Cropredy C of E
Primary School

Curriculum Handbook
Key Stage 1 and Key Stage 2

Updated September 2025

Subject Lead Sarah Andrews

Curriculum Statement

INTENT

At Cropredy Church of England Primary School the intent is to ensure all pupils produce creative, imaginative work.

Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. They are encouraged to record and reflect on these through the use of sketchbooks.

At Cropredy Church of England Primary School, we value Art and Design as an important part of children's entitlement to a broad and balanced curriculum. Our curriculum is designed to build upon children's prior learning through our progression documents and the use of our KCVs. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum.

Through the curriculum, children will be exposed to a sound understanding of a range of famous artists, designers and craft makers.

Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

A high-quality Art lesson should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works out art. As of children progress using small steps, they should be able to think critically and develop a mastered understanding of Art and Design.

IMPLEMENTATION

The teaching and implementation of Art at Cropredy is based on the National Curriculum.

Each KCV gives an overview of any associated prior learning or skill, which can then be built upon throughout the unit of work. Each lesson looks at the same medium of art during a unit and builds upon these skills to enhance the use of this medium.

Each year group has a KCV with an overview of each unit of teaching to give the teacher and adults leading art confidence in what they are expected to teach. Our teachers are aware of the progression of skills and knowledge in each unit and can use the curriculum handbook to enhance their knowledge of this. Each key stage focuses on different themes built on previous learning to ensure continued interest in the subject as well as acquiring new knowledge. The units we have chosen are linked with the different mediums of art including: drawing, painting and sculpture, this ensures there is creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

IMPACT

As a result of the development of Art at Cropredy, the children are able to develop their use of art to express themselves and help regulate their emotions.

They understand that art comes in a range of forms and does not need to just consist of observational drawing or painting. As a community school, the children will have strong links with our school community and as a result can see the place that art holds within the 'real world'.

We want all children to understand that when they leave Cropredy, they should all consider themselves an artist. Someone who can express themselves, their feelings and emotions in a variety of ways.

RECORDING

Children have their own sketchbooks, in which they can record their own thoughts, ideas and opinions. They use the pages to develop their skills and the progression of these skills throughout the units is clear.

Teachers will take pictures of the children when they are using different tools and exploring different artistic techniques. These will either be stuck into the children's sketchbooks or put onto our school website for parents to see.

ASSESSMENT

To assess Art at Cropredy, teachers reflect on the skills which are documented on the KCVs throughout the topic, then how well they have been applied to a final piece of art.
In order to support understanding and allow teachers to make judgements, key concept questions can also be used to further assess the children.
Evaluation of their own work also plays a part in the assessment process, as does critiquing the work of others.

INCLUSION

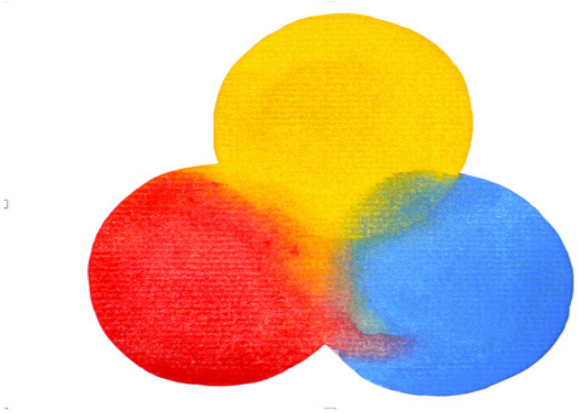
Art at Cropredy is for everyone. To help promote inclusivity, the curriculum has been designed to deliver a range of art. Pupils will be given the opportunity to use a range of tools throughout each topic. These will be altered and adapted to enable all children to access each opportunity. The range of topics are designed to encourage children with all interests to engage with the creative art.

Here at Cropredy all Art lessons ensure every child has an equal chance of learning, regardless of whether they might have a disability or a special need. The ethos generated around our lessons promotes developing and boosting everyone's self-confidence to accept themselves as artists and their strengths and weaknesses.

CULTURAL CAPITAL

Our school aims to engage ALL pupils in Art. When completing studies of existing artists, the children will be exposed to a range of people from different genders, backgrounds, ages and education or experiences. These will include people from our local community and also those from other countries which link to the units of Art they're studying.

Links will be made between all the learning the children complete, their art will complement their topic and science learning which allows for children with different interests, to be engaged with art. A wide range of techniques and materials will be used to ensure children from all backgrounds have exciting opportunities which they may not have access to outside of the school environment.



Curriculum Overview

Curriculum Overview

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	Painting and Mixed Media: Colour Splash		Drawing: Make your mark		Sculpture and 3D: Paper play	
2	Craft & Design: Map it out		Painting and Mixed Media: Life in Colour		Sculpture and 3D: Clay Houses	
3	Sculpture and 3D: Abstract shape and space		Drawing: Growing Artists		Craft and Design: Ancient Egyptian Scrolls	
4	Drawing: Power prints		Craft and Design: Fabric of nature		Painting and Mixed Media: Light and Dark	
5	Drawing: I need space		Sculpture and 3D: Interactive installation		Painting and Mixed Media: Portraits	
6	Painting & Mixed Media: Artist Study		Drawing: Make my voice heard		Sculpture and 3D: Making Memories	

Skills Progression

NATIONAL CURRICULUM OBJECTIVES

EYFS

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1

Pupils should be taught:

• to use a range of materials creatively to design and make products.

• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;

• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

LOWER KS2 / UPPER KS2

Pupils should be taught:

• to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;

• to create sketch books to record their observations and use them to review and revisit ideas;

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

• about great artists, architects, and designers in history.

Skills Progression

DRAWING

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pupils should be taught to: Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing. ect.		Use shapes identified within objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively.	Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint.	Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge.	Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.

Skills Progression

SCUPLTURE AND 3D

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pupils should be taught to: Return to and build on their previous learning, refining ideas and developing their ability to represent them. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Creating with materials: Share their creations, explaining the process they have used.	**Roll and fold paper.** **Cut shapes from paper and card.** **Cut and glue paper to make 3D structures.** **Decide the best way to glue something.** **Create a variety of shapes in paper, eg spiral, zig-zag.** **Make larger structures using newspaper rolls.**	Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.rs.	Use simple shapes to scale up a drawing to make it bigger. Make a cave wall surface. Paint on a rough surface. Make a negative and positive image. Create a textured background using charcoal and chalk. Use natural objects to make tools to paint with. Make natural paints using natural materials. Create different textures using different parts of a brush. Use colour mixing to make natural colours.		Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive. Plan an installation proposal, making choices about light, sound and display.	Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.

Skills Progression

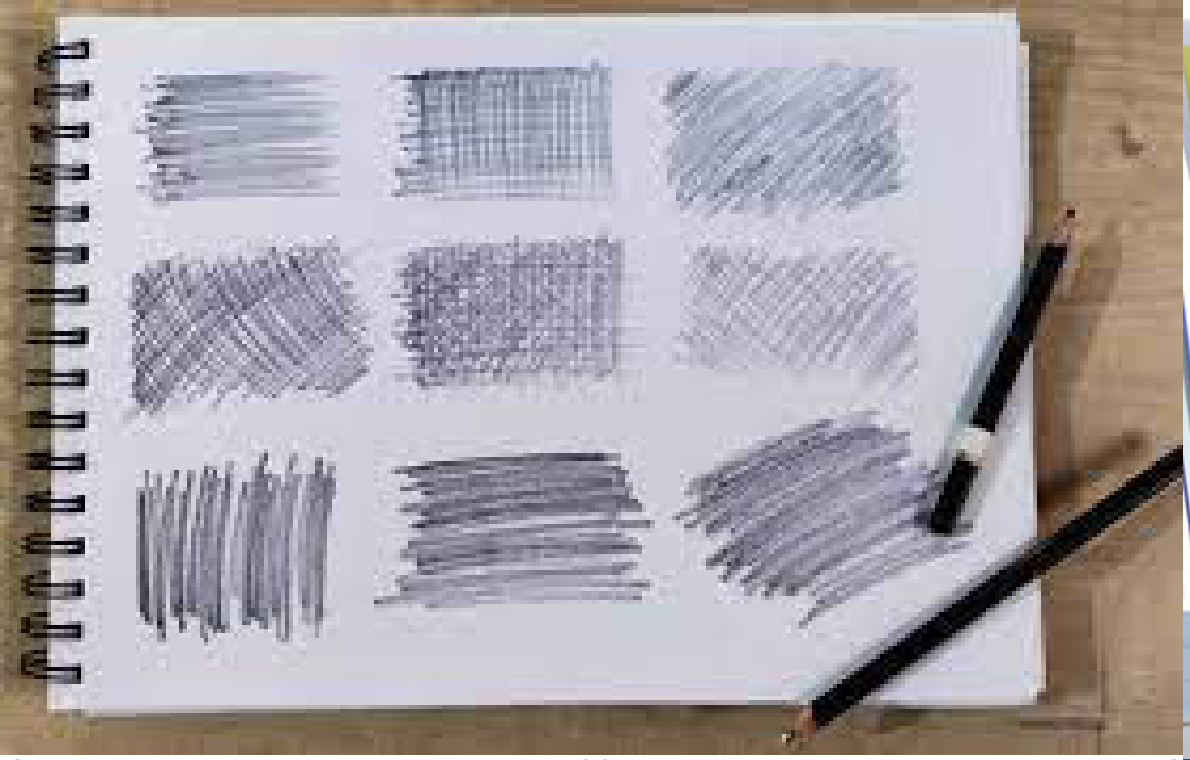
PAINTING AND MIXED MEDIA

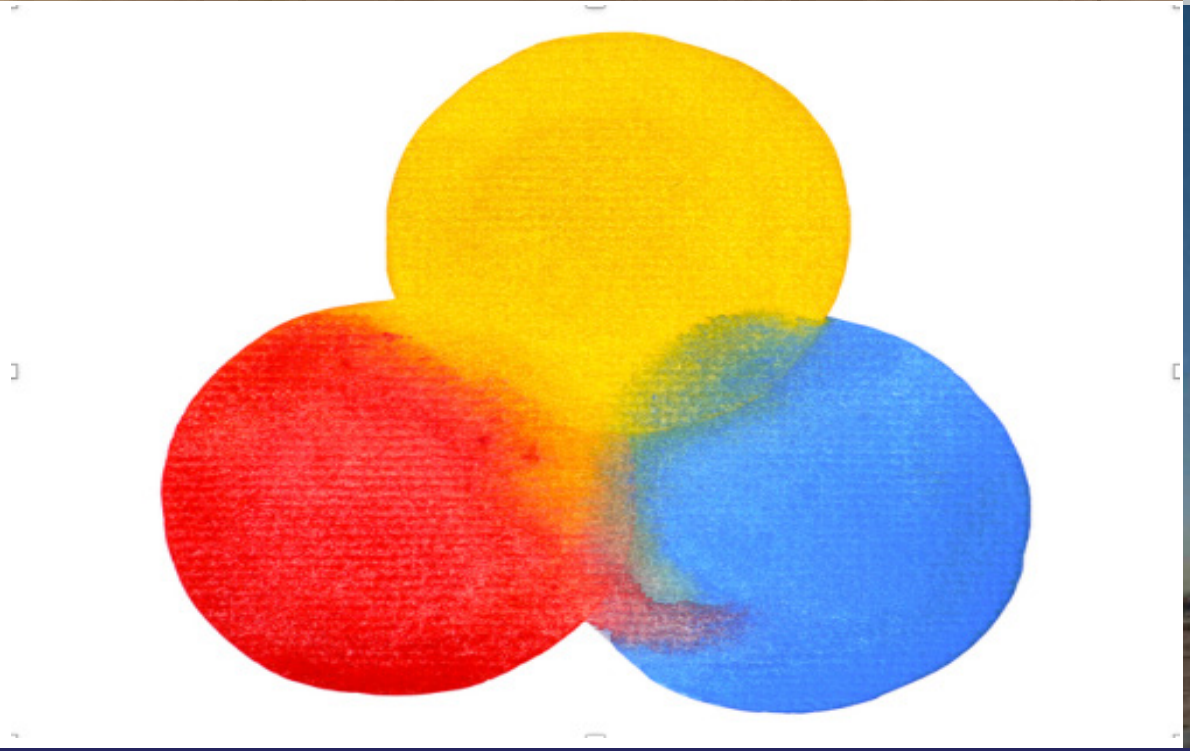
FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pupils should be taught to: Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Combine primary colouredmaterials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes. Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.	Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour. Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.		Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.	Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas.	Use sketchbooks to research and present information. Develop ideas into a plan for a final piece. Make a personal response to the artwork of another artist. Use different methods to analyse artwork such as drama, discussion and questioning.

Skills Progression

CRAFT AND DESIGN

FOUNDATION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pupils should be taught to: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks.	Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information.	Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to docs on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on fabric. Use materials, like glue, in different ways depending on the desired effect. Paint on fabric Wash fabric to remove glue to finish a decorative fabric piece.		





YEAR 1

Painting and Mixed Media: Colour Splash

PPRIOR LEARNING

During their time in Early Years, children have began to experience learning about primary and secondary colours within carefully chosen books which form the basis of all their learning. Children use paint within the continuous provision and have the autonomy to pick which colours they use.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Investigate how to mix secondary colours
- Apply knowledge of colour mixing when painting
- Explore colour when printing
- Experiment with paint mixing to make a range of secondary colours
- Apply painting skills when working in the style of an Clarice Cliff

Making skills:

- How to combine primary coloured materials to make secondary colours.
- How to mix secondary colours in paint.
- How to choose suitable sized paint brushes.
- How to clean a paintbrush to change colours
- How to print with objects, applying a suitable layer of paint to the printing surface.
- How to overlap paint to mix new colours.
- How to use blowing to create a paint effect.
- How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.

IMPACT

Children know how to mix secondary colours and paint with confidence onto different materials. Children know how to select appropriate materials for painting and begin to understand how to change a shade.

SUBJECT SPECIFIC VOCABULARY

Hue
Describing an exact colour: sky blue, dark green, rose pink.

Primary Colour
Red, Yellow and Blue

Secondary Colour
Orange, Green and Purple, colours which are made by mixing two primary colours together.

Pattern
Pattern is a design in which shapes, colours or lines are repeated

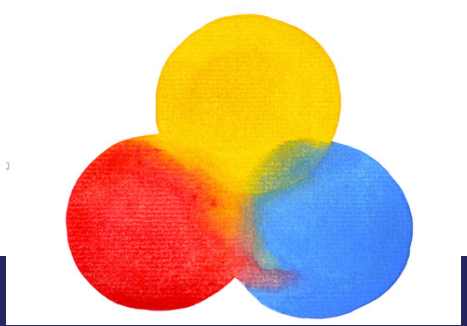
Mix
Combining two or more colours together
Blend

Print
Transfering an image onto another surface

<u>Key Artists:</u>

Jasper Johns

Clarice Cliff



HIGH FREQUENCY VOCABULARY

Texture Thick

KEY CONCEPT QUESTIONS

What are the three primary colours?

What primary colours can you mix together to make a secondary colour?

What can you tell me about Clarice Cliff's art?

SMSC LINKS

Spiritual - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning

Moral - Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.

Cultural - Interest in exploring, improving understanding of and showing respect for different faiths.

YEAR 1

Drawing: Make Your Mark

PRIOR LEARNING

In foundation, children would have experienced mark marking through continuous provision and started to form patterns and letters.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Create differnet types of lines
- Explore line and mark making to draw with water
- Draw with differnt media
- Develop an understanding of mark making
- Apply an understanding of drawing materials and mark making to draw from observation

Making skills:

- That a continuous line drawing is a drawing with one unbroken line.
- How to hold and use drawing tools in different ways to create different lines and marks
- How to use mark making to replicate texture.
- Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.
- How to create marks by responding to different stimulus such as music.
- How to look carefully to make an observational drawing.
- How to complete a continuous line drawing.
- How to overlap shapes to create new ones.

IMPACT

Children can create a range of types of lines, in different types of media to begin drawing something from an observation and respond to stimulus.

SUBJECT SPECIFIC VOCABULARY

Vertical
Pointing straight up at a 90 degree angle from a horizontal baset

Horizontal
Flat or level with the ground and not at an angle to it

Geometric
Mathematical shapes with straight lines, angles and point

Irregular
When shapes or lines are not formed of the same sizes

Observation
To look at something carefully

Regular
A consistent size or pattern

Texture
A surface quality that is not flat

<u>Key Artists:</u>

Bridget Riley

Zaria Forman

Renata Bernal

Kandinsky

HIGH FREQUENCY VOCABULARY

Line,	Mark	Circle,
Wavy,	making,	Texture,
Straight,	Observe,	Chalk

KEY CONCEPT QUESTIONS

How are lines the same and how are they different?

How does light change the way water looks?

Which media that we have used is similar?

Ho are you going to use your observationsal skills to make your drawing look like your object?

Spiritual - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Sense of enjoyment and fascination in n learning about themselves, others and the world around them.
Moral - Understanding of the consequences of their behaviour and actions
Social - Use of a range of social skills in different ontexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
Cultural - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

SMSC LINKS

YEAR 1 Sculpture & 3D - Paper Play

PPRIOR LEARNING

In foundation, children would have had opportunities for sculpting with a range of resources including playdough, junk modelling and creating artwork with nature.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Roll paper to make 3D structures
- Shape paper to mkae a 3D drawing
- Apply paper shaping skills to make an imaginitive sculpture
- Work collaboratively to plan and create a sculpture
- Apply painting skills when working in 3D

Making skills:

- How to roll and fold paper
- How to cut shapes from paper and card.
- How to cut and glue paper to make 3D structures.
- How to decide the best way to glue something.
- How to create a variety of shapes in paper, eg spiral, zig-zag.
- How to make larger structures using newspaper rolls.

IMPACT

Children can make and create a range of shapes and sculptures with paper. They work with others to create a joint piece of artwork that included joining different materials. Some improvement in dexterity to cut, glue and manipulate materials.

SUBJECT SPECIFIC VOCABULARY

Three Dimensional (3D)
A solid shape; art that isn't flat on paper

Cylinder
A tube shape

Detail
Extra decoration or items that add interest

Sculpture
Art in three dimensions; walk all around it to look at it

<u>Key Artists:</u>

Samantha Stephenson

Louise Bourgeois

SMSC LINKS

Spiritual - Sense of enjoyment and fascination in learning about hemselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences.
Moral - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
Cultural - Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

HIGH FREQUENCY VOCABULARY

Artists Curve Zig-Zag

KEY CONCEPT QUESTIONS

How is the artwork different to a painting or drawing?

Does it look 2D or 3D?

How is this similar or differnet to Louise Bourgeois work?

YEAR 2 Craft and Design: Map it Out

PRIOR LEARNING

During foundation children have had the opportunity to explore different materials in their craft area in the continuous provision. In Year 1, during a DT unit, children have learnt how to manipulate different materials and have spoken about how to connect them together.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- Investigate maps as a stimulus for drawing
- Learn and apply the steps of the felt making process
- Experiment with a craft technique to develop an idea
- Develop ideas and apply craft skills when print making
- Present artwork and evaluate against a design brief

Making skills:

- How to draw a map to illustrate a journey.
- How to separate wool fibres ready to make felt.
- How to lay wool fibres in opposite directions to make felt.
- How to roll and squeeze the felt to make the fibres stick together.
- How to add details to felt by twisting small amounts of wool.
- How to choose which parts of their drawn map to represent in their 'stained glass'.
- How to overlap cellophane/tissue to create new colours.
- How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.
- How to apply paint or ink using a printing roller.
- How to smooth a printing tile evenly to transfer an image.
- How to try out a variety of ideas for adapting prints into 2D or 3D artworks.

HIGH FREQUENCY VOCABULARY

Shape, Texture, Pattern, Mosaic, Overlap, Design

KEY CONCEPT QUESTIONS

What do the images have in common?

WHich is your favourite map and why?

What is felt made from?

Which artwork contaings links to the local area?

SMSC LINKS

Spiritual - Willingness to reflect on their experiences. Use of imagination and creativity in their learning.

Moral - Understanding of the consequences of their behaviour and actions.

Social - Use of a range of social skills in different ontexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.

Cultural - Ability to recognise, and value, the things we share in commonacross cultural, religious, ethnic and socio-economic communities

SUBJECT SPECIFIC VOCABULARY

Negative print
Ink will show in the background of the tile rather than the drawn lines

Felt
A material made by laying fibres in differnet positions then squashing them together

Fibre
Threads of wool

Viewfinder
A tool used to help choose a composition

Abstract
Art where the subject doesnt look like it does in real life

Composition
Putting different elements together in a pleasing way

Stained Glass
Colourful, decorative glass that makes a design

Curator
Someone who organises and looks after collections in museums or galleries

Artists:

Susan Stockwell

Kim Soon Im

Josef Albers

IMPACT

Children will know how to make felt and use it within the context of a design brief, following that as a guide as an alternative to their own preferences.

YEAR 2 Painting and Mixed Media: Life in Colour

PRIOR LEARNING

Children will know the names of primary and secondary colours and have the knowledge of which primary colours to mix to make the secondary colours. Children are able to describe their completed piece of work.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Develop knowledge of colour mixing
- Know how texture can be created with paint
- Use paint to explore texture and pattern
- Compose a collage, choosing and arranging materials for effect.
- Evaluate and improve artwork

Making skills:

- How to mix a variety of shades of a secondary colour.
- How to make choices about amounts of paint to use when mixing a particular colour.
- How to match colours seen around them.
- How to create texture using different painting tools.
- How to make textured paper to use in a collage.
- How to choose and shape collage materials eg cutting, tearing.
- How to compose a collage, arranging and overlapping pieces for contrast and effect.

How to add painted detail to a collage to enhance/ improve it.

HIGH FREQUENCY VOCABULARY

Mixing, Primary Colour, Secondary Colour, Texture, Collage

KEY CONCEPT QUESTIONS

What happens when the paint mixes on the page?

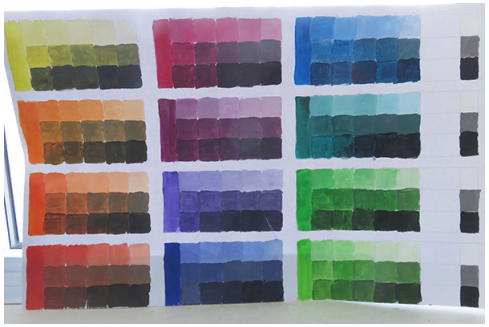
How could you make hte colour lighter or darker?

Which tool could you use to make that surface texture?

What texture matches what you are making?

IMPACT

Children are able to create different textures with paint. They will understand how a collage can be created and able to talk about what effect they were going for when they selected the materials.



SUBJECT SPECIFIC VOCABULARY

Overlap
One piece of material crossing over another

Surface
The outside layer of something

Key Artists

Romare Bearden

SMSC LINKS

Spiritual - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Sense of enjoyment and fascination in learning about themselves, others and the world around them.
Moral - Understanding of the consequences of their behaviour and actions
Social - Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
Cultural - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

YEAR 2

Sculpture and 3D: Clay Houses

PRIOR LEARNING

Children have spent time manipulating different materials including playdough and salt dough in the Early Years. Children are able to think of different ways that they can connect different materials together.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Use my hands as a tool to shape clay.
- Shape a pinch pot and join clay shapes as decoration.
- Use impressing and joining techniques to decorate a clay tile.
- Plan the features of a 3D model.
- Make a 3D clay tile from a drawn design.

Making skills:

- How to smooth and flatten clay.
- How to roll clay into a cylinder or ball.
- How to make different surface marks in clay.
- How to make a clay pinch pot.
- How to mix clay slip using clay and water.
- How to join two clay pieces using slip.
- How to make a relief clay sculpture.
- How to use hands in different ways as a tool to manipulate clay.
- How to use clay tools to score clay.

HIGH FREQUENCY VOCABULARY

Shape, Sculpture, Three dimensional

KEY CONCEPT QUESTIONS

How can clay be smoothed?

How do we make score marks?

How are you making a pattern on your tile?

SMSC LINKS

Spiritual - Knowledge of, and respect for, different people's faiths, feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them.
Moral - Understanding of the consequences of their behaviour and actions
Social - Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
Cultural - Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.

SUBJECT SPECIFIC VOCABULARY

Clay slip
A runny mixture of clay and water, a bit like glue

Impress
Pushing objects into a clay surface to mkae interesting marks

Pinch Pot
A simple pot formed by pushing your thumb into a ball of clay

Relief
Three dimensional parts of an artwork which are joined to a flat base

Score
Making hatched lines into the clay surface

Sculpture
Art in three dimensions

Key Artists:

Ranti Bam

Rachel Witheread

IMPACT

Children will know and be able to manipulate clay effectively using a range of strategies such as rolling or pinching. This will also involve using a range of tools for an effect, which will incorporate drawing techniques.

YEAR 3 Sculpture and 3D: Abstract shape and Space

PRIOR LEARNING

Children are able to in clay shapes and make marks in the tile surface to create a pattern. They have experienced making 3D shapes including individual clay pots and a group made 3D spider.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Join 2D shapes to make 3D structures.
- Join materials in different ways when working in 3D.
- Develop ideas for 3D artwork.
- Apply knowledge of sculpture when working in 3D.
- Evaluate and improve an artwork.

Making skills:

- How to join 2D shapes to make a 3D form.
- How to join larger pieces of materials, exploring what gives 3D shapes stability.
- How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.
- How to identify and draw negative spaces.
- How to plan a sculpture by drawing.
- How to choose materials to scale up an idea.
- How to create different joins in card eg. slot, tabs, wrapping.
- How to add surface detail to a sculpture using colour or texture.
- Display sculpture.

IMPACT

Children are able to manipulate card to create shapes as well as methods in order to join card. There wil be a better understanding of how 2D shapes and ideas can be transformed to a 3D sculpture.

HIGH FREQUENCY VOCABULARY

Sculpture, Structure, Three-dimensional, Sculptor, Abstract

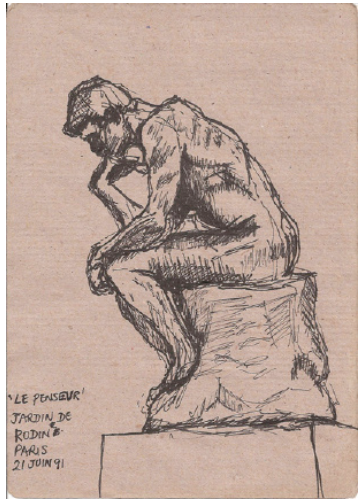
KEY CONCEPT QUESTIONS

Is this Art or playground equipment?

Why would an artist help to mkae a bridge?

What do you like about your sculpture?

How could you make it even better?



SUBJECT SPECIFIC VOCABULARY

Tabs
Folds in paper whoch can be used to support sticking down to another object

Concertina
Bends in paper which create a structure

Key Artists:

Anthony Caro

Ruth Asawa

SMSC LINKS

Spiritual - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Sense of enjoyment and fascination in learning about themselves, others and the world around them.
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Cultural - Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

YEAR 3 Drawing: Growing Artists

PRIOR LEARNING

Children can show knowledge of the language and literacy to describe lines. They're able to experiment with a range of mark-making techniques and colour neatly and carefully, featuring a range of different media and colours. They are able to apply a range of marks successfully to a drawing that displays observational skills.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Recognise how artists use shape in drawing.
- Understand how to create tone in drawing by shading.
- Understand how texture can be created and used to make art.
- Apply observational drawing skills to create detailed studies.
- Apply an understanding of composition to create abstract drawings.

- Making skills:

- How to use shapes identified within in objects as a method to draw.
- How to create tone by shading.
- How to achieve even tones when shading.
- How to make texture rubbings.
- How to create art from textured paper.
- How to hold and use a pencil to shade.
- How to tear and shape paper.
- How to use paper shapes to create a drawing.
- How to use drawing tools to take a rubbing.
- How to make careful observations to accurately draw an object.
- How to create abstract compositions to draw more expressively.

HIGH FREQUENCY VOCABULARY

Shape, Line, Blend, Texture, Composition, Abstract, Viewfinder

KEY CONCEPT QUESTIONS

How has the artist made this look relaistic?

What do you think that artist has done well?

What words describe the various textures?

Can you remember what abstract means?

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SMSC LINKS

SUBJECT SPECIFIC VOCABULARY

Botanical art
To depict whole plants or parts of a plant that is visually pleasing and scientifically accurate

Geometric
A regular shape with angles and straight lines

Organic
Irregular natural shapes

Scale
The size of what is being drawn

Shading
Drawn marksto show areas of light and dark

Tone
The light and dark of something

Key Artists:

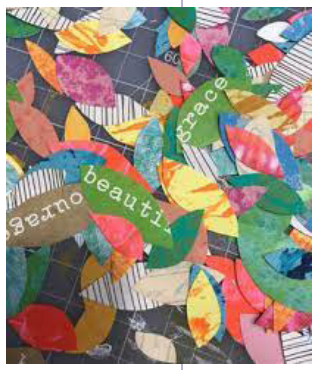
Georgia O'Keefe

Charles Darwin

Maud Purdy

Max Ernst

Carl Linneaus



IMPACT

Children are able to use shading within their artwork to create tone. Children will shade whilst exploring a range of ways to hold a pencil. Children will also understand how abstract art can be created and how it is an art form.

YEAR 3

Craft and Design: Ancient Egypt Scrolls

PRIOR LEARNING

Children are able to follow instructions to make a piece of artwork, in year 2 the children made felt doing this. They're able to select different patterns that would be effective on their art work and talk about why they're effective using initial research

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Investigate the style, pattern and characteristics of Ancient Egyptian art.
- Apply design skills inspired by the style of an ancient civilisation.
- Apply understanding of ancient techniques to construct a new material.
- Apply drawing and painting skills in the style of an ancient civilisation.
- Apply an understanding of Egyptian art to develop a contemporary response.

Making skills:

- Layering materials in opposite directions make the handmade paper stronger.
- How to use a sketchbook to research a subject using different techniques and materials to present ideas.
- How to construct a new paper material using paper, water and glue
- How to use symbols to reflect both literal and figurative ideas.
- How to produce and select an effective final design.
- How to make a scroll.
- How to make a zine.
- How to use a zine to present information.

HIGH FREQUENCY VOCABULARY

Ancient, Egypt, Civilisation, Sculpture, Painting, Pattern, Shape, Colour, Composition,

KEY CONCEPT QUESTIONS

Who do you think made this art and how do you know?

What do you think the artist is trying to tell you? How do you know?

What would you do differently next time?

What improvemnts would you make to your composition?

What is a zine?

IMPACT

Children will know and be able to explain some of the characteristics of Ancient Egyptian Art.
They are then able to create a piece of artwork in the style of Egyptian art work. They will know how layering works to make something stronger.

SUBJECT SPECIFIC VOCABULARY

Papyrus
A riverside plant used to make paper

Scroll
A roll of parchment paper for writing on

Convey
Transport from one place to antoher

Technique
Skills applied by an artist to produce a particular art form

Audience
The people who a piece of art is aimed at

Spiritual - Knowledge of, and respect for, different people's faiths, feelings and values. Use of imagination and creativity in their learning.
Moral - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Understanding of the consequences of their behaviour and actions
Social - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
Cultural - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

SMSC LINKS

YEAR 4

Drawing: Power Prints

PRIOR LEARNING

Children can use simple shapes to form the basis of a detailed drawing and use shading to demonstrate a sense of light and dark in their work. They're able to shade with a reasonable degree of accuracy and skill and use these skills to blend tones smoothly and follow the four shading rules.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- To draw using tone to create a 3D effect.
- Explore proportion and tone when drawing.
- Plan a composition for a mixed-media drawing.
- Use shading techniques to create pattern and contrast.
- Work collaboratively to develop drawings into prints

Making skills:

- How to use pencils of different grades to shade and add tone.
- How to hold a pencil with varying pressure to create different marks.
- How to use observation and sketch objects quickly.
- How to draw objects in proportion to each other.
- How to use charcoal and a rubber to draw tone.
- How to use scissors and paper as a method to 'draw'.
- How to make choices about arranging cut elements to create a composition.
- How to create a wax resist background.
- How to use different tools to scratch into a painted surface to add contrast and pattern.
- How to choose a section of a drawing to recreate as a print.

HIGH FREQUENCY VOCABULARY

Shading, Three Dimensional, Proportion, Pattern, Composition, Collage, Hatching, Cross-Hatching, Viewfinder, Abstract

KEY CONCEPT QUESTIONS

How are the marks you make affected by how you hold the pencil?

What grade of pencil mkaes the darkest marks?

How can artists use preportion?

How is drawing with a rubber differnet to using more familliar tools?

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SMSC LINKS

SUBJECT SPECIFIC VOCABULARY

Contrast
Opposite elements are arranged together

Gradient
Gradually transitioning from one hue to another

Wax-resist
Using wax to stop another material, like paint, from sticking to teh surface

Combine
Joining two elements together

Collaborate
Work in a group to create a shared artwork

Monoprint
A single print taken from a design printed in oil

Block Print
To print something from hand cut wooden blocks

Key Artists:

George Seurat

Ed Ruscha

Fernando Botero

Alberto Giacometti

Henry Moore

IMPACT

Children are able to draw a range of things in 2D and have some understanding of how to transform it to 3D. This includes using a range of shading and therefore a range of types of pencils. An understanding of what a wax reisist background will do to a piece of artwork.

YEAR 4

Craft and Design: Fabric of Nature

PRIOR LEARNING

- Children are able to follow instructions to make a piece of artwork, in year 2 the children made felt doing this. They're able to annotate their favourite artwork with relevant evaluation points. They can choose which extra details to add to their piece of art work.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal Elements:

- Understand starting points in a design process.
- Explore magnification and mark making to develop new imagery.
- Explore using a textile technique to develop patterns.
- Learn how to create a repeating pattern.
- Understand how art is made for different purposes.

Making skills:

- How to select imagery and use it as inspiration for a design project.
- How to make a mood board.
- How to recognise a theme and develop colour palettes using selected imagery and drawings.
- How to draw small sections of one image to docs on colours and texture.
- How to develop observational drawings into shapes and patterns for design.
- How to transfer a design using a tracing method.
- How to make a repeating pattern tile using cut and torn paper shapes.
- How to use glue as an alternative batik technique to create patterns on fabric.
- How to use materials, like glue, in different ways depending on the desired effect.
- How to paint on fabric.
- How to wash fabric to remove glue to finish a decorative fabric piece.

HIGH FREQUENCY VOCABULARY

Rainforest, Inspiration, IMagery, Design, Designer, Texture, Develop, Pattern, Repeating, Organic, Symmetrical, Industry

KEY CONCEPT QUESTIONS

Where do you imagine yourself to be when you hear these sounds?

What do you thnk these artists find so inspiring about the Rainforest?

What is a craftsman?

What do you like about Megan Carter's patterns?

Would you Batiq make a good repeated design?

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SMSC LINKS

SUBJECT SPECIFIC VOCABULARY

Colour Palette
A range of colours which put together and look nice

Theme
SImilar ideas that work together on a group

Batik
A technique used to create wax patterns on a fabric

Repeat
When the same thing occurs more than once

Craft
Something creative and useful

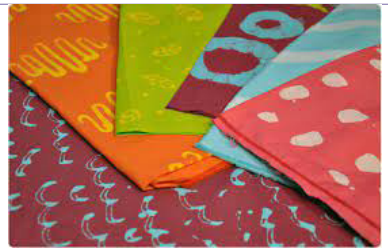
Industry
Companies and activities that design and make productssometimes in a factory

Key Artists:

Ruth Daniels

Senaka Senanayake

William Morris



IMPACT

Children are able to create a pattern using a range of textiles, including a repeating pattern. Having some knowledge about how art can be made for a range of different purposes. Children will start to understand how to use a mood board for inspiration-leading to understanding sketch books don't need to be perfect.

YEAR 4

Painting and Mixed Media: Light and Dark

PRIOR LEARNING

Children are able to name the primary and secondary colours. They can talk about the colour changes they notice and make predictions about what will happen when two colours mix. They're able to describe the colours and textures they see.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Investigate different ways of applying paint. To mix tints and shades of a colour.
- Use tints and shades to give a three-dimensional effect when painting.
- Explore how paint can create very different effects.
- Consider proportion and composition when planning a still-life painting.
- Apply knowledge of colour mixing and painting techniques to create a finished piece.

Making skills:

- How to mix a tint and a shade by adding black or white.
- How to use tints and shades of a colour to create a 3D effect when painting.
- How to apply paint using different techniques e.g. stippling, dabbing, washing.
- How to choose suitable painting tools.
- How to arrange objects to create a still-life composition.
- How to plan a painting by drawing first.
- How to organise painting equipment independently, making choices about tools and materials.

IMPACT

Children will know a range of ways to apply paint to a piece of art as well as changing the paints shade to give it a 3D effect. They'll start to consider proportion in their painting to make sure it is more accurate when doing still-life.

HIGH FREQUENCY VOCABULARY

Shadow, Texture, contrast, patterned, abstract, 3D, technique, mark-making,

KEY CONCEPT QUESTIONS

Which painting creates the strongest mood or feelings?

Why do you think these differneces occur between day and night?

Can you choose one of your painting techniques and explain how you made it?

DOes either painting have a message for the viewer?

How could you use colour to make your painted objects appear three dimensional?

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Cultural - Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

SMSC LINKS

SUBJECT SPECIFIC VOCABULARY

Portrait
A piece of art which is taller than it is wide

Landscape
A piece of art that's wider than it is tall

Tint
A shade or variety of colour

Shade
Adding black to a colour to make a shade.

Vivid
A strikingly bright or intense colour

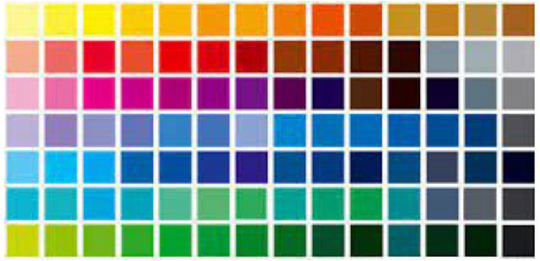
Dabbing Paint
Dabbing paint onto a paper towel or sponge and dabbing it onto the page.

Stippling Paint
The art or process of drawing, painting, or engraving using numerous small dots or specks.

Proportion
How big something looks in relation to other aspects of the art.

Paint wash

Pointillism
A technique of painting which uses tiny dots which become blended in the viewers eye.



YEAR 5 Drawing: I need space

PRIOR LEARNING

Children have now taken part in several units that have enhanced their drawing skills; throughout these units they have created several pencil tones when shading and create a simple 3D effect. Explored the effect of holding a pencil in different ways and applying different pressures. They have experienced using charcoal and rubber to show areas of light and dark in their drawings. They can also demonstrate an awareness of the relative size of the objects they draw.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Explore the purpose and effect of imagery.
- Understand and explore decision making in creative processes.
- Develop drawn ideas through printmaking.
- Test and develop ideas using sketchbooks.
- Apply understanding of drawing processes to revisit and improve ideas..

Making skills:

- To know what print effects different materials make.
- How to analyse an image that considers impact, audience and purpose.
- How to draw the same image in different ways with different materials and techniques.
- How to make a collagraph plate.
- How to make a collagraph print.
- How to develop drawn ideas for a print.
- How to combine techniques to create a final composition.
- How to decide what materials and tools to use based on experience and knowledge.

HIGH FREQUENCY VOCABULARY

Futuristic,	Space Race,	Repetition,
Culture,	Stimulus,	Printing
Cold War,	Process,	Plate,

KEY CONCEPT QUESTIONS

Why do you think so many images of the future were heavily influenced by space, technology and science?

Can you think of anything that has influenced art at other times in history?

It is only a drawing if it looks like something. Agree or disagree?

If they have created a simple print, what would happen if they now draw on top?

SMSC LINKS

Spiritual - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences.
Moral - Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
Social - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
Cultural - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

SUBJECT SPECIFIC VOCABULARY

Retro-Futurism
Art created between 1950-1960 which predicted what the future would look like.

Imagery
A collection of visual images

Propoganda
Information that may be misleading, to promote something, often a polictical cause.

Prupose
The reason something is created.

Decision
After taking differnt things into an account, making a decision

Technique
Applying a particular method of making something

Collograph
A printmaking process that uses textures to create interesting surfaces with a print.

IMPACT

Children are able explore their own and others decision making in creating a piece of art. Test ideas around printing and then carry these out with their own pieces of artwork. They will explore why space makes a difference when creating a piece of art work.

YEAR 5

Sculpture and 3D: Interactive and installation

PRIOR LEARNING

Children are already able to try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. They have experienced making a structure that holds its 3D shape. They can explain the difference between 2D and 3D art. They're able to combine shapes together to make an interesting free-standing sculpture.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Identify and compare features of art installations.
- Investigate the effect of space and scale when creating 3D art.
- Problem-solve when constructing 3D artworks.
- Plan an installation that communicates an idea.
- Apply their knowledge of installation art and develop ideas into a finished piece.

Making skills:

- How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.
- How to try out ideas on a small scale to assess their effect.
- How to use everyday objects to form a sculpture.
- How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and

HIGH FREQUENCY VOCABULARY

Mixed media, evaluate, scale, scaled down, 3D, art medium, stencil,

KEY CONCEPT QUESTIONS

What makes Cai Guo-Qiang's work 'installation' art?

Why might an artist use gunpowder not just paint or other 'ordinary' materials?

What could be the message or idea behind this installation?

How do you want people who visit your installation to feel?

IMPACT

Children are able to costruct thier own 3D sculpture which communicates clearly, a given idea. They consider the display when designing their sculpture. Children also begin to see opportunities for art around them in their daily lives.

SUBJECT SPECIFIC VOCABULARY

Atmosphere
The mood of a piece of art, for example, mysterious or joyful

Concept
The idea behind artwork

Location
The place where artwork is displayed

Performance art
Artwork that is an event rather than an object

Scale
The size of the artwork

Key Artists:

Cai Guo-Qiang

SMSC LINKS

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Social - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
Cultural - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

YEAR 5 Painting and Mixed Media: Portraits

PRIOR LEARNING

Children are now able to share their ideas about a painting. Describe the difference between a tint and a shade, defining these key terms and showing examples of this. They can mix these tints and shades by adding black or white paint and use tints and shades to paint an object in 3D. They're able to discuss their real-life experiences of how colours can appear different. They have experienced experimenting with different arrangements of objects for a composition, explaining their decisions. They can paint with care and control to make a still life with recognisable objects.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Explore how a drawing can be developed.
- Combine materials for effect.
- Identify the features of self-portraits.
- Develop ideas towards an outcome by experimenting with materials and techniques.
- Apply knowledge and skills to create a mixed-media self-portrait.

Making skills:

- How to develop a drawing into a painting.
- How to create a drawing using text as lines and tone.
- How to experiment with materials and create different backgrounds to draw onto.
- How to use a photograph as a starting point for a mixed-media artwork.
- How to take an interesting portrait photograph, exploring different angles.
- How to adapt an image to create a new one.
- How to combine materials to create an effect.
- How to choose colours to represent an idea or atmosphere.
- How to develop a final composition from sketchbook ideas.

HIGH FREQUENCY VOCABULARY

Paint wash, Collage, Texture, Composition Printmaking, Monoprint, Mixed media,

KEY CONCEPT QUESTIONS

How could you use colour to create a particular mood for your printed self-portrait?

How could the background make certain areas of your face stand out in a print?

What effect do the angle and composition have on the image?

What is the difference between portraits and self-portraits?

What do you think the artist trying to communicate in their self-portrait?

IMPACT

Children are able to develop their understanding of backgrounds and use a range of colours or themes to represent an idea. They will incorporate their drawing skills to create a portrait which uses a range of media.

SUBJECT SPECIFIC VOCABULARY

Continuous line drawing
A drawing which consists of the line never coming off hte page

Self-Portrait
A portrait of the artist, by the artist

Monoprint
A print that can only be made exactly the same way, once

Key artists:

Chila Kumari Singh Burman

Vincent Van Gough

Frida Kahlo

Sonia Boyce

SMSC LINKS

Spiritual - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences.
Cultural - Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
Social - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
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YEAR 6 Painting & Mixed Media: Artist Study

PRIOR LEARNING

Children learn to use sketchbooks from Year 1 onwards to explore ideas, practise techniques, and record inspiration—building visual fluency and reflective habits. They progressively master the formal elements of art (line, shape, tone, texture, pattern, colour) through drawing, painting, printmaking, craft, and mixed-media projects—revisiting these elements each year with increasing control and complexity. Alongside technical skills, children gain knowledge of diverse artists and techniques, and learn to evaluate and talk about their work and that of others,

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- To understand how to analyse a famous painting.
- To understand how to find meaning in painting.
- To apply drama techniques to explore the meaning of a painting.
- To apply interpretation skills to analyse and respond to an abstract painting.
- To understand how art can tell stories or portray messages.
- To develop starting points for creative outcomes.
- To demonstrate an understanding of painting techniques to make personal choices.

Making skills:

- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
- Combine materials and techniques appropriate to fit with ideas.
- Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

HIGH FREQUENCY VOCABULARY

Technique	Abstract	Influence
Mood	Realistic	Style
Expression	Texture	
Detail	Compare	

SUBJECT SPECIFIC VOCABULARY

Brushstroke
The mark or line made by a brush when painting.

Composition
How things (shapes, colours, objects) are arranged in a picture.

Palette
The range of colours an artist uses, or the flat surface they mix paints on.

Layering
Putting paint or colours on top of each other to build depth.

Underpainting
A first layer of paint used as a base to help guide the finished painting.

Impasto
A thick way of painting where you can see or feel the raised paint.

Acrylic
A fast-drying type of paint made from plastic and water.

Perspective
A technique to show things looking closer or further away.

Contrast
The difference between light and dark or between different colours.

Expressionism
An art style where feelings are shown using strong colours and shapes.

Post-Impressionism
A style of painting that came after

KEY CONCEPT QUESTIONS

What is layering in painting, and why might an artist use it?

How does contrast between light and dark colours help to make parts of a painting stand out?

Choose one of the artists we have looked at. What kind of colours and brushstrokes did they use?

- When planning your own painting, how can using a sketchbook help you get your ideas ready?

SMSC LINKS

Spiritual - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences.
Moral - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
Social - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

IMPACT

By the end of the unit, children will be able to plan and create a painting that shows thoughtful use of colour, brushstrokes, and layering techniques. They will confidently use key vocabulary to describe their own work and that of famous artists. Children will be able to explain how artistic choices create mood or meaning in their paintings.

David Hockney
Known for bright colours and modern landscapes.

Paul Cézanne
Famous for bold brushstrokes and helping develop modern art.

Vincent van Gogh
Used thick paint and swirling brushstrokes to show emotions.

YEAR 6 Drawing: Make my voice heard

PRIOR LEARNING

By Year 6, the children will be able to generate a clear composition idea for a final piece that shows how it will be drawn. Create a selection of drawings and visual notes that demonstrate their ideas. These drawings will clearly show the use of past knowledge and experience to explore a range of drawing processes: using tints and shades, creating light and dark, selecting their own use of tools and evaluate the composition they're making.

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- Explore expressive drawing techniques.
- Consider how symbolism in art can convey meaning.
- Apply understanding of the drawing technique chiaroscuro.
- Evaluate the context and intention of street art.
- Apply an understanding of impact and effect to create a powerful image.

Making skills:

- To know gestural and expressive ways to make marks.
- To know the effects different materials make.
- To know the effects created when drawing on different surfaces.
- How to use symbolism as a way to create imagery.
- How to combine imagery into unique compositions.
- How to achieve the tonal technique called chiaroscuro.
- How to make handmade tools to draw with.
- How to use charcoal to create chiaroscuro effects.

HIGH FREQUENCY VOCABULARY

Imagery, Mark Making, Expressive, Character traits, Interpretation, Representative, Tone, Technique, Mural, Street Art, Audience

SUBJECT SPECIFIC VOCABULARY

Symbolic
Conveying a message using symbols

Aesthetic
As an adjective it describes something that is pleasing to look at

Chiaroscuro
An Italian word meaning light and dark, where dramatic light and shade is the main feature of an image

Graffiti
Used to describe spray painted words and images that appear on property without permission

Commisioned
When someone is asked to create a piece of art
Impact

Key Artists:

Dan Fenelon

Diego Riviea

Leonardo Da Vinci

Caravaggio

Banksy

Pablo Picasso

KEY CONCEPT QUESTIONS

What is experimental mark making?

What is symbolic imagery?

What techniques does Chiaroscuro use in thier drawing?

Is street art always vandalism?

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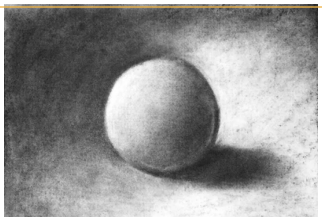
Moral - Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and
appreciate the viewpoints of others on these issues.
Social - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
Cultural - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

SMSC LINKS

Children are able to understand a range of mediums and techniques within art in which their voice can be heard and understood such as graffiti, chiaroscuro as well as the importance of symbolism.



YEAR 6 Sculpture: Making Memories

PRIOR LEARNING

By the end of Years 3–5, pupils should be comfortable translating 2D sketches into 3D forms, having worked with clay, wire, paper and mixed-media to explore structure, shape and scale
They should be adept at planning their sculptures in sketchbooks, developing preliminary ideas and understanding how relief, memory and interactive effects can influence viewer experience .

KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

Formal elements:

- To analyse how art can explore the concept of self.
- To explore sculptural techniques.
- To use creative experience to develop ideas and plan a sculpture.
- To apply an understanding of materials and techniques to work in 3D.
- To problem solve, evaluate and refine artwork to achieve a chosen outcome.

Making skills:

- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
- Combine materials and techniques appropriate to fit with ideas.
- Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

Louise Nevelson
Famous for assemblage sculptures using everyday objects.

HIGH FREQUENCY VOCABULARY

Expression, Self, Identity, Literal, Sculpture, Composition, Tradition, Pitfall, Originality,

SUBJECT SPECIFIC VOCABULARY

Relief sculpture
A sculpture that sticks out from a flat background, like a raised picture.

Maquette
A small model of a sculpture used to test ideas before making the real thing.

Freestanding
A sculpture that stands up on its own and isn't attached to anything.

Armature
A strong framework inside a sculpture that helps hold its shape.

Manipulate
To move, shape, or change materials using your hands or tools.

Form
The 3D shape or outline of an object or sculpture.

Installation
Art that's made to fill a space, often designed for people to walk around or inside.

Assemblage
A sculpture made by putting lots of different objects or materials together.

Mixed media
Using lots of different types of materials to make one artwork.

Aesthetics
How something looks and feels, especially how beautiful or interesting it is.

KEY CONCEPT QUESTIONS

What is a maquette, and how can it help you when making a sculpture?

How does using an armature help when building a freestanding sculpture?

Choose one of the artists we studied. How did they use shape or materials to make their work interesting?

When making your own sculpture, how did you combine materials or techniques to make sure it was strong and stood up well?

SMSC LINKS

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Cultural - Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.

IMPACT

By the end of the unit, children will be able to design, plan, and create a freestanding or relief sculpture using appropriate materials and techniques. They will confidently explain their choices, using key vocabulary to describe how their work has been influenced by artists studied.

Cropredy C of E Primary School