

Throughout the year F1 - Preparing for Art and Design in Nursery

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; 	art	artist	paint	roll	Continuous provision French	paper Paints, chalk pencils Scissors and glue Playdough and tools Transient art materials- stones, pebbles, shells, buttons, feathers, twigs, leaves Pipe cleaners Junk modelling and collage materials
	colour	lines	paint brush	pinch		
	shape	printing	pictures	zigzag		
	collage	imagination	playdough	dotty		
	sculpture	creation	twist	curvy		

Preparing for...	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Human form	A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children should be able to use a variety of marks to represent the human form.	To understand the form of a body and apply these when drawing a person.
2. Creation	Use a range of media, tools and techniques to create images, express ideas and show different emotions.	To understand that emotions can be expressed through art.
3. Malleable materials	Explore ways of changing the shape or texture of malleable materials	To understand that shape can be manipulated or changed to create texture.
4. Generation of ideas	Talk and represent ideas, sounds, movements and emotions through their creations.	To begin to explore transient art and make art with everyday items- buttons, lego
5. Natural art	To use leaves, twigs, flowers and pebbles to make patterns and pictures.	To begin to explore natural transient art in the Forest Classroom.
6. Paint	To know and identify the primary colours: red, yellow and blue. To apply paint using different tools.	To begin to explore colour and brush strokes.
7. Pencil, ink, charcoal and pen	To draw different types of lines including zigzag, bumpy, curvy or dotty.	To explore making different marks with different resources, begin to compare e.g pencil lines and pastel smudges.
8. Significant people	To talk about famous artworks.	To learn about artists throughout history.
9. Landscapes	Create pictures of places from imagination or experience.	To explore landscapes they may be unfamiliar with- the seaside, mountains,
10. Evaluation	Say what they like and dislike about their work. To say how their artwork is the same or different to someone else's.	To begin to express their own views or thoughts.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	- rainbow art Sarah Coey -Scottish abstract artist
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	- collages Matisse - French visual artist Picasso inspired Playdough face collage
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	Japanese polka dot artist Yayoi Kusama Yayoi Kusama Ukrainian sand artist Kseniya Simonova

Outcome	Character Traits	Stickability	WOW
Painting, Sculpture Collages and Play dough collage	Ambitious Resilient Kind Articulate Curious Respectful	Recap of new learning experience and new words/skills learnt. Teachers modelling language and opportunities for show and tell.	Art work to be displayed/ shared on twitter or website

-British author and Illustrator [Rob Biddulph](#)
[Alexander Calder](#) American sculptor
[junk modelling robot](#)



Throughout the year- F2 - Preparing for Art and Design (reception)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; 	art	artist	mould	create	Continuous provision	paper Paints, chalk pencils Scissors and glue Playdough and tools Transient art materials- stones, pebbles, shells, buttons, feathers, twigs, leaves Pipe cleaners Junk modelling and collage materials
	colour	lines	squeeze	pinch		
	shape	printing	pictures	zigzag		
	collage	imagination	playdough	dotty		
	sculpture	creation	twist	curvy		
	patterns	shades	Poster paint	water colours		

Preparing for...	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Human form	Children will understand that a human body normally has a head, neck, body, two arms and two legs, two hands, two feet, five fingers and five toes.	To begin to understand and include features such as circles for eyes, hair and limbs on pictures of figures
2. Creation	Children to create different pieces of art on a theme: painting, drawings, collages, textiles, sculptures and printing.	To explore and create different textures and talk about them using vocabulary such as smooth, shiny, soft
3. Malleable materials	Children will have used playdough throughout the year and will have improved their motor skills when manipulating. Children will be able to roll, squash, twist, pull dough.	To explore using hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching Talking about
4. Generation of ideas	Communicate their ideas as they are creating.	Talking about the materials and the processes of working them.
5. Natural art	Children will be able to use logs, twigs, pebbles, sand and mud to create 2-D and 3-D art.	To explore natural transient art in the Forest Classroom to create own art using shape and form.
6. Painting	Children will be able to name common colours. Children will be able to mix basic colours e.g. add white to make it lighter. Children will be able to select appropriate colours for things they are painting (that they can see) e.g. flowers in the classroom. This includes printing using print block and rollers.	To understand how to hold a paint brush in order to achieve a desired effect. To explore different brush strokes. To use a roller to spread paint.
7 pencil, ink, charcoal and pen	To draw different types of lines including thick, thin, zigzag, bumpy, curvy or dotty. Choose appropriate tool to draw with.	To explore different lines and pencil grasp for colouring. To explore different pressure applied when using a pencil and the effects on the outcome.
8. Significant people	To look at famous artists artwork and say what they like and dislike.	To learn about artists throughout history and how they have used art to express their thoughts and feelings
9. Landscapes	To know a painting of a place is called a landscape. To draw or paint a place from observation or imagination.	To explore landscapes they may be unfamiliar with- the seaside, mountainous, fantasy
10 Evaluation	Share design with others, explaining their intentions and techniques and tools and tools they used.	To compare and contrast their work with another piece of work— are the colours similar?

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Jackson Pollock American- drip style painting Van Gogh Georges Seurat pointilism Kandinsky Mondrian Henri Matisse L.S Lowry (British artist) - seascapes collage- textured paints Animals - Henri Rousseau Marjorie Sarnat - doodles Rangoli Art - Janak Chauhan or Pravin Mistry (Local) Sir Eduardo Paolozzi- robot junk modelling digital artist Iva Soma Mashe Warli art 
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
Drip glue and sprinkle salt Seaside collage Warli art mural	Ambitious Articulate Resilient Curious Kind Respectful	Recap of new learning experience and new words/skills learnt. Teachers modelling language and opportunities for show and tell.	Fun, exploration of new and interesting art techniques and learning about new artists and art styles.

Autumn Year 1 - Art and Design - Mix it & funny and fabulous features (Childhood)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about basic colour theory by studying the colour wheel and colour mixing. To explore primary and secondary colours and how artists use colour in their artwork. To learn about the concept of portrait and how the collage technique can be used to make a portrait. 	colour	Can be used to convey feelings, emotions, atmosphere, moods and ideas. The ability to select, mix and apply colour helps artists to communicate	printing	create an image using one material, (for instance wood, metal plate, styrofoam etc..) by etching, or carving lines into that material base.	History— Childhood SMSC—emotions and how these can be expressed through art	paper Paints, chalk pencils Pipe cleaners Junk modelling and collage materials Scissors and glue Printing tray and rollers
	Secondary colour	a colour resulting from the mixing of two primary colours	collage	sticking various different materials such as paper or fabric on to a backing.		
	Self-portrait	a portrait that an artist produces of themselves.	differences	To compare how an artefact, painting, sculpture or sketch is different to another		
	shade	Change the pressure applied to the media	techniques	a method of doing some task or perform-		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you identify primary and secondary colours? Can you mix colours to create secondary colours?	Children to learn that the primary colours are red, yellow and blue and they can be mixed to form secondary colours.	To identify and use primary colours and mix them to create secondary colours.
2. Can you create a colour wheel?	Children to learn that red and yellow makes orange...etc (use in the summer term—Lesson 3)	To select correct colours to mix for secondary colours. Select appropriate amounts for shade.
3. Who is Pablo Picasso? Who is Faith Ringold?	Children to learn about significant artist and their art work and style To explore the work of a significant artist.	To understand that artist have different styles and how art has changed over time.
4. Can you identify the similarities and differences between two pieces of art?	Children to learn that similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.	To identify similarities and differences between two or more pieces of art .
5. Can you use printing to create different form, textures and colours?	Children to learn that a print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Colours can be mixed indirectly through printmaking. For example, printing over a red print block with a yellow print block will make an orange print.	To create simple prints and patterns using a range of liquids including ink and paint.
6. Can you create a piece of work using primary and secondary colours?	Children to learnt that a self-portrait is a a portrait that an artist produces of themselves. To learn to create an art work of a face using the style of Pablo Picasso.	To identify and use paints in the primary and secondary colours.
7. Can you use create a portrait collage using collage materials?	Children to learn that the aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	To articulate what they like about their own or others' work using simple artistic vocabulary.
8. Can you describe the work of significant artists and create your own portraits based on this?	Children to learn that the human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Children to use a range of materials to create a collage of a face.Children to learn the words relating to colour, shape, materials and subject matter can be used to explore works by significant artists.	To represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features .
9. Can you evaluate your work?	Children to learn to articulate and discuss how successful they think their portraits are and whether there are any ways in which they might want to improve .	To describe how they created their own self-portrait collage.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Picasso Spanish artist- Faith Ringold - American artist Other artist Mihaela Noroc - portraits around the world photographer/artist
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
To create and evaluate a self-portrait painting and collage using primary and secondary colours.	Resilient Ambitious Curious Respectful Articulate Kind	Recap key vocabulary and knowledge. Display photo of artist and a colour wheel to show secondary colours.	New experience and new tools to explore. Share art on online twitter



Spring Year 1 - Art and Design - Rain and sunrays (Bright light, Big city Geography)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about collagraph printing and how to develop a motif and make single and repeated prints. 	motif	a repeated pattern	imagination	creating pictures in the mind	Science—weather Forest classroom	paper Paints, chalk pencils, sketching pencils Pipe cleaners Junk modelling and collage materials Scissors and glue Printing tray and rollers
	texture	how something feels when it is touched	line	a mark made using a drawing tool or brush		
	form	refers to three-dimensional objects.	transient	art made from moveable pieces		
	shape	spaces that are created when a line reconnects with itself	collagraphy	a collage of materials of various textures glued on to a printing plate, often a thin wood or cardboard.		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you use a range of materials to create a motif?	Children to learn that a motif is a decorative image or design, often repeated, to form a pattern. Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.	To explore transient art and pattern work using a range or combination of man-made and natural materials
2. How can we create light and dark lines?	Children to learn that soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.	To apply knowledge of soft and hard pencils to create different types of line and shape independently.
3. What different materials can be used in art and how can we describe them?	Children to learn that textural materials can be bumpy, ridged, rough, smooth, grainy, furry, wrinkled and crumpled.	To articulate and communicate their ideas about different textures before creating artwork.
Who is Helen Trevisiol Duff?	Children to learn about a significant artist and explore how she uses collagraphy on her art.	To understand that artist how art styles have changed over time.
4. Can you use a range of materials to create a collage?	Children to learn that ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).	To express ideas about how they have created their collage.
5. Can you do a collagraphy print?	Children to learn that a print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Different textures hold varying amounts of ink. Anything with a low relief texture can be stuck down and used: wallpaper, leaves, fabrics, card and bubble wrap are some examples.	To apply knowledge of colours when creating simple prints and patterns using a range of liquids including ink and paint.
6. Can you make simple prints and patterns using a range of liquids including ink and paint.	Children to learn that collagraphy is a way of printing in which a picture or motif is made by sticking textural materials onto a base or plate and then inked up to make a print.	Communicate their ideas about different textures before creating artwork.
7. Can you say what they like about their own or others' work using simple artistic vocabulary?	Children to learn that aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	Say what they like about their own or others' work using simple artistic vocabulary.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Helen Trevisiol Duff —British collagraph artist
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	We learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
To create a weather themed motif	Ambitious Resilient Kind Articulate Curious Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Show them work by an artist or something similar from a weather artist



Summer Year 1 - Art and Design - Street View (School Days)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about artwork depicting streets and buildings and focus on the work of the American pop artist, James Rizzi. 	observation	looking closely	mural	is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces.	Computing—taking photographs	paper Paints, chalk pencils Pipe cleaners Junk modelling and collage materials Scissors and glue Wire Card board
	imagination	creating pictures in the mind	composition	the arrangement of elements and subject matter in a piece of visual art, such as a painting, drawing, or sculpture		
	Primary	any of a group of colours from which all other colours can be obtained by mixing	Secondary	a colour resulting from the mixing of two primary colours		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you draw or paint a place from memory, imagination or observation?	Children to learn that drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past).	Identify common and special features of buildings, such as chimneys, bricks, doors and windows,
2. Can you find the similarities and differences in artwork?	Children to learn the similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. describe each image, including what they like or dislike about the composition.	Identify similarities and differences between two or more pieces of art.
3. Who is the artist - James Rizzi ?	Children to learn the words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. James Rizzi used a combination of drawing, painting, printing and 3-D techniques to create his work.	To describe and explore the work of a significant artist.
4. How can we create a 3D effect?	Children to learn that form can be created by layering materials, such as cardboard, or by adding wire to make parts of paintings stand out from the surface.	To explore layering techniques and ways to manipulate material.
5. What makes a mural?	Children to learn that discussion and initial sketches can be used to communicate ideas and are part of the artistic process.	To explore compositional possibilities
6. Can you analyse and evaluate your work?	Children to learn to discuss subject matter, use of colour and shape, the techniques used and the feelings the artwork creates.	To articulate what they like about their own or others' work using simple artistic vocabulary.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	James Rizzi (American Artist) Other artist Clementine Hunter 
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey	

Outcome	Character Traits	Stickability	WOW
To create a 3-D mural based on Rizzi's work.	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	3D mural to be displayed in the hall as a walking gallery.

Autumn Year 2 - Art and Design - Mix it & Still life (Movers and shakers)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork. To learn about the work of significant still life artists and still life techniques. They explore a wide variety of still lifes and learn about the use of colour and composition. They create still life arrangements and artwork. 	Still life	a painting or drawing of an arrangement of objects	Natural forms	An object found in nature	Mover and shakers—history French	paper Paints, chalk Sketching pencils Water colours
	Secondary colours	a colour resulting from the mixing of two primary colours	sketch	When we draw something (in every subject) we sketch using small short strokes that can be developed.		
	composition	the arrangement of elements and subject matter in a piece of visual art, such as a painting, drawing, or sculpture	foreground	Draws your eye to the front or middle of a piece.		
	background	The space behind the foreground. What is the eye not immediately attracted to?	analyse	to study (something) closely and carefully		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you re-cap what your learnt about colour and composition in Year 1? (Mix it)	Children to review the secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. Recap learning about sketching and hard and soft pencils.	To apply knowledge learnt and articulate their learning.
2. Can you use colours to create a colour composition?(Mix it)	Children recap what they have learned about composition and use of colours.	To identify and mix secondary colours.
3. Who is the artist - Paul Cezanne ?	Children to learn about a significant artist and explore how they used secondary colours and captured still life through art.	To describe and explore the work of a significant artist.
4. Can you evaluate and analyse creative works using the language of art, craft and design?	Children to learn that a still life is a work of art that shows objects that are either natural (food, flowers, plants, rocks, shells) or man-made (drinking glasses, books, vases, jewellery, coins, pipes).	To analyse and evaluate the work of artists using artistic vocabulary.
5. Can you study and compare some still life artwork?	Children to learn the common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. Some significant still life artists e.g.Paul Cézanne, Vincent van Gogh	To describe similarities and differences between artwork on a common theme.
6. Can you mix and create secondary colours?	Children to explore creating the secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.	To apply what they know about secondary colours to their art work.
7. Can you sketch or sculpt a still life object?	Children to learn the natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals.	To show understanding of how to draw, paint and sculpt natural forms from observation, imagination and memory
8. Can you sketch a still life image?	Children to learn the a sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Composition is the placement or arrangement of visual elements.	To understand and apply some sketching techniques and develop ideas.
9. Can you analyse and evaluate your work?	Children to learn to evaluate and analyse creative works using the language of art, craft and design.	To analyse and evaluate their own and others' work using artistic vocabulary

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Madhvi Parekh - Indian contemporary artist - mix it
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	Paul Cezanne - French artist
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	Guy Yanai - still life Lebanese artist

Outcome	Character Traits	Stickability	WOW
To create and evaluate still-life sketches	Ambitious Resilient Kind Articulate Curious Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Share art on online twitter



Spring Year 2 - Art and Design - Flower head (Coastline geography)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay. 	sketch	When we draw something (in every subject) we sketch using small short strokes that can be developed.	malleable	A substance that is soft and can easily be made into different shapes.	Geography	paper Paints, chalk pencils Pipe cleaners Wire Clay Junk modelling and collage materials Scissors and glue Printing tray and rollers Polystyrene tissue paper yarn
	imagination	creating pictures in the mind	textures	how something feels when it is touched used to add dimension to a piece of art		
	techniques	a method of doing some task or performing something.	form	Shapes form an object whether it's done in modelling work or illustrating through drawing or painting.		
	transfer	to pass from one place, to another	Visual elements	colour, shape, form, texture and pattern.		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. What are the secondary colours? Who is Yayoi Kusama? Who is Takashi Murakami	Children to learn to identify and mix secondary colours. They learn about a significant artist and explore how they used natural objects, lines and features to create art including paintings and sculptures. Yayoi Kusama is a Japanese artist who is sometimes called 'the princess of polka dots'. Takashi Murakami is a famous Japanese contemporary artist.	To know that secondary colours are green, purple and orange. These colours can be made by mixing primary colours together. To articulate how artist have created their artwork, discussing colours, techniques and art styles.
2. How can we explore shape and form?	Children to learn a block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern	To understand how to use the properties of various materials, such as clay or polystyrene, to develop a block print.
3. Can you explore the textures?	Children to learn art papers have different weights and textures.	To apply knowledge of a range of textures using the properties of different types of paper.
4. Can you sketch a flower ?	Children to learn how that a sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Visual elements of art include, colour, shape, form, texture and pattern.	To explore and develop their ideas to make simple sketches
5. Can you design and make a flower sculpture?	Children to learn that different materials can be used to create art. Explore a range of materials including : clay, paper, card, wire tissue paper, fabric, yarn etc and different ways of folding and joining material to create flowers.	To apply knowledge of drawing, painting and sculpting of natural forms from observation, imagination and memory.
6. Can you evaluate your piece of work?	Children to learn that aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.	To analyse and evaluate their own and others' work using artistic vocabulary.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Japanese artist Yayoi Kusama Takashi Murakami Dale Chihuly ,
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
To create a flower sculpture from either paper or clay	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Dress up day in flowers or polka dot.



Summer Year 2 - Art and Design - Portraits and Poses (Magnificent Monarch)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits. 	sketch	a quickly-produced or unfinished drawing, which helps artists develop their ideas.	mannequin	a wooden model of the human form	Computing -digital art Link to DT to present work cut stitch and join History—Tudor times, Henry VIII	paper Paints, acrylic, watercolours chalk pencils Ipads mannequins
portrait	A drawing, painting or sculpture of a human face	pose	to position your body in a particular way for a painting, picture, or similar situation			
shape	spaces that are created when a line re-connects with itself	Visual elements	colour, shape, form, texture and pattern.			
composition	the arrangement of elements and subject matter in a piece of visual art, such as a painting, drawing, or sculpture	background	The space behind the foreground. What is the eye not immediately attracted to?			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1 What is the role of royal portraiture in history ?	Children to link art to history and explore the role of portraits. The purpose of a portrait is to show the likeness, personality, and even the mood of the person. A portrait is actually not a snapshot, but a calm image of a person in a still position. A portrait normally shows a person looking directly at the painter or photographer.	To articulate why a painting, piece of artwork, body of work or artist is important.
2. Who is Hans Holbein the Younger? Who is Lynette Baoakye?	Children to learn to analyse aspects of portrait paintings, including facial expressions, poses, clothing, objects and backgrounds.	To compare and discuss portraits and express their view about different artist and different art styles.
3.Can you sketch a pose of your partner?	Children to learn to consider their pose - for example, a keen footballer may hold a ball under their arm, or someone with a passion for ballet may stand in a ballet pose.	To understand that objects in paintings can be used to give clues about someone's personality and hobbies.
4. Can you create a digital drawing?	Children to learn to use suitable art software to produce their sketches, including different drawing effects	To represent the human form, including face and features, from observation, imagination or memory.
5. Can you compare Portraiture today to Tudor times?	Children to learn to use different types of software and identify their purposes. Compare modern day represent and share images of themselves to Tudor times.	To understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.
6. Can you create a Regal portraits?	Children to learn to use the software to create a regal portrait of themselves, using the software to add drawn details .	To apply art skills to represent the human form, including face and features, from observation, imagination or memory.
7. Can you evaluate your piece of work?	Children to learn to discuss how successful they think their portraits are and whether there are any ways in which they might want to improve	To analyse and evaluate their own and others' work using artistic vocabulary .

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Lynette Yiadom-Baoakye German artist Hans Holbein the Younger
Expression through crea-	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and	
The shaping of history and	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a jour-	

Outcome	Character Traits	Stickability	WOW
To create a Royal Gallery of their own portraits. Consider exploring different ways of framing these.	Ambitious Resilient Kind	Articulate Curious Respectful	Recap key vocabulary and knowledge. Visual timeline link with art and history. Display photo of artist.
			Viewing a real painting of a portrait



Autumn Year 3 - Art and Design - Contrast and compliment and Prehistoric pots (Through the ages)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about colour theory by studying the colour wheel and colour mixing. To explore tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork. 	contrast	achieved when opposite elements are arranged together.	evaluate	making a judgment about the choice of art and its effectiveness.	Digital art- computing	paper Paints, acrylic, watercolours chalk pencils I-pads
	Primary colours	any of a group of colours from which all other colours can be obtained by mixing	Analogous	groups of colours that are next to each other on the colour wheel		
	Secondary colours	a colour resulting from the mixing of two primary colours	Warm colours	reds, oranges and yellows		
	Tertiary colours	combining equal parts of primary and secondary colors	Cool colours	blues, greens and purples		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you use watercolours to experiment with colour mixing?	Children to learn that watercolour paint is a translucent paint, which can be made bolder and stronger by layering. Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry).	To use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
2. Who is Andy Warhol? What is pop art?	Children to learn about Pop art and how artist have changed art and art styles over the years. Children to learn about print making .	To discuss art styles and techniques over the years.
3. Can you mix and explore contrasting colours?	Children to learn that contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Analogous colours are groups of colours that are next to each other on the colour wheel. Warm colours are reds, oranges and yellows. Cool colours are blues, greens and purples.	To identify, mix and use contrasting coloured paints and consider ways to arrange this for effectiveness.
4. Can you understand and compare how artists use different colours to create a different effect/ atmosphere?	Children to learn to understand that artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.	To compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time
5. Can you mix and record colours that are found within famous artworks?	Children to explore famous artworks and to learn that visual elements include colour, line, shape, form, pattern and tone.	To identify, mix and use contrasting coloured paint .
6. Can you use contrasting colours to create a piece of art?	Children to learn that contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.	To use and combine a range of visual elements in artwork.
7. Can you evaluate your piece of work?	Children to learn to make suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	To feel confident to make suggestions for ways to adapt and improve a piece of artwork.
8. How did the stone age people express themselves through art?	Children learn about and design their own stone age art- pot/cave paintings. Sketch thier pot designs and explore cave paintings.	
9. Can you make and evaluate your piece of work?	To make and evaluate their art	

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Andy Warhol -pop art Slovakian American artist cave paintings - Bhimbetka Petroglyphs Stone age pots
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
To create art work in the style of Andy Warhol.	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Share art on online twitter



Spring Year 3 - Art and Design - Ammonite (Rocks, Relics and Rumbles)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> This project teaches children about artistic techniques used in sketching, printmaking and sculpture 	motif	A recurring fragment, theme or pattern that appears in a work of art.	Visual element	Line, Shape, Tone, Color, Pattern, Texture and Form . These are the building blocks of composition in art	History -fossils	paper Printing trays Rollers Paints, chalk pencils Pipe cleaners Wire Clay
	sketch	a rough drawing or painting in which an artist notes down his preliminary ideas for a work that will eventually be realized with greater precision and detail.	Paleoart	is any original artistic work that attempts to depict prehistoric life according to scientific evidence.		
	preliminary	introductory, initial.	shape	spaces that are created when a line re-connects with itself.		
	pattern	is a design in which lines, shapes, forms or colours are repeated.	form	three dimensional and they have length, width and depth.		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. What is Paleoart? Who is Lucy Unwin? Who is Mark Reed?	Children to learn that Paleoart is any original artistic work that attempts to depict prehistoric life according to scientific evidence. They learn about a significant British artist and explore how they used natural objects, lines and features to create art including sculptures.	To understand where artist may find their inspiration and that art is all around us. To begin to observe things closely to see art in nature.
2.Can you observe and sketch ammonite fossils?	Children to learn to enhance form and texture in their drawings using techniques such as hatching, cross-hatching and shading .	To use nature and natural forms as a starting point for artwork.
3.Can you simplify and develop a motif?	Children to learn that a motif can be a simplified version of a more complex object, such as a flower or shell.	To use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
4. Can you make a 2 colour print?	Children to learn that a two-colour print can be made in different ways, such as by inking a roller with two different colours before transferring it onto a block, creating a full print then masking areas of the printing block before printing again with a different colour or creating a full print then cutting away areas of the printing block before printing again.	To make multiple prints with a single colour before adding further detail and printing with a second colour.
5. Can you create a 3-D form using malleable material?	Children to learn to use everything they know about an ammonite's form to create a 3-D sculpture using air drying clay .	To be confident to help others and to be able to explain how to join and soften clay by using slip .
6. Can you evaluate your piece of work?	Children to evaluate their art considering the visual elements include colour, line, shape, form, pattern and tone.	To articulate their thoughts and use new vocabulary learnt to evaluate and discuss their artwork.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Contemporary sculptures based on natural forms include <i>Coil Shell</i> , by Lucy Unwin British sculptor <i>Ammonite Slice Outside</i> , by Mark Reed Other sculptors <i>Dark at Heart</i> , by Peter Randall-Page; <i>the Chintz Series</i> , by Peter Garrard.
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a	

Outcome	Character Traits	Stickability	WOW
to create a sculpture	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	A selection of ammonite fossils to explore.



Summer Year 3 - Art and Design - Mosaic Masters - (Emperors and Empires)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile. 	mosaic	a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials.	Preliminary sketches	are quick drawings that can be used to inspire a final piece of artwork.	History -Romans	Sketching pencils Paper and card squares Mosaic tiles
tesserae	Gems used in mosaics	techniques	a method of doing some task or performing something.			
sketch	a rough drawing or painting in which an artist notes down his preliminary ideas for a work that will eventually be realized with greater precision and detail.	complexity	a group or system of different things that are linked in a close or complicated way; a network			

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Who is Caroline Jariwala?	Children to learn about a significant British artist and explore how they used natural objects, lines and features to create art mosaics.	To articulate why a painting, piece of artwork, body of work or artist is important.
2. Can you explore mosaics?	Children to learn that explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed.	To compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
3. What ideas can you gather about mosaics?	Children to learn to explore and sketch roman mosaics . Roman mosaics were made up of hundreds, sometimes thousands, of tiny coloured stones and gems called tesserae.	To use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique
4. Can you practise the techniques for creating a mosaic?	Children to learn to explore aspects of the mosaics, including the technique, colour, pattern and complexity of the design. Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. The artist then uses grout to fill the spaces, or interstices, around the tesserae	To use and combine a range of visual elements in artwork.
5. Can you use your skills and knowledge to create a simple mosaic border tile ?	Children to learn to consider what shapes, patterns and colours they would like to use and encourage them to explore design possibilities	To use and combine a range of visual elements in artwork.
6. Can you evaluate your mosaics?	Children to learn to make suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.	To make suggestions for ways to adapt and improve a piece of artwork.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	British Caroline Jariwala —
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
To create mosaics	Ambitious Resilient Kind Articulate Curious Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Invite other classes to view their mosaics or share on twitter



Autumn Year 4 - Art and Design - Contrast and compliment and warp and weft (Invasion)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To re-cap theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork. To learn about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products. 	loom	an apparatus for making fabric by weaving yarn or thread.	Tertiary colours	combining equal parts of primary and secondary colors	History link—invasion Forest classroom- weaving with grass, sticks, flowers etc	Strips of paper Art straw Yarn grass, sticks, flowers wire
	warp	To bend or twist out of shape	Analogous	groups of colours that are next to each other on the colour wheel		
	yarn	a natural or manufactured fiber (as cotton, wool, or rayon) formed as a continuous strand for use in knitting or weaving.	elasticity	is the ability of an object to return to its original shape after being subjected to a force		
	weft	the yarn that passes horizontally across the fabric roll,	weave	the interlacing of two sets of threads at right angles to each other to form cloth.		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you explore the properties of watercolours? (Y3 recap -contrast and compliment)	Children to learn that watercolour paint is a translucent paint, which can be made bolder and stronger by layering. Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry) .	To create a series of sketches over time to develop ideas on a theme or mastery of a technique.
2. Can you use different colours to evoke different emotions? (Y3 recap- Contrast and compliment)	Children to learn that warm colours create a happy mood. Cool colours create a sad mood. Analogous colours are groups of colours that are next to each other on the colour wheel. Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel.	To identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.
3. Can you explore how colour is used in artwork to create different effects and for different purposes? (Y3 recap- Contrast and compliment)	Children to learn that artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Similarities and differences between artwork can include the subject matter, style and use of colour, texture, line and tone.	To compare and contrast artwork from different times and cultures.
4. Who is Rosie Lee Tompkins and Hannah Epstein ? Who is Karen Logan ?	Children to learn about a significant artist and explore how artwork has been used through different times and different cultures to express ideas about storytelling, religion and intellectual satisfaction . All weaving uses the same process where weft threads are woven in and out of tight warp threads.	To compare and contrast artwork from different times and cultures and explore great artists, designers in history.
5. Can you describe the different properties of yarn?	Children to learn that the visual elements of yarn include the colour, appearance, shape, texture, elasticity and type.	To choose from a range of materials, showing an understanding of their different characteristics.
6. Can you weave a simple pattern?	Children to learn that materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. Shapes can be woven into fabric using a template under the warps of a loom.	To develop techniques through experimentation to create different types of art.
7. Can you weave a wall hanger?	Children to learn that a range of natural and man-made materials can be used to make a woven wall hanging, which combines different colours, shapes, patterns, yarns and decorative techniques.	To develop techniques through experimentation to create different types of art.
8. Can you evaluate your artwork?	Children to learn that constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	To give constructive feedback to others about ways to improve a piece of artwork.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	To learn about the history and diversity of weaving clothing— iron age, romans, Anglo-Saxons, middle-age, Victorian and modern day. Rosie Lee Tompkins Hannah Epstein Karen Logan British
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
To create a woven wall hanger	Ambitious Resilient Kind Articulate Curious Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Activity—looking at weaving throughout the ages



Spring Year 4 - Art and Design - Vista (*Misty Mountain, Winding River*)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn the techniques that artists use when composing landscape images, such as colour and atmosphere. 	Viewfinder	Is what an artist might look through to	composition	the way in which different elements of an	Geography French	Watercolours pen, ink charcoal
	landscape	piece of art that shows scenery, such as mountains, valleys, trees, rivers, forests or buildings.	hatching	drawing straight lines in the same direction to fill in an area		
	perspectives	a method of creating the illusion of depth	cross-hatching	layering lines of hatching in different di-		
	proportion	the dimensions of a composition and rela-	random lines	drawing lines of a variety of shapes and		
	Atmospheric	is created by the atmosphere on Earth	stippling	using small dots		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you sketch a view using a viewfinder?	Children to learn to learn to sketch of the view in their sketchbook, focusing on relative proportion, line and shape.	To choose an interesting or unusual perspective or viewpoint for a landscape.
2. Who is Monet? Who is Jamie Hageman?	Children to learn that historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used.	To articulate the work of significant artist using new vocabulary learnt in art.
3. Can you share your findings and express an opinion about which landscape you prefer and why?	Children to learn to explore examples of mountainous landscapes and discussing techniques, colours and atmosphere.	To compare and contrast artwork from different times and cultures.
4. Can you explore atmospheric perspective in art ?	Children to learn to manipulate photographic images of mountains to make them black and white or deepen shades or tones.	To use the properties of pen, ink and charcoal to create a range of effects in drawing
5. What do you know about warm and cool colours and the effects of combining colour ?	Children to learn to explore colour combinations that communicate a sense of warmth or coolness.	To identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.
6. Can you create a mountainous landscape of your choice?	Children to learn to explore how art can display interesting or unusual perspectives and viewpoints.	To choose an interesting or unusual perspective or viewpoint for a landscape.
7. Can you evaluate your art work?	Children to learn to consider what worked well and what might have been improved upon, paying attention to the composition, use of perspective and colour.	To give constructive feedback to others about ways to improve a piece of artwork

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Examples of landscape paintings include <i>View of Toledo</i> , by El Greco; <i>Wanderer above the Sea of Fog</i> , by Caspar David Friedrich; <i>Road before the Mountains, Sainte-Victoire</i> , by Paul Cezanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i> , by Vincent van Gogh; <i>Tahitian Mountains</i> , by Paul Gauguin; and <i>Mountains at Collioure</i> , by Andre Derain.
Expression through crea-	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and	
The shaping of history	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a jour-	

Outcome	Character Traits	Stickability	WOW
To create a mountainous landscape	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Introductory knowledge

[Jamie Hageman](#)
 Sandra Hugill
[Monet](#)
[Monet](#)



Summer Year 4 - Art and Design - Statues, statuettes and figurines- (Ancient civilisations)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine. 	figure drawing	a drawing of the human form in any posture using any drawing media.	ancient civilisations	<i>the first settled and stable communities</i>	History—pre learning fo Y6 Trailblazers	Watercolours pen, ink charcoal Clay Clay tools Slip Soft sculpting wire Gardening wire Wire cutters Ready-mixed paint Paintbrushes
	statue	A carved or cast figure of a person or animal, especially one life-size or larger.	statuette	A figurine is a smaller sized statue, especially one that is smaller than life-size.		
	Constructive	helping to develop or improve something.	symbolism	when an idea, feeling, emotion, or other concept is used to represent something else.		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you create a figure drawing ?	Children to learn that a figure drawing is a drawing of the human form in any posture using any drawing media. The degree of representation may range from highly detailed to quick line sketches. Recap on knowledge of hatching ,cross-hatching, random lines and stippling learnt in year 4. Children to explore form and can stand in different poses and use the properties of the materials to add shape, detail, tone and form to their drawings.	To use the properties of pen, ink and charcoal to create a range of effects in drawing.
2. Who is Bharti Kher? Who is Edmonia Lewis ? Who is Henry Moore?	Children to learn that artwork has been used at different times and in different cultures to express ideas about storytelling, religion and intellectual satisfaction. Children learn to compare and contrast artwork from different times and cultures. Bharti Kher is a contemporary artist. Mary Edmonia Lewis was a trailblazer who shattered racial barriers as the first professional African American sculptor in the mid-1800s. Henry Moore	To articulate similarities and differences between artwork and include the subject matter, style and use of colour, texture, line and tone.
3. Can you explain and introduce the significance of statues, statuettes and figurines in ancient civilisations ?	Children to learn that historical works of art are significant because they give the viewer clues about the past through the symbolism, colours and materials used. Art can be developed that depicts the human form to create a narrative.	To understand why sculpture was important to ancient civilisations and why ancient sculpture is a valuable art form today .
4. How can you create a wire armature for a simple standing clay figurine?	Children to learn that the techniques used to create a 3-D form from clay include coiling, pinching, slab construction and sculpting. Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.	To use clay to create a detailed or experimental 3-D form.
5. Can you explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points?	Children to learn that statues, statuettes and figurines were a significant part of life in ancient Sumer. Inlaid eyes and clasped hands characterised figures. Male heads are frequently shown bald but sometimes with beards, while female figures had varied hairstyles or headdresses. Facial characteristics were similar.	To understand that art can be developed that depicts the human form to create a narrative.
6. Can you give constructive feedback to others about ways to improve a piece of artwork?	Children to learn that constructive feedback highlights strengths and weaknesses and provides information and instructions aimed at improving one or two aspects of the artwork, which will improve the overall piece.	To know that feedback should be constructive, helping the artist to see things that could be made better.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Bharti Kher Edmonia Lewis Henry Moore Otobong Nkang a- modern artist Niki de Saint Phalle French-American Sculptor
Expression through cre-	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and	
The shaping of history	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey	

Outcome	Character Traits	Stickability	WOW
To create a clay figurine	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Share photos of figurines on social media or school website.



Autumn Year 5 - Art and Design - Tints, tones and shades (Dynamic dynasties)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings. 	tint	slight or pale coloration	Impressionism	a style of painting developed in France during the mid-to-late 19th century	French artists	Fine paintbrushes paints (primary and secondary colours plus black and white) Mixing palettes Cloths Sketchbooks Cartridge paper Rulers and erasers Hard and soft pencils Black ink Paintbrushes and mixing palettes Drawing pens and black markers
	tone	effect of colour or of light and shade in a picture.	landscapes	piece of art that shows scenery, such as mountains, valleys, trees, rivers, forests or buildings.		
	shade	darkening of colour	fantasy art	a genre of art that depicts magical or other supernatural themes, ideas, creatures or settings		
	perspective	a method of creating the illusion of depth by means of converging lines.	vibrant	bright, intense colour		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you mix different colours to explore tints, tones and shades?	Children to learn that a tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. A tone is a colour mixed with grey. The colour stays the same, only less vibrant.	To mix and use tints and shades of colours using a range of different materials, including paint. To reinforce an understanding of colour and colour mixing.
2. Who is Bridget Riley? Who is Vanessa Bell?	Children to learn about op-art and how artist have used black and white to create artwork..	To compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
3. Who is Claude Monet?	Children to learn that a tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. Unlike other artistic movements, the <u>Impressionists</u> did not use black paint, preferring to use pure colour to add shade and shadow. Children will learn to identify, mix and record colours in a specific piece of artwork.	To mix and use tints and shades of colours using a range of different materials, including paint.
4. Can you sketch a landscape?	Children to learn that perspective in artwork, gives the illusion of depth and distance. The horizon line in a landscape drawing is a horizontal line drawn across the picture, showing where the sky meets the Earth. It allows the artist to draw the viewer's attention to specific focal points within the drawing.	To produce creative work on a theme, developing ideas through a range of preliminary sketches or models.
5. Who is Salvador Dali? Who is Gabrielle Munter? Can you paint a landscape using different tints, tones and shades?	Children to learn that imaginative and fantasy landscapes are artworks that usually have traditional features of landscapes, such as plants, physical and human features, but they have been created from the artist's imagination and do not exist in the real world.	To use a range of materials to create imaginative and fantasy landscapes.
6. Can you evaluate your artwork?	Children to learn that ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	To compare and comment on the ideas, methods and approaches in their own and others' work.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Landscape art Monet Monet Gabriele Münter Salvador Dali Marjorie Sarnat
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
To paint a landscape using different tints, tones and shades and evaluate	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Walking gallery to display all children's work



Spring Year 5 - Art and Design - Line, light and shadows(Sow, Grow and Farm)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing. 	Op-art	The word optical is used to describe things that relate to how we see.	Deconstructs	breaking down" or analyzing something to discover its true significance	Computing- digital art	Pens Inks Black and white photographs I-pads Bottles of different shapes and sizes Whiteboards and drywipe pens Pencils Charcoal Sketchbooks
	preliminary	are quick drawings that can be used to inspire a final piece of artwork.	Contour lines	a line that follows the outline of a subject, emphasizing its shape and form.		
	sketch	a rough drawing or painting in which an artist notes down his preliminary ideas for a work that will eventually be realized with greater precision and detail.	the rule of thirds	imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds		
	reimagine	to reinterpret an event, work of art, etc. imaginatively; to rethink; to imagine again or anew; or to recreate.	shadows	the dark side on an object not facing the light that reveals the form and mass of the shape		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1.Can you explore a continuous, or one-line, drawings?	Children to learn that these are made by keeping a pen or pencil in contact with a piece of paper for the duration of a drawing exercise. Children will review and revisit ideas and sketches to improve and develop ideas.	To introduce creative work on a theme, developing ideas through a range of preliminary sketches or models
2.Who was Pablo Picasso ?	Children to learn that visual elements include line, light, shape, colour, pattern, tone, space and form. Pablo Picasso's continuous line drawings reduce a complicated image to one fluid line. The simplicity, energy and life captured in his continuous line drawings are still much admired.	To describe and discuss how different artists and cultures have used a range of visual elements in their work
3.Can you explore shading techniques using charcoal and pencil?	Children to learn that shading techniques include cross-hatching, contour lines, stippling and scribbling.	To use pen to add perspective, light and shade to a composition or model.
4. Who was Rembrandt, and how did he use the pen and ink technique in his work.?	Children to learn that Rembrandt was a Dutch draughtsman, painter and printmaker. He experimented with different techniques throughout his lifetime. Ink wash is a mixture of India ink and water, which is applied to paper using a brush. Adding different amounts of water changes the shade of the marks made.	To understand that ink wash can be used to create a tonal perspective, light and shade.
5. Can we draw on black paper?	Children to learn that drawing on black paper with a white material, such as chalk or pencil, can create a dramatic effect due to the contrast between black and white.	To produce creative work on a theme, developing ideas through a range of preliminary sketches or models.
6. What are Black and white photographs? Why do shadows in black and white photographs stand out?	Children to learn that a black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones. Techniques using auto mode, pausing and focusing before taking a picture, using the rule of thirds (imagining the view is split into three equal, horizontal sections and positioning key elements in the thirds), avoiding taking pictures pointing towards a light source and experimenting with close-ups, unusual angles and a range of subjects.	To record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.
7. How can we add line and tone?	Children to learn to create artwork with line, light and shadows. They learn to explore how they can edit and adapt their photograph, using a paint app.	To record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.
8. What is op-art? Who is Bridget Riley?	Children to learn that to innovate a black and picture using the skills and techniques learnt so far to reimagine their photograph in a shaded drawing.	To use pen and ink (ink wash) to add perspective, light and shade to a composition or model.
9. Can you evaluate and analyse creative works using the language of art?	Children to learn that ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	To compare and comment on the ideas, methods and approaches in their own and others' work.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Andy Goldsworthy British Kumi Yamashita Japanese artist- use of shadows Rembrandt Kara Walker British op-art Bridget Riley -
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey	

Outcome	Character Traits	Stickability	WOW
Creating artwork with line, light and shadows	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Explore ink wash



Summer Year 5 - Art and Design - Expression (Groundbreaking Greeks)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait. 	Expressionist artists	seek to express their subject's feelings, moods, and emotions or themselves, rather than representing the real world.	shade	colour mixed with black, which increases darkness.	SMSC- anxiety PSHE—emotions, expressing emotions	Hand mirrors Sketch pencils Pastels, colouring pencils and marker pens Paints in the primary colours plus black and white Mixing palettes Fine paintbrushes Glue sticks Scissors Newspapers and magazines Letter stencils Oil pastels
	tint	A colour mixed with white, which increases lightness.	Emotions	A persons inner feelings e.g. happiness, fear		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Do you understand how the Expressionist artists portrayed feelings and emotions in their work?	Children to learn that a portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists.	Explore and create expression in portraiture.
2. Who was Edvard Munch?	Children to learn that visual elements include line, light, shape, colour, pattern, tone, space and form.	Describe and discuss how different artists and cultures have used a range of visual elements in their work.
3. Can you explore the colours used in the images?	Children to learn that in Expressionist art, the use of colour is highly intense and non-naturalistic. The application of colour is freely applied and textural.	Mix and use tints and shades of colours using a range of different materials, including paint.
4. Can you add text or printed materials to a photographic background?	Children to learn that some artists use text or printed images to add interest or meaning to a photograph.	To describe an image, making judgements about the emotions and feelings represented by the subject.
5. Can you explore and create expression in portraiture?	Children to learn to take photographs of each other expressing feelings and emotions	Discuss the ways that facial features change as we express feelings and emotions.
6. Can you create an Expressionist-style painting?	Children to learn that a portrait is a picture of a person that can be created through drawing, painting and photography.	Artistic movements or artists that communicate feelings through portraiture include the Expressionists.
7. Can you evaluate your own and others work?	Children to learn that ideas are the new thoughts and messages that artists have put into their work. Methods and approaches are the techniques used to create art.	Compare and comment on the ideas, methods and approaches in their own and others' work.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Edvard Munch ideas Frank Bowling Jean-Michel Basquiat Yinka Shonibare Tony Cragg sir Eduardo Paolozzi Scottish
Expression through cre-	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and	
The shaping of history	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a jour-	

Outcome	Character Traits	Stickability	WOW
To create an imaginative self-portrait.	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Starter - Share art work expressing different feelings/emotions. See if children can spot the purpose and link between the different artworks



Autumn Year 6 - Art and Design - Tints, tones and shadow & Trailblazers, barrier breakers (Maafa)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them. 	tint	slight or pale coloration	Mood board	A collection of visual images put together to represent an emotional response	History Mary Edmonia Lewis -Year 4	Fine paintbrushes Powder or ready-mixed paints (primary and secondary colours plus black and white) Mixing palettes Cloths Landscape images Pens and pencils
	tone	effect of colour or of light and shade in a picture.	Digital	Electronic technology		
	shadow	Darkening of colour	Montage	Putting together a variety of images that relate to each other in some way		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you mix colours and experiment with tints and tones? (Year 5 recap-Tints, tones and shadow)	Children to learn that a tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. A tone is a colour mixed with grey. The colour stays the same, only less vibrant.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art
2. Can you create a digital mood board/montage about significant black artist's work.(Year 5 recap-Tints, tones and shadow)	Children to learn that works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.
3. Can you create a moodboard to compare and contrast different artists work	Children to learn that a mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art
4. Can you explore themes in different pieces of artwork?	Children to learn that art analysis explores aspects of an artwork, including the people depicted, setting, story, movement, abstraction, use of text, emotional response, the arrangement of objects, the title, dominance, lines and edges, visual language, tonal range, light sources and shadows, colour, texture, space, viewpoint and use of media.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
5. Can you create a replica of a famous piece of artwork?	Children to learn that different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.	Use colour palettes and characteristics of an artistic movement or artist in artwork.
6. Can you create sketches (based on your learning in Maafa) with meaning and ideas?	Children to learn that in conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.	Create innovative art that has personal, historic or conceptual meaning.
7. Can you evaluate and share your work?	Children to learn that works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject.	Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Reading inspirational stories about Black significant artists Henry Ossawa Tanner , Augusta Savage , Elizabeth Catlett
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
To create sketched with meaning and ideas and evaluate	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Reading inspirational stories about Black significant artists Exhibiting their work to others



Spring Year 6 - Art and Design - Inuit (Frozen Kingdom)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> To learn about the Inuit way of life, including some of their cultural and artistic traditions. 	expressionist	painted emotion rather than real life	naturalist	aimed to examine human beings objectively and represent life as it really is.	Computing— digital montages History—Inuit art history Geography—inuits	Computer or tablets Sketchbooks Blocks of soft soap Clay tools Card or acetate Paint or inks Sponges or foam paint brushes Masking tape Ready-mixed paints Fine paint brushes Craft knife
	impressionist	an 'impression' of what the person, light, atmosphere, object or landscape looked like to them.	fauvist	is the name given to an art movement that took place in the early 20th century (around 1905 - 1910)		
	Conceptual art	the idea or concept behind a piece of art is more important than the look of the final piece	Inuit	The Inuit are native people of the Arctic regions		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. How can we make a digital montage ?	Children to learn to introduce them to the Inuit way of life and some of their cultural and artistic traditions. Arctic animals are an important subject matter for Inuit artists.	Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.
2. Can you explore Inuit carvings and create a 3D sculpture ?	Children to learn that inuits have been expert carvers for thousands of years. They carve art objects from materials such as bone, ivory and wood. Birds, bears and other land animals are the common artistic subject matter.	A 3-D form is a sculpture made by carving, modelling, casting or constructing, and to explore the technique of carving .
3. What is an Inuit printing ?	Children to learn that inuit prints are made using a stencilling technique Applying paint or ink over the cut out design creates an image on the surface below , which is revealed when the stencil is remove .	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
4. Can you create an Inuit-inspired print of their own design?	Children to learn that different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours	Use colour palettes and characteristics of an artistic movement or artist in artwork.
5 What is conceptual art?	Children to learn to transfer their ideas onto card or acetate to create a durable stencil. Allow them to experiment with their stencil to make a series of prints, using their chosen colour combinations.	Create innovative art that has personal, historic or conceptual meaning
6. Can you adapt and refine your artwork in light of constructive feedback and reflection?	Children will learn the strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.	

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Kenojuak Ashevak Pitseolak Ashoona.
Expression through creativity	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and techniques and how different artists throughout history have used art to express their thoughts and feelings.	
The shaping of history and culture	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a journey through different periods of art and will develop knowledge of different historical and cultural conditions.	

Outcome	Character Traits	Stickability	WOW
To create inuit art.	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Share— https://www.youtube.com/watch?v=00+PQTIVBUU



Summer Year 6 - Art and Design - Bees, beetles, and butterflies- (Britain in war)

Curriculum Objectives	Vocabulary				Links Across the Curriculum	Resources
<ul style="list-style-type: none"> This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies. 	one-point perspective	one vanishing point on the horizon line	two-point perspective	two vanishing points on the horizon line	Science—insects and nature	Sketch pencils Watercolours Pictures of butterflies/bees/beetles Mixed Paper Fabric Wood Glue embellishments Bee template Beetle template
	three-point perspective	two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above	Annotate	To add notes to (a text or diagram) giving explanation or comment . Adding opinions and ideas to others' art work or reflecting on their own. Pupils should be encouraged to express their thoughts and emotions towards artists, concepts and pieces of artwork and add annotations in each art lesson.		
	Reflecting	Pupils to discuss how they would adapt their own, their peers' and established artists' work and describe how will make improvements.	Develop	Art work should never be marked as incorrect. Children should be encouraged to develop their artwork rather than find negatives to improve.		

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. Can you create a mood board or montage to inform their thinking about a piece of art?	Children will learn that a mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image.	Most artists begin their work with a sketch. Artists often use sketchbooks to draw their observations, take notes, or write down an idea that they can develop later.
2. What is a contemporary illustrator?	Children will learn that different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours.	Use colour palettes and characteristics of an artistic movement or artist in artwork.
3. Can you create an observational drawing?	Children will learn that observational drawing means drawing what you see. It is a realistic portrayal of the subject matter. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above).	to use line, tone, shape and colour to record the details of the insect
4. Can you use a range of materials to create a detailed, mixed media collage?	Children will learn that printmakers create artwork by transferring paint, ink or other art materials from one surface to another	Materials used to create mixed media art include, paint, paper, fabric, wood and found or decorative objects.
5. Can you use the work of a significant printmaker to influence artwork?	Children will learn that Pop Art was an art movement that began in the United Kingdom and United States in the mid to late 1950s. The movement was inspired by popular culture. Pop Art is characterised by images of everyday objects, words and people, but presented using vibrant colours and bold outlines.	Andy Warhol was a significant artist and printmaker of the Pop Art movement. His iconic artworks include prints of Campbell's Soup tins and the film star Marilyn Monroe.
6. Can you create innovative art that has personal, historic or conceptual meaning?	Children will learn that conceptual art, the idea or concept behind a piece of art is more important than the look of the final piece.	
7. Can you adapt and refine your artwork in light of constructive feedback and reflection?	Children will learn the strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.	

Themes		Diversity in the Curriculum
Nature and landscapes -	Children to observe the natural beauty and the visual elements of different natural landscapes. To explore different patterns in nature.	Lucy Arnold is a contemporary illustrator. She is greatly inspired by nature and expresses her ideas with a bold use of colour. Lucy Arnold American Jennifer Angus Kate Norris
Expression through cre-	Children will learn how to create mood, provoke feelings, add expression and create visually appealing artworks. To explore different art movements, the features and	
The shaping of history	Children will learn about how art and design reflects and shapes our history and society through the work of different artists and artisans. The children go on a jour-	

Outcome	Character Traits	Stickability	WOW
To create an observational drawing	Ambitious Articulate Resilient Curious Kind Respectful	Recap key vocabulary and knowledge. Display photo of artist.	Create a mood board or montage of themselves.

