p><u>Key Vocabulary for the Unit:</u></p> <p>primary colours: red, yellow and blue soft: easy to shape hard: not easy to shape accurate: to be careful smudge: a mark or stain</p>			
	<p>Linked Artist Knowledge: Orla Kiely</p>	<p>Printing</p>	
Year 1 Expected	Pupils should be taught:	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know how to print using sponges, vegetables and fruit using primary colours. 	

	<ul style="list-style-type: none">• Orla Kiely was born in 1963 in County Dublin, Ireland.• Orla first studied print and textiles at the National College of Art and Design in Dublin.• She has designed textiles, wallpapers, hats and clothes.• The Duchess of Cambridge has worn dresses designed by Orla Kiely.• She used nature to inspire her designs.	<ul style="list-style-type: none">• Know that the primary colours are red, yellow and blue.• Know how to accurately create a print.
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Term:	Y2 – Autumn 1	Key Text(s):	
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Unit Title:	<p>Drawing</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> • Know the names of different feelings. • Know that art and design can inspire feelings and emotions, and vice versa. • Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something. • Know that they can return to and build on their previous learning, and know who to ask for help when needed. • Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience. • Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills 		
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<p><u>Key Vocabulary for the Unit:</u></p> <p>dimension: size as measured in length, width, or depth.</p> <p>tone: the shade of a colour.</p> <p>patterns: an arrangement of shapes, lines, letters, numbers, or colours that can be repeated or used again and again.</p> <p>textures: the feel or look of a surface.</p> <p>perspective: the way things are seen from a particular point of view.</p>			
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	Linked Artist Knowledge: Paul Klee	Pencil	Shape & Form	Shape and Texture
Year 2 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Paul Klee was born on 18th December 1879 in Bern, Switzerland. In 1911 Paul Klee became friends with Wassily Kandinsky. He produced the work <i>Ad Parnassum</i> in 1932, one of his most well-known paintings. He finished more than 9000 pieces of art in his lifetime. Paul Klee was involved in World War 1, but he never served on the front line. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know gradients of pencils.  <ul style="list-style-type: none"> Know how to create detail drawings of textures and patterns. Know how to add dimension to draws using tone and value to create form (3D effect) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Replicate shapes free hand: circle, triangle, square, rectangle.  <ul style="list-style-type: none"> Know how to make accurate shapes of objects from still life with awareness of space. Replication a drawing which shows 1 point perspective. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know how to use pencil to create pattern and texture. 

Term:	Y2 – Spring 1	Key Text(s):	
Unit Title:	<p>Sculpture</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Context for Study: This unit follows on from Reception where children had experiences of:</p>		

	<ul style="list-style-type: none"> • Know the names of different feelings. • Know that art and design can inspire feelings and emotions, and vice versa. • Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something. • Know that they can return to and build on their previous learning, and know who to ask for help when needed. • Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience. • Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills
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Key Vocabulary for the Unit:
texture: texture refers to the surface quality in a work of art. Some things feel just as they appear; this is called real or actual texture. Some things look like they are rough but are actually smooth.
layer: more than one surface of material.


	Linked Artist Knowledge: Andy Goldsworthy	Sculpture
Year 2 Expected	Pupils should be taught: <ul style="list-style-type: none"> • Andy Goldsworthy was born on 26th July 1956, in Cheshire, England. • Andy Goldsworthy produces artwork using natural materials (such as flowers, mud, ice, leaves, twigs, pebbles, boulders, snow, thorns, bark, grass and pine cones). • Much of his work is made outside and is meant to be temporary. 	Pupils should be taught to: <ul style="list-style-type: none"> • Know how to combine flour and water to create a glue. • Know to combine paper and glue to create paper mache. • Know how to layer materials to create strength • Know how to shape and layer materials to create texture.

	<ul style="list-style-type: none"> • Goldsworthy says he 'works with nature as a whole' and sometimes he often doesn't use man-made tools to produce his sculptures. 	
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Term:	Y2 – Summer 1	Key Text(s):	
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Unit Title:	<p>Painting</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> • Know the names of different feelings. • Know that art and design can inspire feelings and emotions, and vice versa. • Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something. • Know that they can return to and build on their previous learning, and know who to ask for help when needed. • Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience. • Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills
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<p><u>Key Vocabulary for the Unit:</u></p> <p>hard: not soft; solid; firm; tough.</p> <p>soft: not strong or bright.</p> <p>texture: the feel or look of a surface.</p>

effect: to create impact			
	Linked Artist Knowledge: Iris Scott	Colour	Brush Theory
Year 2 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Iris was born on May 26 1984 in Maple Valley, Washington. She uses her finger to create her pieces of artwork – this is known as finger painting. Iris is determined in helping humanity think of animals as equals. Now that Iris is painting a larger scale, her canvases take a few days to plan, and several weeks to complete. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Know purple, orange and green are secondary colours. Know red and blue = purple. Know red and yellow = orange. Know blue and yellow = green.  <ul style="list-style-type: none"> Know how to mix colours to make secondary colours. 	<ul style="list-style-type: none"> Know which brushes to use to give hard, soft and thin effects. Know how to create texture on paper.


Term:	Y2 – Summer 2	Key Text(s):	
Unit Title:	<p>Collage</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		

	<ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Context for Study: This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> Know the names of different feelings. Know that art and design can inspire feelings and emotions, and vice versa. Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something. Know that they can return to and build on their previous learning, and know who to ask for help when needed. Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience. Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills
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Key Vocabulary for the Unit:
secure: fixed or fastened so as not to give way, become loose, or be lost.
tear: pull (something) apart or to pieces with force.

	Linked Artist Knowledge: Jesse Treece	Collage
Year 2 Expected	Pupils should be taught: <ul style="list-style-type: none"> Jesse Treece is a collage artist based in Seattle, Washington. His work executes his simple, yet nuanced view of the everyday that manages to enthrall and enrapture. His collages are quite traditional as they are made with scissors, glue, and vintage magazines and books. 	Pupils should be taught to: <ul style="list-style-type: none"> Know how to tear paper to different sizes Know how to position paper to create defined areas of a picture. Know how to apply glue. Know how to secure pieces using glue.


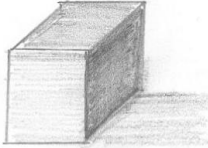


	<ul style="list-style-type: none"> • Treece's work borders along the line of science-fiction. 	
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Term:	Y3 – Autumn 1	Key Text(s):	
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Unit Title:	<p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and to use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay) • About great artists, architects and designers in history <p>Context for Study:</p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
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<p>Key Vocabulary for the Unit:</p> <p>value: how light or dark something is.</p> <p>smooth: not rough or even</p>			
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rough: not smooth or having an uneven surface
fine: very thin or narrow
heavy: of great density; thick or substantial

	Linked Artist Knowledge: Georgia O'Keefe	Pencil	Shape & Form	Shape and Texture
Year 3 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Georgia O'Keefe was born on 15th November 1887 in Wisconsin, United States. At the age of ten, Georgia O'Keefe knew she wanted to be an artist and she started to have lessons with Sara Mann, a watercolour painter. She was inspired by the scenery of New Mexico As she got older, O'Keefe started to lose her central vision. She still had peripheral vision and she continued to produce artwork (pencil and charcoal drawings and pottery). Her most well-known work features objects enlarged and painted as if viewed through a magnifying glass 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know which pencils create which tone & value.  Know how to add dimension to drawing using tone and value to create and enhance form. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know how to use tone and value to create 3D form: cuboid, cube.  See and draw shapes accurately to give form, from observation.  Know how to draw with 1 point perspective. 	<ul style="list-style-type: none"> Know how to use pencil to create pattern and texture: fine feather, heavy feature, smooth scales, rough scales, spiny scales, fish scales. 

Term:	Y3 – Spring 1	Key Text(s):	
Unit Title:	<p>Painting</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
<p><u>Key Vocabulary for the Unit:</u></p> <p>Tertiary colours: The tertiary colours are made by mixing equal parts of one primary colour and one secondary colour.</p> <p>whitewash: a solution of lime and water or paint and water, used for painting walls white.</p> <p>Pastel: an art medium in the form of a stick, consisting of powdered pigment and a binder</p>			
	Linked Artist Knowledge:	Colour	Brush Theory

Henri Matisse			
Year 3 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Henri Matisse was born on 31st December 1869. He trained as a lawyer, but decided to become a painter. At the beginning of his career, Matisse focused on painting landscapes and still-lives in a traditional style. He then started to produce work influenced by the Impressionist movement. Matisse's style evolved and he began to use strong colours and lose some of the realistic qualities of Impressionism. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know tertiary colours are created by mixing primary and secondary colours. Know yellow and orange = amber. Know orange and red = vermillion. Know red and purple = magenta. Know purple and blue = violet. Know blue and green – teal. Know green and yellow = chartreuse. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Know a whitewash creates water-based or pastel stylisation. Know how to create a whitewash. Know which brushes help create the desired effect.

Term:	Y3 – Summer 2	Key Text(s):	
Unit Title:	<p>Printing</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p>		

	<p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
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Key Vocabulary for the Unit:

printing block: A printing block is a tool used for producing a repeat pattern

inking rollers: a roller used to add paint to a printing block

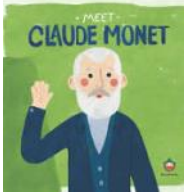
shade: a colour, especially with regard to how light or dark it is or as distinguished from one nearly like it.


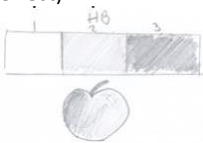
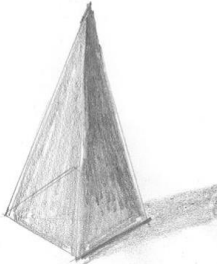
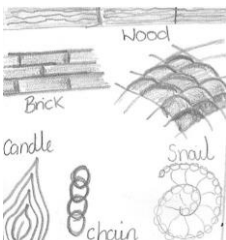
tint: a shade or variety of a colour.

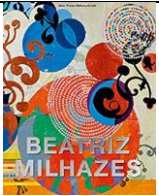
precision: the quality, condition, or fact of being exact and accurate

	Linked Artist Knowledge: Salvador Dali	Printing
Year 3 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Salvador Dali was born on 11th May 1904 in Figueres, Spain. • Salvador went to drawing school • He experimented with Cubism and also gained a reputation for being a bit eccentric. • Several images often appear in Dali's surrealist paintings. These 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know how to make a printing block. • Know how to use string to create a textured block. • Know that tints are created by adding white. • Know that shades are created by adding black. • Know how to create a repeating pattern.

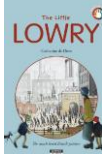
	<p>include: melting clocks, elephants, eggs, ants, snails and locusts.</p> <ul style="list-style-type: none">• Salvador Dali produced more than 1500 paintings in his lifetime.	
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Term:	Y4 – Autumn 1	Key Text(s):		
Unit Title:	<p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Context for Study:</p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 			
<p>Key Vocabulary for the Unit:</p> <p>purpose: a reason or plan that guides an action; design or goal.</p> <p>detail: all the particulars of something considered together.</p>				
	Linked Artist Knowledge:	Pencil	Shape & Form	Shape and Texture

	Claude Monet			
<p>Year 4 Expected</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Claude Monet was born on 14th November 1840 in Paris, France. • Monet suffered with cataracts. In 1923 he had surgery to remove them from his eyes. The works he painted when he had cataracts are more red than the ones he painted after his operation. • Claude Monet was the founder of the impressionist movement. He was focused on capturing movement and changing light and colour in his paintings, and was less concerned with realism. • Paintings by Claude Monet now sell for tens of millions of pounds. He produced more than 1000 individual paintings during his career. • He is probably most well-known for his series of paintings of water lilies 	<p>Pupils should be taught:</p> <p>Know which pencil to choose for the purpose needed.</p>  <p>Know how to shade 3D objects.</p> <ul style="list-style-type: none"> • Know how to add dimension to draws using tone and value to create form (3D effect) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know how to use tone and value to create a variety of 3D forms.  <ul style="list-style-type: none"> • Draw 1 point perspective. • Replication a drawing which shows 1 point perspective. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know how to use pattern and texture in finer detail over larger areas for purpose. 

Term:	Y4 – Spring 1	Key Text(s):	
Unit Title:	<p>Collage</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Context for Study:</p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
<p>Key Vocabulary for the Unit:</p> <p>mosaic: a coherent pattern or image in which each component element is built up from small regular or irregular pieces of substances such as stone, glass or ceramic</p> <p>montage: an art form consisting of putting together or assembling various smaller pictures to create a larger work</p> <p>tessellation: an arrangement of shapes closely fitted together, especially of polygons in a repeated pattern without gaps or overlapping.</p>			
	<p>Linked Artist Knowledge:</p> <p>Beatriz Milhazes</p>	<p>Collage</p>	



<p>Year 4 Expected</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Beatriz Milhazes was born in 1960 in Rio de Janeiro, Brazil. • Milhazes is a modernist artist and uses all sorts of materials including candy bar wrappers, large colorful paper, holographic paper, and paint. • There is a lot of repetition in her work, especially with circular shapes. • Most of her artwork is done through collages. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know how to draw regular 2D shapes accurately. • Know how to create a 2D shape template. • Know how shapes fit together in tessellation. • Accurately cut 2D shapes of the same size. • Know how to secure pieces using glue.
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<p>Term:</p>	<p>Y4 – Summer 1</p>	<p>Key Text(s):</p>	
<p>Unit Title:</p>	<p>Painting</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		

	<ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Context for Study: This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
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Key Vocabulary for the Unit:

colour wheel: There are 12 main colours on the colour wheel. They include the primary, secondary and tertiary colours.
shade: an area that has such darkness.
tint: a pale or light colour, often made by adding white

	Linked Artist Knowledge: L.S Lowry	Colour	Brush Theory
Year 4 Expected	Pupils should be taught: <ul style="list-style-type: none"> L. S. Lowry (Laurence Stephen Lowry) was born on 1st November 1887 in Stretford, Lancashire. Lowry had an unhappy childhood. He wasn't very popular at school, didn't have a very close relationship with his parents, and he had few friends. Lowry's paintings often featured industrial Pendlebury and they captured scenes of life in industrial England. 	Pupils should be taught: <ul style="list-style-type: none"> Know the position of each primary, secondary and tertiary colour on a colour wheel. Know how to create tints by adding white.  <ul style="list-style-type: none"> Know how to create shade by adding black. 	Pupils should be taught: <ul style="list-style-type: none"> Replicate brush stroke effects.


	<ul style="list-style-type: none"> • • His landscapes are often populated by stylised 'matchstick men' figures. 		
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Term:	Y4 – Summer 2	Key Text(s):	
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Unit Title:	<p>Sculpture</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
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<p><u>Key Vocabulary for the Unit:</u></p> <p>carve: Carving is the act of using tools to shape something from a material by scraping away portions of that material.</p> <p>score: cut or scratch a notch or line on (a surface)</p> <p>malleable: able to be hammered or pressed into shape without breaking or cracking.</p>			
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	Linked Artist Knowledge: Thutmose	Sculpture
Year 4 Expected	Pupils should be taught: <ul style="list-style-type: none"> • Thutmose, was an Ancient Egyptian sculptor. • He flourished around 1350 BC. • His works are one of the most famous ancient Egyptian treasures in the world. 	Pupils should be taught to: <ul style="list-style-type: none"> • Know how to mould clay. • Know how to use tools to carve and score clay. • Know how water affects the malleability of clay, including joins.

Term:	Y5 – Autumn 1	Key Text(s):	
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Unit Title:	<p>Drawing</p> <p>National Curriculum objectives:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Context for Study:</p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
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Key Vocabulary for the Unit:
depth: the condition or quality of being deep.
mood: the way a person feels at a certain time.
enhance: to improve or add to the quality, value, or attractiveness of.

	Linked Artist Knowledge: Vincent Van Gogh	Pencil	Shape & Form	Shape and Texture
Year 5 Expected	Pupils should be taught:	Pupils should be taught:	Pupils should be taught to:	Pupils should be taught to:

	<ul style="list-style-type: none"> • Vincent van Gogh was born in the Netherlands, on 30th March 1853. • Van Gogh started to work on drawings from an early age. He started to paint with oil paints in 1883. • He was only 37 years old when he died. • He only sold one painting while he was alive, <i>The Red Vineyard</i>. <ul style="list-style-type: none"> ○ Today Vincent Van Gogh is one of the most famous artists in the world and his work 	<ul style="list-style-type: none"> • Know the correct tool to draw with a purpose for tone & value. • Know to use tone and value to create shade and depth to a drawing. 	<ul style="list-style-type: none"> • Know how to use tone, texture, pattern and value to create mood and feeling. • Draw 2 point perspective. 	<ul style="list-style-type: none"> • Know how to use pattern and texture within a piece of work to enhance details: brick, tiles, scales, wood.
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Term:	Y5 – Spring 1	Key Text(s):	
Unit Title:	<p>Painting</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from KS1 where children will:</p>		

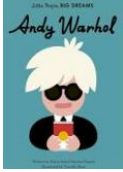
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Vocabulary for the Unit:


mood: The atmosphere or pervading tone of something.

emotion: the release of a feeling towards something or how something makes you feel.

	Linked Artist Knowledge: Louis Mbughuni	Colour	Brush Theory
Year 5 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • He was born in 1938 in Tanzania. • He studied fine art at Makere College in Uganda. Although as a student he studied twentieth-century developments in Western art, he was passionate about expressing his African heritage and identity. • At college, he often painted alone in his room to avoid being influenced by anyone and developed his unique approach to using colour and abstraction to express his personal responses to the subjects he paints. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • . Know how to create tones by adding grey. • Know that colours are often associated with particular moods and emotions. <p>blue = cold/sadness red = anger or lust Yellow = happiness or cowardice Green = envy or greed Purple = pride or fear Black = coldness White = shock or fear</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use light and dark to create shadows. • Know how to manipulate the paint to create form

Term:	Y5 – Summer 1	Key Text(s):	
Unit Title:	<p>Printing</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
<p><u>Key Vocabulary for the Unit:</u></p> <p>Carve: to cut (a solid material) so as to form something.</p> <p>polystyrene: a synthetic sheet material. It can be solid or foamed.</p> <p>relief printing: the process of carving patterns, shapes and designs into a 'block'.</p> <p>precision: the quality, condition, or fact of being exact and accurate</p>			
Linked Artist Knowledge:		Printing	

Andy Warhol		
<p>Year 5 Expected</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Andy Warhol was born on 6th August 1928 in Pittsburgh, Pennsylvania. • He is known for his pop art and his work focuses of the crossover between celebrity, advertising and artistic expression. • He worked with many forms of media, including: painting, printmaking, photography, drawing, sculpture, film and music. • He founded the New York Academy of Art in 1979. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know how to carve to create a relief printing block • Know how relief printing works

Term:	Y6 – Autumn 1	Key Text(s):	
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Unit Title:	<p>Drawing</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
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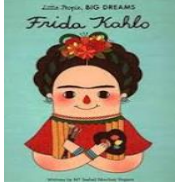
Key Vocabulary for the Unit:

form: form connotes something that is threedimensional and encloses volume, having length, width, and height, versus shape, which is twodimensional, or flat. A form is a shape in three dimensions, and, like shapes, can be geometric or organic.

emotion: being able to get the feelings across to the viewer

	Linked Artist Knowledge: Pablo Picasso	Pencil	Shape & Form	Shape and Texture
Year 6 Expected	Pupils should be taught:	Pupils should be taught:	Pupils should be taught to:	Pupils should be taught to:

	<ul style="list-style-type: none"> • Pablo Picasso was born in Malaga, Spain on 25th October 1881. • His father started to train Pablo in drawing techniques and oil painting from the age of seven. • Picasso was a painter, sculptor, print-maker and poet. • During his career he completed more than 1800 paintings, sculptures, 2500 ceramic works, and 10000 drawings. • Several of Picasso's works have been sold for more than \$100 million dollars. 	<p>Purposeful selection of medium to show:</p> <ul style="list-style-type: none"> • Tone • Value • Form • Shape • Space • Texture • Pattern 	<ul style="list-style-type: none"> • Know how to draw a range of 3D shapes: cuboid, cube, pyramid, cylinder, sphere. • Create mood and emotion in drawings through choices of tone, form, value. • Draw with a range of perspectives. 	<ul style="list-style-type: none"> • Know how to create mood and emotion in drawings through tone, form, value.
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Term:	Y6 – Spring 1	Key Text(s):	
Unit Title:	Painting <u>National Curriculum objectives:</u> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		

	<ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Context for Study: This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
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Key Vocabulary for the Unit:
mood: The atmosphere or pervading tone of something.
emotion: the release of a feeling towards something or how something makes you feel.

	Linked Artist Knowledge: Frida Kahlo ‘	Colour	Brush Theory
Year 6 Expected	Pupils should be taught: <ul style="list-style-type: none"> Frida Kahlo was a Mexican painter. She is best known for her work showing women and experiences relating to women, and for her self portraits, often painted in naïve or primitive style. In 1925, a tram collided with the bus she was on. Because of the accident, she had over 30 operations during her life and was never able to have children. 	Pupils should be taught: <ul style="list-style-type: none"> Know how to use colour for purpose and explain reasons for their choices. Know how artist use colour for a particular effect. 	Pupils should be taught: <ul style="list-style-type: none"> Replicate examples of manipulating paint to create different textures.

	<ul style="list-style-type: none"> • She was the first 20th century Mexican artist to have one of her paintings bought by the Louvre Museum in Paris. 		
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Term:	Y6 – Summer 1	Key Text(s):	
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Unit Title:	<p>Sculpture</p> <p><u>National Curriculum objectives:</u></p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Context for Study:</u></p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
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<p><u>Key Vocabulary for the Unit:</u></p> <p>manipulate: handle or control (a tool, mechanism, information, etc.) in a skilful manner.</p> <p>weave: form (fabric or a fabric item) by interlacing long threads passing in one direction with others at a right angle to them.</p>			
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	Linked Artist Knowledge: David Olivieria	Sculpture
Year 6 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • David Oliveira was born in Lisbon in 1980. • He holds a degree in sculpture from Lisbon University and since 2005. • Exploring the idea of line and space, Oliveira plays on optical illusion. Two dimensions become three dimensional works of wire art. • His wire sculptures evokes the appearance of a sketch suspended. Fashioned only in line, the viewer fills in the space to see the character beyond. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know how to shape and cut wire safely. • Know how to weave wire to add strength. • Know how to manipulate mod-rock safety around a frame

Term:	Y6 – Summer 2	Key Text(s):	
Unit Title:	Collage <u>National Curriculum objectives:</u> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		

	<ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Context for Study: This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
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Key Vocabulary for the Unit:

grout: a mortar or paste for filling crevices, especially the gaps between wall or floor tiles.
bond: a thing used to tie something or to fasten things together.
adhesive: able to stick fast to a surface or object

Collage

	Linked Artist Knowledge: Sonia King	Collage
Year 6 Expected	Pupils should be taught: <ul style="list-style-type: none"> Sonia King (born 1953) is a mosaic artist. She creates one-of-a-kind, fine art mosaics for gallery, architectural and residential settings. Sonia King is "the first American to be included in the Italian museum's world- 	Pupils should be taught to: <ul style="list-style-type: none"> Know how to safely break tiles. Know how to arrange tiles with appropriate spacing. Know how to bond tiles to another material. Know how to apply grout between tiles.

	<p>class contemporary mosaic collection."</p> <ul style="list-style-type: none">• King creates contemporary, abstract mosaic art with a complex variety of tesserae, working with spacing,	
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