



LITTLETON GREEN COMMUNITY SCHOOL

ART AND DESIGN



"As Art lead, my vision is that every child is encouraged to develop their artistic skills by giving them opportunities to appreciate and express themselves through the diverse range of cultures, artists, artworks, and art movements they explore."

Mrs. Pearson

Art and Design Subject Lead

Art and Design Curriculum Aims

- **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.

EYFS and Art and Design

Expressive arts and design educational programme (taken from the EYFS Framework 2020)

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

Early learning goals that link to art:

EYFS - Expressive arts and design

ELG Creating with materials.

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

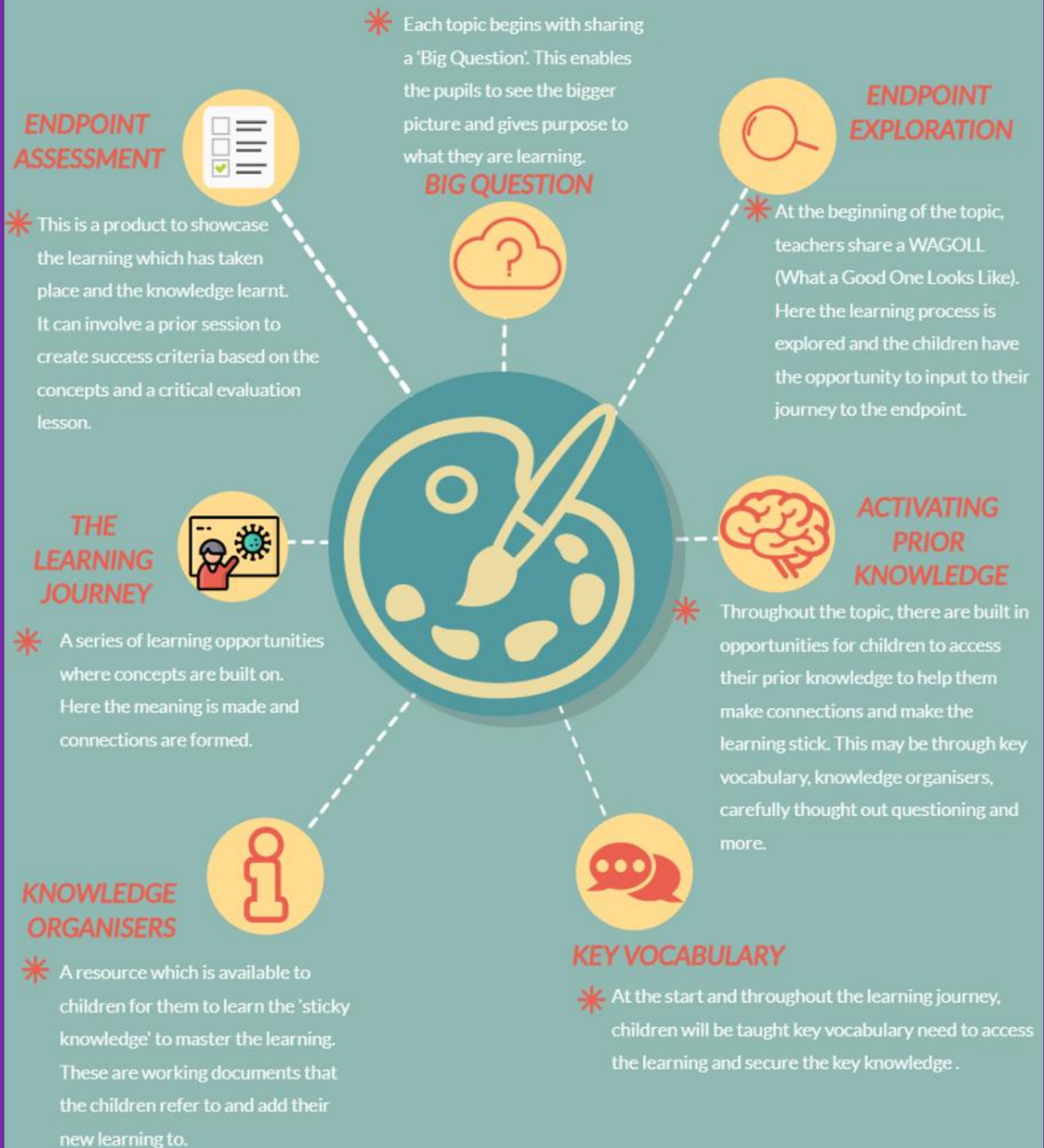
EYFS – Physical development

ELG Fine motor

- Use a range of small tools, including scissors, paintbrushes and cutlery.



What does Art and Design look like at Littleton Green Community School?





LITTLETON GREEN COMMUNITY SCHOOL

ART AND DESIGN



START



EYFS

Early Years

EXPRESSIVE ARTS and PHYSICAL DEVELOPMENT

- Creating with materials
- Adding meaning to mark-making
- Explaining processes used
- Use a range of tools for a specific purpose



Year 1

- Can I make patterns with primary colours?
- How do I see myself?
- Do different pencils show texture?
- How can I use the world around me to express myself?

1



Year 2

- How does colour express moods?
- How do artists show the importance of the sitter?
- What artistic techniques create the best detail for architecture?
- How can clay be used to make objects?

2



Year 3

- Why do we paint plants?
- What techniques do artists use to show the emotions of the sitter?
- Why has landscape artistry changed?
- What can sculpture tell us about the people that make them?

3

Year 4

- Why is colour important?
- How can we capture movement in art?
- How do artists use reflections to give different views?
- Can clay be used to describe texture?

4



Year 5

- Is printmaking important to us today?
- Can art speak to us?
- Does a picture paint a thousand words?
- What are the hidden meanings behind sculpture?

5



Year 6

- How has the technique of printing impacted the art world today?
- Is photography art?
- Can simple marks make an impression?
- Can art be used to make a statement?

6



WHOLE SCHOOL OVERVIEW OF CONCEPTS

EYFS

Expressive arts and design

- ELG Creating with materials.
- ELG Adding meaning to their mark making.
- ELG Explaining the process they have used.

Physical development

- ELG Fine motor.
- ELG Use a range of tools for a specific purpose.

Key Stage 1

Using materials

- Use a range of materials creatively to design and make products

Drawing

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Use colour, pattern, texture, line, form, space and shape

- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Range of artists

- Study a range of artists, craft makers and designers

Key Stage 2

Using Sketchbooks

- Create sketch books to record their observations and use them to review and revisit ideas

Drawing, painting and sculpture

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Study of great artists

- Explore great artists, architects and designers in history

Year group Coverage and Progression of Knowledge

EYFS				
Key Concepts				
Expressive arts	ELG Creating with materials.	ELG Adding meaning to their mark-making.	ELG Explaining the process they have used.	
Physical development	ELG Fine motor.	ELG Use a range of tool for a specific purpose.		

	Block 1a	Block 1b	Block 2a	Block 2b	Block 3a	Block 3b
Preschool/ Nur	Natural Art	Sparkle and Shine 	Icy Art 	Puddles 	Symmetrical Patterns 	Pattern Time 
PRODUCT	Explore natural materials and loose parts to make patterns and images.	Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.	Explore colour and application of paint using a range of different tools	Explore colour and application of paint using a range of different tools	Explore natural materials and loose parts to make patterns and images.	Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.
Rec	Colourful Homes 	Transitional Art	Portraits	Spring Flowering Plants 	Matisse's Snail 	Beach Art 
PRODUCT	Using a range of materials for colour, texture and shape.	Use natural materials, ICT and loose parts to make 2-D and 3-D art.	Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.	Create mixed media pictures of the flowers, explaining their intentions and the techniques and tools they used.	Explore artwork by famous artists and talk about their likes and dislikes.	Use natural materials and loose parts to make 2-D and 3-D art.

Transition to KS1	Through our bespoke curriculum, Reception children are introduced to art and design through a variety of creative activities that help them explore different materials and techniques. They are encouraged to use a range of mediums, such as paints, crayons, clay, and collage materials, to create portraits and pictures. ICT (Information and Communication Technology) is also integrated into their learning, enabling them to experiment with digital tools to make their own artworks. As part of their exploration, children are introduced to the work of significant artists, learning about different styles and techniques. This helps them develop an appreciation for art while gaining the skills to express their own ideas and creativity.
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YEAR 1

Key Concepts	Using materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
 Colour mixing Can I make patterns with colours?	•know how to use IT to create a picture - Using poster paints		•know the names of the primary and secondary colours.	Piet Mondrian • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art
	<i>In this unit, the children need to explore the concept of “What is art?” by being guided on an exploration of the artworks of Mondrian and Aboriginal art. Children will need to think about the artworks in the time and places they were created and express their opinions about the art they have been exposed to. Contrasting Mondrian is angular, primary colours and Aboriginal art is curved, earth colours.</i> <i>At this stage, we are still exploring the foundation skills of art, learning through play and exploration of different media, gaining knowledge and developing a range of techniques that we can apply to a specific task.</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Create a pattern inspired by a famous artist or art movement.	Immersive art gallery experience https://frameless.com/schools-programme/ Aboriginal art	Colour, primary colour, red, yellow, blue, secondary colour, orange, purple, green, light, dark, composition, design, create, pattern, poster paint, paintbrush, palette, pencil, colour way, evaluate, artist, painter, culture, history, explore, finger painting, Draw app	
 Portraits How do I see myself?		•know how to show how people feel in paintings and drawings. •know how to use pencils to create lines of different thicknesses in drawings.	•know how to create moods in artwork	Pablo Picasso Roy Lichenstein • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art
	<i>In this unit, the children need to explore what makes a face. What features do faces contain, do they need to be realistic to still be read as a face? Do they need to be in a specific order to still be read as a face? How have different artists portrayed faces? What do you like/dislike about Picasso’s works? What do you like/dislike about Lichenstein’s work? Can you verbally compare these different artists and express a preference? Through play, can they discover the different pencil types and use them for effect? Can they apply this learning and discovery to their artwork?</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Compose a portrait that demonstrates emotions.	Birmingham Museum of Art trip	Detail, line, form, thick, thin, pencils, hard pencil, soft pencil, texture, shape, straight, zig-zag, wavy, round, spiral, wrinkly, smooth, size, same, different, evaluate, draw, artist, collage, facial features, observe, portrait, self-portrait, self-expression, emotions, mood, communicate, composition, design, create.	
 Buildings Do different pencils show texture?	Know how to use layering of different materials to create a collage (not a LO)		•know how to create moods in artwork	James Rizzi • describe what can be seen and give an opinion about the work of an artist • ask questions about a piece of art
	<i>In this unit, the children need to explore what is a landscape and how is it different to a portrait. Explore the meaning of texture, get the children to go on a texture hunt and generate the language of texture before using our learning from portraiture and pencils to apply it to mark-making for effect. Explore the local area – what does the world around us look like, can we name some of the buildings? Explore the works of Rizzi. How do they think he created his works? What is collage? We can create texture through the use of layering different materials for effect. Children use a range of techniques to create their end product.</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Generate a class mural in the style of a famous artist.	Tahgasa Bertram (McCarthy Glenn Cannock Chase Mural)	landscape, buildings, urban, rural, cityscape, street, composition, design, create, landscape features, collage, materials, layering	



Natural Art Sculptures

How can I use the world around me to express myself?

- know how to cut, roll and coil materials

- know how to create a repeating pattern in print

Andy Goldsworthy

- describe what can be seen and give an opinion about the work of an artist
- ask questions about a piece of art

This topic needs to be completed in the summer term so the children can collect a range of natural resources.

In this unit, the children need to explore natural art and understand that sculpture is not just clay but any 3D form that expresses an idea. Using their learning about texture, they are exploring the new medium of clay to create textures through imprinting and printing with natural resources using paint. They are exploring the use of natural resources to express themselves by making repeating patterns and a sculpture of their choice using any of the mediums.

PRODUCT

Create a sculpture that represents me using natural products.

CULTURAL CAPITAL

*Yorkshire Sculpture Park visit
Snugbury Ice-cream park sculpture trail.*

KEY VOCABULARY

Clay, clay board, cutter, rolling pin, knock, shape, cut, coil, shape, form, 3-D, grainy, gritty, smooth, imprint, rough, ridged, transient, composition, natural materials, feather, leaf, sticks, express, design, create, detail, evaluate, sculpt, sculpture, sculptor, malleable, pattern

YEAR 2				
Key Concepts	Using materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
 Colour mixing How does colour express moods?	• know how to use different effects within an IT paint package • Using poster paint		• know how to mix paint to create all the secondary colours • know how to create brown with paint • know how to create tints with paint by adding white and know how to create tones with paint by adding black	Kandinsky • suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist
	<i>In this unit, the children need to explore how to mix paints to create different secondary colours and make brown. Through exploration can the children see the impact of using different amounts of pigments to create different versions of secondary colours (hues in year 3). Explore the impact of adding white (tint) and black (tone) to their colour. What colours do they like? Can they replicate what they have done? What happens when you paint a picture all in tints, all in tones, all in shades of one colour – how does it make you feel? What happens when you mix the different colours, do they go together, or does it jar the eye?</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Create a piece of artwork that uses colour to express.	Immersive art gallery experience https://frameless.com/schools-programme/ Visit Lichfield Cathedral for stained glass windows. Using IT package to explore art paint, but also upload an image they create to Word - explore the format picture settings.	Prior knowledge: Colour, primary colour, colour mixing, red, yellow, blue, secondary colour, orange, purple, green, poster paint, paintbrush, palette, pencil, colour way, evaluate, artist, painter Explicit knowledge: hue, light, dark, brown, colour wheel, tints, tones, composition, express, design, create, pattern, shape, powder paint, inspiration, multi-coloured	
 Portraits and poses How do artists show the importance of the sitter?	Andy Warhol • know how to use different effects within an IT paint package	• know how to use charcoal, pencil and pastel to create art • know how to use charcoal, pencil and pastel to create art		• Hans Holbein the Younger • Andy Warhol • suggest how artists have used colour, pattern and shape • know how to create a piece of art in response to the work of another artist
	<i>In this unit, the children need to build on their learning from year 1 about facial features and start to explore the composition of a painting – mood, pose, finer details of facial features, backgrounds and patterns on materials and how this impacts the viewer. You need to discuss the hidden messages that can be found in paintings through symbols that represent love, money, power, friendship or enemies. Look at how portraits have changed over time based on what the culture of the time defined as beautiful. Can you verbally compare these different artists and express a preference? Through exploration, can they discover the different effects of charcoal, pencil and pastels? Can they express an opinion about what they like and how they would use these for different artworks? Create a portrait of themselves and use symbols to represent what is important to them.</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Present a portrait in the style of a famous artist.	Hardwick Hall visit to see the portraits by Holbein IT package to create a pointillism-style portrait	Prior knowledge: Detail, line, form, thick, thin, pencils, hard pencil, soft pencil, drawing texture, shape, straight, zig-zag, wavy, round, spiral, wrinkly, smooth, size, same, different, evaluate, draw, artist, collage, facial features, observe, portrait, self-portrait, self-expression, emotions, mood, communicate, composition, design, create. Explicit knowledge: media, pencils, charcoal, pastel, hatch, smudge, stipple, sketch, observe, portrait, self-portrait, texture, shape, pose, posture, portraiture, size, same, different, background, foreground, evaluate, draw, artist, represent, analyse, mood, composition, design, create.	



Landscapes, Castles and Palaces

What artist techniques create the best detail for architecture?

- know how to create a printed piece of art by pressing, rolling, rubbing and stamping

- know how to use charcoal, pencil and pastel to create art
- know how to use a viewfinder to focus on a specific part of an artefact

- **Christopher Wren rebuilt London following the Fire of London**
- **King George IV built Brighton Pavilion**
- **James Stuart**
- suggest how artists have used colour, pattern and shape
- know how to create a piece of art in response to the work of another artist

In this unit, the children need to build on their learning from year 1 about mark-making and creating texture. Look at how buildings have changed over time and different architectural styles. Compare the works of Christopher Wren (classical) to that of King George IV (Gothic and lavish). Investigate the different mediums available and discuss what would be best to create the different textures and details. Explore the technique of printing, rolling, rubbing and stamping – how are they different/same. Draw buildings in detail and from far away and use their exploration of mediums to create their own palace/castle.

PRODUCT

Design your own detailed architectural building and create a print or rubbing of your design.

CULTURAL CAPITAL

James Stuart built Shugborough Hall and a visit to the grounds and draw the building could be taken. Visit Stafford Castle to draw it.

KEY VOCABULARY

Prior knowledge: Detail, line, form, thick, thin, pencils, hard pencil, soft pencil, drawing texture, shape, straight, zig-zag, wavy, round, spiral, size, same, different, evaluate, observe, imaginative, draw, artist, landscape, buildings, urban, rural, cityscape, street, composition, design, create, landscape features

Explicit knowledge: detail, line, form, thick, thin, pencils, observe, imaginative, texture, shape, form, detail, size, same, different, evaluate, draw, artist, architect, architecture, façade, viewfinder, print, printing, ink, roller, press, rolling, rubbing, stamping, rough, smooth, relief, frontage, landscape, buildings, urban, rural, cityscape, street, composition, design, create.



Sculptures

All fingers and thumbs
How can clay be used to make objects?

- know how to make a clay pot and know how to join two clay finger pots together

In this unit, children need to explore the different uses of clay for making permanent objects for decorative purposes. They will build on their experience of creating texture with clay and learn the techniques to make a thumb pot, a slab pot, along with making beads and a decorative tile before choosing a final piece to create to demonstrate their learning.

PRODUCT

Demonstrate your learning by making a useable object.

CULTURAL CAPITAL

The Potteries Museum Stoke – ceramics collection

KEY VOCABULARY

Prior knowledge: Clay, clay board, cutter, rolling pin, knock, shape, cut, coil, shape, form, 3-D, grainy, gritty, smooth, imprint, rough, ridged, transient, composition, natural materials, feather, leaf, sticks, express, design, create, detail, evaluate, sculpt, sculpture, sculptor, malleable, pattern,

Explicit knowledge: pinch, squeeze, twist, mould, join, composition, express, design, create, detail, describe, evaluate, sculpt, ornaments, pot, vase, jewellery, candle holder, tile, tools, slab-building, inspired by nature, texture, pattern, imprint

YEAR 3

Key Concepts	Using sketchbooks	Drawing, painting and sculpture	Study of great artists
 Colour mixing Botanical art – why do we paint plants?	- know how to use sketches to produce a final piece of art - using water colour paints	- know how to create a background using a wash - know how to use a range of brushes to create different effects in painting	Yayoi Kasuma vs Katie Scott - know how to compare the work of different artists RSHE – Yayoi Kasuma - Pupils should know - that mental well-being is a normal part of daily life, in the same way as physical health.
	<i>In this unit, the children need to start to work on their pencil and brush control and apply their knowledge of colour mixing to their work. Recap the impact of adding white (tint) and black (tone) to their colour and create hues. Explore these very different artists and their artistic style to express and opinion about art. Practice drawing from real life and teach the skills of drawing especially contouring and following the line of the object, teach that artworks are produced after creating a series of sketches to decide on the best composition. In painting, teach wash and how to create backgrounds with washed before exploring the mark-making of different brushes for effects. Children choose their final piece and style.</i>		
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
	Compose a botanical still life.	Saredon Studios, Cannock Town Centre for bespoke workshops Visit Stafford Greenhouse at Victoria Park Visit Jessica Wilde Staffordshire artist gallery	Prior knowledge: Colour mixing, primary colour, secondary colour, poster paint, paintbrush, palette, pencil, colour way, evaluate, artist, painter, hue, light, dark, brown, colour wheel, tints, tones, composition, express, design, create, pattern, shape, powder paint, inspiration, multi-coloured Explicit knowledge: tertiary colour, tints, tones, complementary, contrasting, analogous, colour swatch, colour family, colour theory, cool colours, warm colours, composition, pattern, shape, review, wash, watercolour paint, evaluate, artist, painter, inspiration, still-life, botanical art, natural, natural form, nature, fine details, sketch, simple sketch, preliminary sketch, finished piece, illustration, base colour, frond, fruit, fern, petal, flower,
 People What techniques do artists use to show the emotions of the sitter?	know how to use sketches to produce a final piece of art	- know how to show facial expressions in art. - know how to use different grades of pencil to shade and to show different tones and textures	Edvard Munch Pablo Picasso - recognise when art is from different historical periods RSHE– Edvard Munch - Pupils should know - that mental well-being is a normal part of daily life, in the same way as physical health.
	<i>In this unit, the children need to build on their learning from year 2 about composition, facial composition and how mood is created from colour and brushstrokes. Can the children compare these different artists, focuses specifically on facial expressions and what emotions they show, can they identify emotions when looking at images? Can they tell from these different artists that come from different art movements? Does the colour choice from the artist give you any clues -blue for depressed, yellow for sick, green for envy, red for anger and does the pose of the sitter show their emotions? Teach the drawing techniques of shade, tone and texture.</i>		
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
	Create a detailed portrait using tones and textures	Visit Birmingham Museum and Art Gallery	Prior knowledge: Detail, line, form, thick, thin, pencils, hard pencil, soft pencil, drawing texture, shape, straight, zig-zag, wavy, round, spiral, wrinkly, smooth, size, same, different, evaluate, draw, artist, collage, facial features, observe, portrait, self-portrait, self-expression, emotions, media, pencils, charcoal, pastel, hatch, smudge, stipple, sketch, observe, portrait, self-portrait, texture, shape, pose, posture, portraiture, size, same, different, background, foreground, evaluate, draw, artist, represent, analyse, mood, composition, design, create. Explicit knowledge: HB= Hard from clay/Black from graphite, hard pencil, 8H, 7H, 6H, 5H, 4H, 3H, 2H, soft pencil, 2B, 3B, 4B, 5B, 6B, 7B, 8B, charcoal, pastel, cross-hatch, scumble, shade, shadow, sketch, texture, observe, portrait, self-portrait, texture, shape, pose, posture, portraiture, characteristics, mood, express, size, background, foreground, draw, artist, represent, analyse, fine details, sketch, simple sketch, preliminary sketch, finished piece, accurate, figure drawing, human form, unposed, proportions, fine detail, feelings, observe, technique, emotions, expressionism



Landscapes

Why has landscape artistry changed?

- know how to use digital images and combine them with other media, know how to use IT to create art which includes their own work and that of others
- App to use is mixer piece

- know how to use different grades of pencil to shade and to show different tones and textures
- know how to create a background using a wash
- know how to use a range of brushes to create different effects in painting

Laurence Lowry
David Hockney

- know how to identify the techniques used by different artists

In this unit, the children need to build on their learning from year 2 about creating detail and texture. Look at how landscape art has changed over time and why? Early landscape was to prove wealth, then to record the countryside during the industrial revolution, to photos to imaginary landscapes. Compare the works of Lowry (simplicistic) to that of Hockney (pop/modern). Build on learning from colour mixing earlier in the year to develop the use of brush skills and pencil skills. Then move across to the IT app to explore digital images and create a landscape collage from a range of digital images that show texture, colour and form.

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
Modify a landscape using a variety of media.	See Lowry at the Potteries Museum and Art Gallery Use iPads to create artwork	Prior knowledge: Detail, line, form, thick, thin, pencils, hard pencil, soft pencil, drawing texture, shape, straight, zig-zag, wavy, round, spiral, size, same, different, evaluate, observe, imaginative, draw, artist, landscape, buildings, urban, rural, cityscape, street, composition, design, create, landscape features, imaginative, draw, artist, architect, architecture, façade, viewfinder, print, printing, ink, roller, press, rolling, rubbing, stamping, rough, smooth, relief, frontage, landscape, buildings, urban, rural, cityscape, street, composition, design, create. Explicit knowledge: composition, angle, aspect, accurate, detail, hard pencil, 8H, 7H, 6H, 5H, 4H, 3H, 2H, HB, soft pencil, 2B, 3B, 4B, 5B, 6B, 7B, 8B, observe, shape form, detail, size, same, different, evaluate, draw, artist, architect, architecture, façade, viewfinder, background, foreground, digital, mixed media, photographs, paint, paintbrush, ink, ink wash, techniques, position, space, layout, viewpoint, rule of thirds in photograph, negative space



Sculpture

What can sculptures tell us about the people that make them?

- know how to use sketches to produce a final piece of art

Beaker people vs the Greeks

- recognise when art is from different cultures

In this unit, children need to extend their learning from year 2 explore the different uses of clay for making permanent objects in prehistoric and early civilisations before focusing on the Beaker People and Greeks. They will build on their experience of creating pots and decorating them in the style of the Beaker people and learn how to coil build a pot to get bigger and more elaborate shapes, in the style of the Greeks. Children will then be introduced to making figures in the style of Prehistoric Gods before choosing a final piece to create to demonstrate their learning.

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
Apply the style of a famous culture to an object.	Visit Birmingham Museum and Art Gallery	Prior knowledge: Prior knowledge: Clay, clay board, cutter, rolling pin, knock, shape, cut, coil, shape, form, 3-D, grainy, gritty, smooth, imprint, rough, ridged, transient, composition, natural materials, feather, leaf, sticks, express, design, create, detail, evaluate, sculpt, sculpture, sculptor, malleable, pattern, pinch, squeeze, twist, mould, join, composition, express, design, create, detail, describe, evaluate, sculpt, ornaments, pot, vase, jewellery, candle holder, tile, tools, slab-building, inspired by nature, texture, pattern, Explicit knowledge: sketch, simple sketch, preliminary sketch, finished piece, Greeks, Ancient civilisations, Egyptians, Sumerians, Indus Valley, historic, culture, motif, template, fine detail, stamp, score, imprint, base, stable, style, culture

YEAR 4				
Key Concepts	Using sketchbooks		Drawing, painting and sculpture	Study of great artists
 Colour mixing Why is colour important?	using water colour paints and poster paints		know how to print onto different materials using at least four colours.	Alma Thomas know how different artists developed their specific techniques
	<i>In this unit, the children continue to develop their brush control and apply their knowledge of colour mixing to their work. Explore the differences between watercolour (translucent) and poster paints (opaque). Explore Alma Thomas's technique and how she came to this style of painting, why is she important? – what does she hope the viewer gets from her artwork? What do you think about her artwork? What is printing? Investigate different printing techniques, why would you use printing over different mediums? Children to make an artwork in the style of Alma Thomas.</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Demonstrate your knowledge to create a piece of abstract art.	Visit Birmingham Museum and Art Gallery	Prior knowledge: colour mixing, poster paint, colour way, hue, colour wheel, tints, tones, pattern, shape, powder paint, inspiration, multi-coloured, tints, tones, complementary, contrasting, analogous, colour swatch, colour family, colour theory, cool colours, warm colours, composition, pattern, shape, review, wash, watercolour paint, evaluate, artist, painter, inspiration, still-life, botanical art, natural, natural form, nature, fine details, sketch, simple sketch, preliminary sketch, finished piece, illustration, base colour, Explicit knowledge: tints, tones, complementary, contrasting, analogous, colour swatch, colour family, colour theory, cool colours, warm colours, composition, design, create, roller, ink, ink tray, relief, print, print block, stamp, motif, material, abstract, pattern, abstract pattern, wooden block printing, sketch, simple sketch, preliminary sketch, finished piece	
 Figure drawing How can we capture movement in art?	- use sketchbooks to help create facial expressions - use sketchbooks to experiment with different texture - use photographs to help create reflections		- know how to show facial expressions and body language in sketches and paintings. - know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections	Frida Kahlo and Henri Matisse - experiment with the styles used by other artists. RSHE – Frida Kahlo - Pupils should know - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	<i>In this unit, the children need to build on their learning from year 3 and develop showing expression through movement and composition, and develop how brushstrokes can be used to show movement. Can the children compare these different artists, focusing specifically on dynamism and the techniques used to represent movement? Can they tell from these different artists who come from different art movements? Does the colour choice from the artist give you any clues -blue for depressed, yellow for sick, green for envy, red for anger and does the pose of the sitter show their emotions? Teach the drawing techniques of shade, tone and texture.</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Compose a portrait that shows the sitter in action.	Visit Birmingham Museum and Art Gallery	Prior knowledge: Composition, detail, line, form, thick, thin, smudge, pencils, pencils, hard pencil, 8H, 7H, 6H, 5H, 4H, 3H, 2H, HB, soft pencil, 2B, 3B, 4B, 5B, 6B, 7B, 8B, charcoal, pastel, hatch, cross-hatch, smudge, stipple, scumble, shade, shadow, sketch, texture, observe, texture, shape, pose, posture, characteristics, mood, express, size, same, different, background, foreground, evaluate, draw, artist, represent, analyse, sketch, sketchbook, simple sketch, preliminary sketch, finished piece Explicit knowledge: dynamism, accuracy, figure drawing, human form, unposed, proportions, feelings, technique, emotions, expressions, movement, body language, reflections, digital, mixed media, photographs	



Landscapes

How do artists use reflections to give different views?

- use photographs to help create reflections
- know how to integrate digital images into artwork.
- use sketchbooks to experiment with different texture

- know how to use marks and lines to show texture in art.

Salvador Dali
Megan Coyle

- explain some of the features of art from historical periods.
-

In this unit, the children need to build on their learning from year 3 about creating detail and texture. Look at how landscape art uses reflections for impact. Compare the works of Dali (surreal) to that of Coyle (collage and impressionistic). Build on learning from colour mixing earlier and introduce making ink washes, in the year to develop the use of brush skills and pencil skills. Then move across to the photo app to explore digital images and create a landscape with a reflection from a range of mixed media images that show texture, colour and line.

PRODUCT

Generate a landscape collage using multimedia.

CULTURAL CAPITAL

- Visit Birmingham Museum and Art Gallery

KEY VOCABULARY

Prior knowledge: Landscape, buildings, design, create, detail, line, form, thick, thin, pencils, hard pencil, 8H, 7H, 6H, 5H, 4H, 3H, 2H, HB, soft pencil, 2B, 3B, 4B, 5B, 6B, 7B, 8B, observe, imaginative, texture, shape, form, draw, artist, background, foreground, middle ground, digital, mixed media, photographs
Explicit knowledge: viewfinder, angle, aspects, paint, paintbrush, ink, ink wash, techniques, position, space, layout, viewpoint, surrealism, impressionism, urban, rural, cityscape, street, composition, angle, aspect, accurate



Sculpture

Can clay be used to describe texture?

- use sketchbooks to experiment with different texture
- Create a range of sketches developed over time

- know how to use marks and lines to show texture in art.
- know how to sculpt clay and other mouldable materials.

Antoine-Louis Barye

- know how different artists developed their specific techniques
- How could you improve your techniques?

In this unit, children need to extend their learning from year 3 and explore the different uses of clay for making textures using a range of tools after attempting to draw these textures (fur, shell, feather, scales etc) before focusing on designing their animal sculpture. They will build on their experience of creating 3D forms and building bigger, by being introduced to the concept of creating armature. Children will then be introduced to making figures in the style of Barye, before choosing a final piece to create to demonstrate their learning of armature and texture.

PRODUCT

Present a textured animal sculpture.

CULTURAL CAPITAL

Visit Walsall Art Gallery – animal room.

KEY VOCABULARY

Prior knowledge: Clay, clay board, cutter, rolling pin, knock, shape, cut, coil, shape, form, 3-D, pinch, squeeze, twist, malleable, mould, join, composition, design, detail, evaluate, sculpt, sculpture, sculptor, sketch, simple sketch, preliminary sketch, finished piece,
Explicit knowledge: texture, fine detail, stamp, score, scrape, imprint, base, stable, style, culture, wire, armature

YEAR 5			
Key Concepts	Using sketchbooks	Drawing, painting and sculpture	Study of great artists
 Colour mixing Is printmaking important to us today?	- know how to use images created, scanned and found; altering them where necessary to create art - paint app and Word doc image changes	know how to create an accurate print design following the given criteria.	Rembrandt and Georgia O’Keeffe research the work of an artist and use their work to replicate a style
	<i>In this unit, the children continue to develop their brush control and apply their knowledge of colour mixing to their work from Year 4. Explore the differences between acrylics (pigment density) and watercolour (translucent). Explore Rembrandt and O’Keeffe’s techniques and how their styles are the same and different. What do you think about their artwork? What is printing? Investigate different printing techniques, why would you use printing over different mediums? Children to make an artwork in the style of their favourite artist.</i>		
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
	Design a printed panel.	Visit Birmingham Museum and Art Gallery Using IT in art	Prior knowledge: Primary colour, colour mixing, secondary colour, tertiary colour, tints, tones, complementary, contrasting, analogous, colour swatch, colour family, colour theory, cool colours, warm colours, sketch, simple sketch, preliminary sketch, finished piece, digital, photograph, photography, media, mixed media Explicit knowledge: monochromatic, composition, design, roller, ink, ink tray, relief, print, print block, stamp, natural motif, material, abstract, pattern, abstract pattern, wooden block printing,
 Form Can art speak to us?	- experiment with media to create emotion in art - experiment by using marks and lines to produce texture	- know how to organise line, tone, shape and colour to represent figures and forms in movement. - know how to express emotion in art	Vincent van Gogh Jean-Michel Basquiat RSHE – Jean-Michel Basquiat - Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	<i>In this unit, the children need to build on their learning from year 4 and develop showing expression through facial expression, movement and composition, and master how brushstrokes can be used to show movement and emotions. Can the children compare these different artists, focusing specifically on emotions and the techniques used to represent movement? How can we express ourselves through art? How do we feel when looking at art?</i>		
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
	Compose a class mural representing you.	Immersive art gallery experience https://frameless.com/the-experience/colour-in-motion/ Visit Birmingham Museum and Art Gallery	Prior knowledge: Composition, design, line techniques, pencils, hard pencil, soft pencil, charcoal, pastel, shading techniques, shadow, sketch, texture, posture, portraiture, characteristics, mood, express, size, same, different, background, foreground, evaluate, draw, artist, represent, analyse, fine details, sketch, sketchbook, simple sketch, preliminary sketch, finished piece, accurate, figure drawing, human form, unposed, proportions, fine detail, feelings, Explicit knowledge: observe, technique, emotions, expressions, movement, body language, digital, mixed media, photographs, murals, Impressionism, expressionism, neo-expressionism, gestures



Landscapes

Does a picture paint a thousand words?

- experiment with shading to create mood and feeling
- experiment by using marks and lines to produce texture

- know how to use shading to create mood and feeling
- know how to express emotion in art

Rembrandt
Monet

In this unit, the children need to develop mastery building on their learning from year 4 about creating detail with impressions. Look at how landscape art is portrayed in these different art movements. Compare the works of Rembrandt (baroque) to that of Monet (impressionistic). Build on learning from colour theory, and watercolours and introduce acrylic paint -how do the properties of acrylic paint differ from watercolour? Develop mastery of pencil skills, range of mediums and brushstrokes to give an impression of mood, shade, texture, movement and emotion.

PRODUCT

Create a landscape image with a message.

CULTURAL CAPITAL

Visit Birmingham Museum and Art Gallery
Walsall art gallery – landscape room.
Rembrandt
<https://frameless.com/the-experience/colour-in-motion/>

KEY VOCABULARY

Prior knowledge: Landscape, buildings, urban, rural, cityscape, street, accurate, design, create, detail, line, form, hard pencil, soft pencil, observe, detail, size, same, different, evaluate, draw, artist, background, foreground, middle ground digital, mixed media, photographs, paint, paintbrush, ink, ink wash, techniques,
Explicit knowledge: messages, perspective, position, space, composition, angle, aspect, imaginative, texture, shape, form, mood, emotions, shading, feelings, mark making, layout, viewpoint,



Sculpture

What are the hidden meanings behind sculpture?

- experiment with media to create emotion in art
- experiment by using marks and lines to produce texture

- know how to express emotion in art

Antony Gormley

In this unit, children need to master their learning from year 4 by applying the different techniques of sculpture such as textures, joining, building, tool marks, and armature to make a sculpture with a hidden meaning. Investigate and immerse yourself in to the work of Antony Gormley (Contemporary) and the sculptures that inspired him, how to impart emotions and meanings to a sculpture before replicating his work and focusing on how to sculpt the human form using a stencil to show emotions through posture. They will build on their experience of creating 3D forms and building bigger, using armature, slab building techniques and coiling from previous years. Children will choose a final piece to demonstrate their learning and to depict an emotion by designing their own sculpture.

PRODUCT

Generate a sculpture that depicts an emotion.

CULTURAL CAPITAL

Ancient artefacts – Spong man, see Art that made us series on the BBC.
Visit Yorkshire Sculpture Park

KEY VOCABULARY

Prior knowledge: Clay, clay board, cutter, rolling pin, knock, shape, cut, coil, shape, form, 3-D, pinch, squeeze, twist, malleable, mould, join, composition, express, design, create, detail, describe, evaluate, sculpt, sculpture, sculptor, sketch, simple sketch, preliminary sketch, finished piece, texture, fine detail, stamp, score, scrape, imprint,
Explicit knowledge: culture, messages, emotions, meanings, visual elements, motifs, media, mixed-media, stencil. style

YEAR 6				
Key Concepts	Using sketchbooks		Drawing, painting and sculpture	Study of great artists
 Colour mixing How has the technique of printing impacted the art world today?	explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art		know how to overprint to create different patterns	Hilma Af Klint Escher explain the style of art used and how it has been influenced by a famous artist
	<i>In this unit, the children continue to develop and master their knowledge of printmaking from year 4 and apply their knowledge of colour mixing. Explore how printmaking has changed over the centuries and how prints are made today. Explore Rembrandt and O’Keeffe’s techniques and how their styles are the same and different. What do you think about their artwork? What is printing? Investigate different printing techniques, why would you use printing over different mediums? Children to make an artwork in the style of their favourite artist.</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Design a tessellated print pattern.	Visit Birmingham Museum and Art Gallery Saredon Studios, Cannock Town Centre for bespoke workshops	Prior knowledge: colour mixing, colour theory, tertiary colour, tints, tones, complementary, contrasting, analogous, colour swatch, colour family, cool colours, warm colours, Explicit knowledge: composition, design, create, roller, ink, ink tray, relief, print, print block, stamp, natural motif, material, abstract, pattern, abstract pattern, wooden block printing, sketch techniques, finished piece, media, mixed-media, overprint	
 Form Is photography art?	- know how to use a range of e-resources to create art - explain why different tools have been used to create art		know which media to use to create maximum impact	Lorne Simpson - photography - explain the style of art used and how it has been influenced by a famous artist RSHE – Lorne Simpson- Pupils should know - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	<i>In this unit, the children need to understand how digital media can be used to create an artwork through a variety of different techniques and manipulation of the original image, mastering all the techniques previously taught. How is photography different to other artforms? Think about how composition (rule of thirds), aspects, and negative space impacts on the viewer. Can the children investigate the artwork of Lorne Simpson and understand the cultural, emotional and political statements she was trying to make through her art? How do we feel when looking at photographic art? Does it matter if photographs are manipulated?</i>			
	PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY	
	Create a portrait collage using multi-media.	Birmingham Museum digital resources	Prior knowledge: Composition, design, detail, shade, shadow, texture, observe, portrait, self-portrait, shape, pose, posture, portraiture, characteristics, mood, express, background, foreground, artist, represent, analyse, fine details, finished piece, Explicit knowledge: human form, unposed, proportions, feelings, identity, culture, emotions, expressions, movement, body language, digital, mixed media, photographs, mural, collage, rule of thirds in photograph, negative space	



Landscape

Can simple marks make an impression?

- explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art

- use a full range of pencils, charcoal or pastels when creating a piece of observational art

Paul Cezanne
Toulouse Lautrec
J W Turner

- understand why art can be very abstract and what message the artist is trying to convey
- RSHE – Toulouse-Lautrec - Pupils should know
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), make different choices or have different preferences or beliefs.

In this unit, the children need to develop mastery building on their learning from year 5 about creating detail with impressions. Look at how landscape art is portrayed in these different art movements. Compare the works of Rembrandt (baroque) to that of Monet (impressionistic). Build on learning from colour theory, and watercolours and introduce acrylic paint -how do the properties of acrylic paint differ from watercolour? Develop mastery of pencil skills, range of mediums and brushstrokes to give an impression of mood, shade, texture, movement and emotion.

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
Generate an abstract landscape to make an impression.	J W Turner – visit Stafford Castle as he also painted Stafford Castle Walsall Art Gallery -landscape room	Prior knowledge: Landscape, composition, angle, aspect, perspective, line, form, pencils, Explicit knowledge: imaginative, impressionism, texture, shape, mood, emotions shading, mark making, draw, artist, background, foreground, middle ground digital, mixed media, photographs, paint, paintbrush, ink, ink wash, charcoal, pastels, techniques, position, space, layout, viewpoint, messages



Sculpture

Can art be used to make a statement?

- explain why different tools have been used to create art

Augusta Savage - Black History

- understand what a specific artist is trying to achieve in any given situation

In this unit, children need to continue to master their learning from year 5 by applying the different techniques of sculpture such as textures, joining, building, tool marks, and armature to make a sculpture with a statement. Investigate and immerse yourself in the work of Augusta Savage (Harlem Renaissance) and what inspired her - focusing on how to sculpt the human face using a stencil, then to abstract and distort to make a statement. They will build on their experience of creating 3D forms and building bigger, using armature, slab building techniques and coiling from previous years. Children will choose a final piece to demonstrate their learning and to depict a statement by designing their sculpture.

PRODUCT	CULTURAL CAPITAL	KEY VOCABULARY
Compose a piece of artwork with a political statement.	The potteries museum https://www.stokemuseums.org.uk/pmag/collections/fine-art/eternal-spring-by-auguste-rodin/	Prior knowledge: Clay, clay board, cutter, rolling pin, knock, shape, cut, coil, shape, form, 3-D, pinch, squeeze, twist, malleable, mould, join, composition, express, sculpt, sculpture, sculptor, sketch techniques, finished piece, texture, score, scrape, imprint, Explicit knowledge: style, culture, messages, emotions, meanings, statement, visual elements, abstraction, distortion