



Art and Design

Progression of Knowledge and Skills

Document

KEY

Red: Eatock Curriculum

Green: LOTC

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Purpose of Art and Design at Eatock:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

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

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

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

(Taken from N.C.)

Art Coverage Overview

	Autumn	Spring	Summer
<u>Year 1</u>	Drawing and painting L.S. Lowry	Painting and printing Sculpture (LOtC) Andy Goldsworthy	Sketching techniques exploring line, shape, pattern and colour L.S. Lowry Clay sculpting (LOtC)
<u>Year 2</u>	Painting and printing Hugh Templeton	Sketching techniques exploring line, shape, pattern and colour Vincent Van Gogh	Sketching, painting and sculpting (LOtC) Vincent Van Gogh
<u>Year 3</u>	Observational sketching and painting Quentin Blake Developing sculpting skills (LOtC)	Developing mastery of drawing: colour tone, shade and mixing of colours using pastels and charcoal Quentin Blake	Developing mastery of painting Developing clay sculpting skills (LOtC) I.M. Pei
<u>Year 4</u>	Developing mastery of drawing: colour, tone and shade Developing sculpting skills using a range of materials (LOtC) Zaha Hadid	Developing collage skills Developing mastery of drawing: colour, tone, shade and blending using pastels Ranaaz Shahid	Developing printing skills Developing mastery of painting techniques in line, shape, pattern and texture L.S. Lowry
<u>Year 5</u>	Developing mastery of the use of a range of materials for printing and collage Concetta Perot	Developing mastery of drawing: tone, shade, texture and blending using charcoal Ranaaz Shahid Developing mastery of painting	Observational sketching and water colour painting Hugh Templeton Developing mastery of the use of a range of materials in sculpture Andy Goldsworthy
<u>Year 6</u>	Securing mastery of observational sketching and painting Pablo Picasso Securing mastery of sculpture and collage using a range of materials (LOtC) I.M. Pei	Securing Mastery of drawing and painting using: colour tone, shading and blending with a range of mediums Pablo Picasso	Securing mastery in art techniques including: drawing, painting and printing using a variety of media to create colour, pattern, texture, line, shape, form and space. Vincent Van Gogh

Famous Artists, Crafts makers and Architects

Artist	Crafts maker	Architect
<u>EYFS</u>	○ James Goldcrown ○ Kandinsky ○ Andy Goldsworthy ○ Vincent Van Gogh ○ Jackson Pollock	
<u>Year 1</u>	○ L.S. Lowry (<i>local artist</i>) ○ Andy Goldsworthy	
<u>Year 2</u>	○ Hugh Templeton ○ Vincent Van Gogh	
<u>Year 3</u>	○ Quentin Blake ○ I.M. Pei	
<u>Year 4</u>	○ Zaha Hadid ○ Ranaaz Shahid (<i>local artist</i>) ○ L.S. Lowry (<i>revisiting</i>)	
<u>Year 5</u>	○ Ranaaz Shahid (<i>revisiting</i>) ○ Concetta Perot ○ Hugh Templeton (<i>revisiting</i>) ○ Andy Goldsworthy (<i>revisiting</i>)	
<u>Year 6</u>	○ Pablo Picasso ○ I.M. Pei (<i>revisiting</i>) ○ Vincent Van Gogh (<i>revisiting</i>)	

Year 1

<u>National Curriculum</u> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Key knowledge and skills that will be revisited from EYFS: • Experimenting with primary colours • Using a pencil and other drawing equipment to draw a range of lines and shapes.		
	What will pupils know, understand and be able to do:	Vocabulary	Assessment
	<u>Autumn: L.S. Lowry / Past and Present (History)</u> <u>Drawing</u> WALT: L.S. Lowry is a famous artist (NC knowledge of artists) WALT: Explore line and shape using pencils WALT: Explore line and shape using charcoal WALT: Use pencils and charcoal to draw in the style of L.S. Lowry (Final piece) <u>Painting</u> WALT: Identify primary colours WALT: Use different paint brushes to explore lines, patterns and texture WALT: Draw and paint using our imagination and the primary colours (Link to Past and Present)	Artists: L.S. Lowry Andy Goldsworthy Artist's Style Drawing: Picture Shape Drawing Pencil Charcoal Pastel Thin line Thick line Wavy Straight Curved Scribble Painting: Painting Colour Primary Colours Colour mixing Pattern Texture Brushes Brush Stroke Sculpture:	Autumn Assessment I can name at least one famous artist I can recall a fact about L.S. Lowry I can use lines in my drawings I can use shape in my drawings I can name the three primary colours I can experiment with colour I can create images from my imagination I can make comparisons between L.S Lowry and my own work

<u>National Curriculum</u> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Spring: Kings and Queens / The United Kingdom (History / Geography)</u> <u>Sculpting</u> WALT: Andy Goldsworthy creates natural sculptures (NC knowledge of artists) WALT: Explore shape, pattern and colour in the style of Andy Goldsworthy WALT: Layer different materials (collage of natural materials found outside / in Wildlife) WALT: Create a piece of art in the style of Andy Goldsworthy (Children could create a crown or a portrait of the King / Queen currently being studied) <u>Painting and Printing</u> WALT: Use rollers to smoothly blend 2 colours WALT: Use sponge printing to create a London Skyline Scene (using a pre-made stencil)	Sculptors Natural materials 3d form space make form mould Roll Cut Modelling tools Textile and Collage: Collage Rip Tear Overlap Printing: Printing Fabric Foam style Block Press Stamp Repeating Patterns Developing Ideas: Observation Sketch Book	Spring Assessment I can create patterns whilst painting I can name the primary colours (revisit) I can use a stencil I can blend two primary colours together (e.g. red and yellow) I can recall a fact about Andy Goldsworthy I can combine materials that are cut or torn and layer them I can make comparisons between Andy Goldsworthy and my own work
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<u>National Curriculum</u> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Summer: Around the world (Geography)</u> <u>Line, Shape and Pattern</u> WALT: L.S. Lowry painted buildings and people (NC knowledge of artists + <i>revisit</i>) WALT: Experiment creating lines and shapes with pencils and crayons (revisit skills: using pencil to create lines and shape) WALT: Use pencils to create lines, shape and texture to draw L.S. Lowry style buildings (2 lessons if needed) WALT: Create a piece of art in the style of L.S. Lowry (application of skills) <u>Clay Sculpting</u> WALT: Explore and experiment using clay WALT: Create a clay sculpture using our imagination (link to History learning)		Summer Assessment I can use observation skills to draw I can use some of the ideas of L.S. Lowry to create pieces of my own I can use lines in my drawings I can use shape in my drawings I can show pattern and texture by adding dots and lines I can create a sculpture to develop and share my ideas and imagination
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Year 2

<u>National Curriculum</u> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Key knowledge and skills that will be revisited from Year 1: • Primary colours and colour mixing • Drawing lines and shapes • Exploring line, pattern and texture • Contrast and comparison of famous artists and their styles studied in Year 1 (Lowry and Goldsworthy)		
	What will pupils know, understand and be able to do:	Vocabulary	Assessment
	<u>Autumn: Living memory and long time ago (History)</u> <u>Painting and printing</u> WALT: Identify primary colours (<i>revisit</i>) WALT: Identify secondary colours WALT: Hugh Templeton is a painter (NC knowledge of artists) WALT: Sketch with a pencil to explore line, shape and pattern WALT: Print using natural materials (link to Hugh Templeton painting natural landscapes) WALT: Use our observations to sketch a landscape (explore line, shape, pattern and texture) (link to Hugh Templeton artwork) WALT: Create a piece of artwork in the style of Hugh Templeton (application of skills) (paint the sketched design from prior lesson using water colours)	Artists: Hugh Templeton Vincent Van Gogh Artist's Style Similarities Differences Artists Sculptors Drawing: Pastel Thin line Thick line Wavy Straight Curved Hard Soft Scribble Faint Pattern Texture Lines Sketch Landscape/Portrait Painting: Primary Colours Colour mixing Brushes Brush Stroke	Autumn assessment I can name the primary colours I can name the secondary colours I can create a picture using a variety of line, shape and colour I can discuss the work of artists I can name at least two artists and talk about some of their work I can use my observations to sketch I can use natural materials to create a print I can choose an appropriate paint brush (big and small spaces) I can add colour to my sketches using paint I can use my sketchbook to gather my ideas and plan my artwork

<u>National Curriculum</u> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Spring: Great Fire of London (History)</u> <u>Sketching</u> WALT: Vincent Van Gogh was a famous painter (NC knowledge of artists) WALT: Make secondary colours (understanding of which primary colours make which secondary colours – mixing skill will be taught in Summer) WALT: Explore line, shape and pattern (practise skills by drawing parts of a scene from the Great Fire of London) WALT: Use pastels to explore line, pattern and texture to draw flames (link to Great Fire of London) WALT: Use our observations to sketch London landmarks WALT: Compare our artwork to Vincent Van Gogh's artwork (NC make links to own work) (Oracy task)	Technique Scene Secondary Colours Pattern Colour wheels Sculpture: Sculptors sculpt Roll Cut Carve Modelling tools Mould Manipulate Textile and Collage: Natural Materials Fabric snip Weaving Plaiting Trim Combine Layer Tear Overlapping Sculpture: Sculptors sculpt Roll Cut	Spring assessment I can create art using a variety of lines, shapes and colours I can use a variety of mediums to create artwork I can use my observations to sketch I can add colour to my sketches using pastels I can discuss the work of artists I can name at least two artists and talk about some of their work I can use my sketchbook to gather my ideas and plan my artwork
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<u>National Curriculum</u> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<u>Summer: Egypt (Geography)</u> <u>Sketching and painting</u> WALT: Vincent Van Gogh painted landscapes (NC knowledge of artists + <i>revisit</i>) WALT: Use primary colours to make secondary colours (mix colours using paints in sketchbooks) WALT: Use pencil to explore line, pattern and shape (Egyptian skyline of Pyramids of Giza) WALT: Use paint to explore colour, line and pattern (in the style of Van Gogh – mark making) WALT: Create a piece of artwork in the style of Vincent Van Gogh (Egyptian pyramids skyline – sketching and painting) (2 lessons) WALT: Compare our artwork to Vincent Van Gogh's artwork (NC make links to own work) (Oracy task) <u>Sculpting</u> WALT: Sculpt Pyramids of Giza out of clay	Carve Modelling tools Mould Manipulate Textile and Collage: Natural Materials Fabric snip Weaving Plaiting Trim Combine Layer Tear Overlapping Printing: Printing Fabric Block Press Stamp Repeating Patterns Texture Rubbing block relief and resist Developing Ideas: Observation Sketch Book Technique Experiment Similarities Differences Recreate	Summer assessment I can use my sketchbook to gather and collect artwork, as well as planning my ideas I can create different lines and textures using pencil crayons I can create shape, pattern and colour in the style of Vincent Van Gogh I can describe the work of Vincent Van Gogh and identify similarities and differences between their work and my own I can use some of the ideas of artists studied to create pieces of artwork I can make simple joins by manipulating modelling material
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Year 3

<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	Key knowledge and skills that will be revisited from previous learning: • Primary Colours, Colour mixing and Secondary colours (Prior learning lesson) • Drawing with lines and shapes and adding pattern and texture by adding dots and lines. • Contrast and comparison of famous artists and their styles studied in KS1 (Lowry and Van Gogh)		
	What will pupils know, understand and be able to do:	Vocabulary	Assessment
	<u>Autumn: Roald Dahl (History)</u> <u>Observational sketching</u> WALT: Quentin Blake is an illustrator (NC knowledge of artists) (Link to Roald Dahl's books. Photograph of discussion etc. for sketchbooks) WALT: Sketch from observation using pencils and charcoal (Roald Dahl characters / Charlie and the Chocolate Factory) WALT: Use charcoal effectively to draw in the style of Quentin Blake (Exploring lines, textures and tones) (Drawing Mr and Mrs Twit) WALT: Compare our artwork to Quentin Blake's artwork (NC make links to own work) (Oracy task) <u>Painting</u> WALT: Use water colour to explore colours and tones (Practice skill lesson) WALT: Sketch from observation using pencils (Roald Dahl's BFG – lesson 1) WALT: Use water colour with increasing effect (Roald Dahl's BFG – lesson 2)	Artists: Quentin Blake I.M. Pei Artist's Style Culture Similarities Differences Artists Sculptors Drawing: Pencil grade Charcoal Pastel Thin line Thick line Wavy Straight Curved Hard Soft Blend Shade Image Shading Pattern Texture Lines Strong	Autumn Assessment I can name at least two artists I can discuss the work of different artists I can use artist's ideas to create my own artwork I can use pencil to explore line, shape, texture and tone I can use charcoal to explore line, shape, texture and tone I can use water colours to explore colour and tone I can use my sketchbook to record ideas and observations I can use my sketchbook to plan my artwork

	<u>Sculpting</u> WALT: Use clay and natural materials with increasing skill to make a sculpture of Mr and Mrs Twit (LOTIC) <u>Themed</u> WALT: Use pastels to create Remembrance Day art (revisit KS1 skill of using pastels)	Sketch Shape Landscapes Light Dark Detail Observation Continuous Line Sharp Short	
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National Curriculum	Spring: Stone Age, Bronze Age and Iron Age (History)	Painting:	Spring Assessment
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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	<u>Mastery of drawing</u> WALT: Quentin Blake illustrated many books (NC knowledge of artists + <i>revisit</i>) WALT: Draw in the style of Quentin Blake (Use David Walliams characters (with Quentin Blake as the illustrator), drawing 1 = copy a character, drawing 2 = draw yourself in style of QB) WALT: Use pastels to explore line, shape and colour (Stone Age / Bronze Age / Iron Age – Handprints / Animals / Hunters / Weapons) WALT: Use charcoal to explore line, shape and shade (Stonehenge structure) WALT: Create tints and shades of blue using pastels WALT: Use pastels and charcoal to create a piece of artwork of a historical monument (2 lessons – Stonehenge) WALT: Compare our own artwork to Quentin Blake's artwork (NC make links to own work) (Oracy lesson – discuss similarities and differences between own artwork and artist's)	Primary Colours Colour mixing Brush technique Scene Secondary Colours Tone Shade Pattern Water Colours Smooth Silhouette Shadow Foreground Background Space Tint Gallery Skyline Blocking Portrait Landscape Sculpture Roll Cut Carve Modelling tools Mould Manipulate Shape Model Press Indent Carve Textile and Collage: Natural Materials Fabric	I can name at least three artists I can compare my own artwork to a famous artist I can use my sketchbook to record ideas and experimentation I can use pencil to show different lines, shapes and textures I can use charcoal to show different lines, shapes and shades I can use pastels to show a variation in colour, shade, tint and tone I can create a piece of artwork in the style of our famous artist

<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	<u>Summer: Ancient Egyptians (History)</u> <u>Mastery of painting</u> WALT: Use a range of paint brushes effectively (e.g. thin brush for a smaller area / thick brush on larger area) WALT: Use acrylic paint to explore colour, shade and tone (revisit of primary and secondary colours) (skin tone of Nefertiti and colours of her jewellery) WALT: Use pencil to explore sketching line and shape (face shapes) WALT: mix colours gradually in order to make shades and tints of one colour (background for Nefertiti portrait) WALT: Sketch from observation (Nefertiti portrait – Lesson 1) WALT: Use acrylic paint with increased control (Nefertiti portrait – Lesson 2) <u>Clay Sculpting</u> WALT: I.M. Pei was an architect (NC knowledge of artists) (Louvre is the glass pyramid – link to Egyptian pyramids) WALT: Sculpt clay to create one of I.M. Pei's buildings (World Trade Centre / Louvre / Museum for Islamic Art – give reference pictures) WALT: Compare our own sculpture to I.M. Pei's architecture (NC make links to own work)	Thread Cut Glue Tear Smooth Joining Effect Attach Measure Developing Ideas: Observation Technique Experiment Similarities Differences Distance Effect Mood Emotion Feeling Imagination Starting points	Summer Assessment I can choose an appropriate paint brush to use I can name the three primary colours I can name the three secondary colours I can mix the secondary colours using primary colours I can use paint to explore colour, tint, shade and tone I can use pencil to explore line and shape I can use paint to create different shades of one colour I can name at least three artists I can compare my work to a famous artist (similarities and differences) I can use my sketchbook to plan and design my ideas I can use a range of mediums to create artwork
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Year 4

<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	Key knowledge and skills that will be revisited from previous learning: • Primary Colours, Colour mixing, Secondary colours and tone • Drawing with different grades of pencils to show line, tone and texture. • Observational drawing and sketching • Contrast and comparison of famous artists and their styles studied in KS1 and Y3 (L.S. Lowry, Goldsworthy, Templeton, Van Gogh, Quentin Blake and I.M. Pei)		
	What will pupils know, understand and be able to do:	Vocabulary	Assessment
	<u>Autumn: Maya (History)</u> <u>Mastery of drawing</u> WALT: Use pastels to explore colour, tone and shade (Colour mixing in sketchbooks – primary and secondary colours) WALT: Use pencils to explore line, shape and form (how to create different lines – thick, thin, dark, light) WALT: Sketch from observation using pencils (Mayan masks) (Final piece – lesson 1) WALT: Use pastels to explore colour, tone and shade (Colour Mayan masks) (Final piece – lesson 2) <u>Sculpting</u> WALT: Zaha Hadid is an architect (NC knowledge of artist) WALT: Sculpt using clay (inspired by a Zaha Hadid building)	Zaha Hadid Ranaaz Shahid L.S. Lowry Artist's Style Culture Similarities Differences Designers Craftspeople Drawing: Pencil grade Pastel Line variety Hard Soft Scribble Faint Blend Shading Tone Pattern Texture Strong Sketch Shape Detail Continuous Line	Autumn Assessment I can collect and record ideas in a sketchbook I can use a pencil to show different lines and textures I can show control of a pencil I can sketch from my observation (what I can see) I can roll, cut, mould, carve and mark clay using simple tools I can use a range of mediums to create a piece of artwork I can discuss what an architect is I can name at least three artists I can compare my work to a famous artist (similarities and differences)

	WALT: Compare our own sculpture to Zaha Hadid's architecture (NC make links to own work) (Oracy lesson) <u>Themed</u> WALT: Use charcoal and pastels to create Remembrance Day art	Broad Bold Shadow Smudge Sharp Painting: Primary Colours Colour mixing Brush Stroke Secondary Colours Tone Pattern Water Colours Foreground Background Tint Tone Gallery Blocking Portrait Landscape Faded Sculpture: Carve Sculpture Modelling tools Mould Manipulate Press Indent Carve Soften 3D Form Construct Textile and Collage: Natural Materials Weaving Plaiting Trim Combine	
<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<u>Spring: Rainforests and Deserts (Geography)</u> <u>Collage</u> WALT: Use background and foreground to structure elements in a picture (Skills lesson 1 – perspective) WALT: Experiment with a range of collage techniques (Skills lesson 2 – tearing, overlapping and layering) WALT: Apply collage skills to create a rainforest scene WALT: Compare our own artwork to that of a famous artist (NC make links to own work) <u>Mastery of drawing</u> WALT: Ranaaz Shahid is a local, famous artist (NC knowledge of artists) WALT: Sketch using pencils to experiment with line and shape WALT: Use a range of pastels to experiment with colour, tone and shade WALT: Use pastels to create a piece of artwork inspired by Ranaaz Shahid	Broad Bold Shadow Smudge Sharp Painting: Primary Colours Colour mixing Brush Stroke Secondary Colours Tone Pattern Water Colours Foreground Background Tint Tone Gallery Blocking Portrait Landscape Faded Sculpture: Carve Sculpture Modelling tools Mould Manipulate Press Indent Carve Soften 3D Form Construct Textile and Collage: Natural Materials Weaving Plaiting Trim Combine	Spring Assessment I can tear, overlap and layer materials I can use pencils to show different lines and shapes I can show control of a pencil I can use pastels to show different colours, shades and tones I can create an original piece of artwork inspired by a famous artist I can name at least four artists I can identify similarities and differences between my work and a famous artist I can use a sketchbook to collect, record and develop my ideas

Learn about great artists, architects and designers in history.	WALT: Compare our own artwork to Ranaaz Shahid (NC make links to own work) (Oracy lesson)	Layer Tear Measure Overlapping layering coiling Printing: Printing Fabric Block Press Stamp Repeating Patterns Texture Rubbing Monoprint Block Overlapping Layering Pattern Developing Ideas: Observation Methods Element Technique Experiment Similarities Differences Recreate Annotate Refine Replicate Effect Mood Emotion Imagination Starting points Elaborate Experience	
<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	<u>Summer: Cotton (Geography)</u> <u>Printing</u> WALT: Plan and develop a print (Define and explore different ways of printing) (NC Select and use relevant resources to develop ideas) WALT: Develop the technique of printing (Foam to create own stencil – cotton plant) WALT: Perfect the technique of block printing (Use stencil to create a piece of artwork – cotton plant) <u>Mastery of painting</u> WALT: L.S. Lowry is a local, famous artist (NC knowledge of artists + <i>revisit</i>) WALT: Use colour mixing to create different shades and tones (reteach of definitions) WALT: Use a range of paint brushes to experiment with line and shape WALT: Use a range of paint brushes to experiment with pattern and texture WALT: Create a piece of artwork in the style of L.S. Lowry (Link to local mills – cotton) WALT: Compare our own artwork with L.S. Lowry's artwork (NC make links to own work) (Oracy lesson)		Summer Assessment I can suggest two or more ways to create a block print I can use a block print to create a piece of artwork I can plan and develop my ideas in a sketchbook I can talk about the work of L.S. Lowry I can mix colours to create different shades and tones I can use different paint brushes to show line, shape, pattern and texture I can name at least four artists I can compare and contrast my artwork with that produced by others (peer and famous artists)

Year 5

<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	Key knowledge and skills that will be revisited from previous learning: • Primary Colours, Colour mixing, Secondary colours and different tones and tints • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Developing techniques using charcoal (Y3) • Developing printing technique (Y4) • Contrast and comparison of famous artists and their styles previously studied (L.S. Lowry, Goldsworthy, Van Gogh, Templeton, Quentin Blake, I.M. Pei, Zaha Hadid, Ranaaz Shahid)		
	What will pupils know, understand and be able to do: <u>Autumn: The Ancient Romans (History)</u> <u>Printing and collage</u> WALT: Concetta Perot is a famous artist (NC knowledge of artists) WALT: Plan and design a Greco-Roman world mosaic (NC select and use relevant resources to develop our ideas) WALT: Tear, layer and overlap materials (Skills lesson 1) WALT: Tear, layer and overlap materials (Final piece based on mosaic design) WALT: Develop the technique of block printing (Skills lesson 1) WALT: Perfect the technique of printing (Final piece based on mosaic design) WALT: Compare our final pieces to Concetta Perot (NC make links to own work) (Oracy lesson)	Vocabulary Artists: Concetta Perot Ranaaz Shahid Hugh Templeton Style Culture Similarities Differences Artists Drawing: Pencil grade Charcoal Pastel Line variety Faint Blend smudge Shade/Shading Tone Pattern Texture Dots Strong Sketch Shape Spirals Swirls arches Landscapes Light Dark Detail	Assessment Autumn Assessment I can plan and develop ideas in my sketchbook I can build up layers of colours and textures I can tear, layer and overlap different materials to create a collage I can name two different ways to create a block print I can use block printing to create a piece of artwork I can name at least four famous artists I can compare my artwork to that of the famous artist

	<u>Themed</u> WALT: Collage a piece of Remembrance Day art	Observation Continuous Line broad Bold Shadow Smudge Sharp Reflections Mediums Ink and pen Proportion Painting: Primary Colours Colour mixing Brush Stroke Technique Scene Secondary Colours Water Colours Silhouette Shadow Foreground Background Space Tint Tone Skyline Blocking Portrait Faded Hue Portrait Dotting Scratching Splashing Pointillism Palette Sculpture: Sculptors 3D Form Modelling tool Manipulate Shape Model Press Form Construct Textile and Collage: Natural Materials	
<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	<u>Spring: UK Rivers (Geography)</u> <u>Mastery of drawing</u> WALT: Ranaaz Shahid is an Islamic artist (NC knowledge of artists) WALT: Use sketch books to develop ideas (based on Shahid's designs of Islamic words / letters – R.E. link?) WALT: Sketch and shade using charcoal WALT: Develop blending techniques with charcoal WALT: Use charcoal to create a piece of artwork inspired by Ranaaz Shahid <u>Mastery of painting</u> WALT: Use colour mixing to create different shades and tones (blue and green colour focus – UK river painting end piece) WALT: Use a range of paint brushes to experiment with line, shape pattern and texture (Skill lesson 2) WALT: Create a landscape painting using a variety of lines, shapes and colours (Final piece – UK river) WALT: Compare our artwork to a famous artist's artwork (NC make links to own work) (Children to choose an artist to compare to)		Spring Assessment I can plan and develop ideas in my sketchbook I can use sketching, blending and shading to create a piece of artwork in charcoal I can create a piece of artwork inspired by a famous artist I can use colour mixing to show shades and tones I can use a range of paint brushes to show different lines, shapes, patterns and textures I can sketch from observation and consider the proportion of an object I can name at least five famous artists I can compare my artwork to a famous artist and explain my inspiration

<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	<u>Summer: The Vikings and Anglo Saxons (History)</u> <u>Observational sketching and painting</u> WALT: Hugh Templeton is a famous artist (NC knowledge of artists + <i>revisit</i>) WALT: Sketch to experiment with line and shape (Skill lesson 1) WALT: Use a range paint brushes to experiment with tone and texture (Skill lesson 2) WALT: Create a Viking scene using watercolours (NC alter and refine drawing in sketch books) <u>Mastery of sculpture</u> WALT: Andy Goldsworthy is a sculptor (NC knowledge of artists + <i>revisit</i>) WALT: Use a range of materials to experiment with shape and texture WALT: Use recycled, natural and man-made materials to create a sculpture WALT: Compare our sculpture to Andy Goldsworthy's artwork (NC make links to own work)	Knot Glue Trim Combine Layer Tear Effect Attach Measure Overlapping layering tessellation mosaic montage Printing: Printing Fabric Block Press Stamp Repeating Patterns Texture Rubbing Monoprint block relief and resist Developing Ideas: Observation Methods Element Technique Experiment Similarities Differences Recreate Annotate Refine Select Record Replicate Distance Effect Mood Emotion Feeling Similarities Differences Imagination Starting points Elaborate	Summer Assessment I can use my sketchbook to develop my ideas and artistic skills I can choose an appropriate paint brush depending on the outcome I am wanting (thick lines, thin lines, large or small shape) I can use a range of materials to create a sculpture I can discuss and evaluate my own work and compare it to that of other sculptors I can name at least five famous artists and talk about their work
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Year 6

<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	Key knowledge and skills that will be revisited from previous learning: • Primary Colours, Colour mixing, Secondary colours and different tones and tints. • Experiment with qualities of colours, tones and tints to create mood and express feelings. • Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape. • Develop sculpting skills and techniques • Contrast and comparison of famous artists previously studied (See all artists on LTP)		
	What will pupils know, understand and be able to do: <u>Autumn: George Stephenson's 'The Rocket' (History)</u> <u>Mastery of sculpture and collage</u> WALT: Plan and design a collage (Stephenson's 'The Rocket') WALT: Experiment with a range of collage techniques in the style of Picasso (tearing, layering and overlapping) (Skills lesson) (Pablo Picasso links + revisit) WALT: Experiment with a range of collage techniques (tearing, layering and overlapping) (Final piece) WALT: I.M. Pei is a famous architect (NC knowledge of artists + <i>revisit</i>) WALT: Use a range of materials to create a sculpture (Inspired by one of I.M. Pei's buildings)	Vocabulary Artists: Pablo Picasso I.M. Pei Vincent Van Gogh Artist's Style Culture Similarities Differences Artists Designers Craftspeople Drawing: Pencil grade medium Charcoal Pastel Line variety Faint Blend Shade smudge Image Shading Tone Pattern Texture Light Dark	Assessment Autumn Assessment I can record and explore ideas in a variety of ways, using my sketchbook I can use overlapping, layering and tearing to create a collage I can use a range of materials to create a sculpture I can discuss and evaluate my own work and that of other sculptors in detail I can sketch and record ideas from first hand observations I can use my knowledge of mixing colour to produce different shades and tones I can use different brushes to create different lines and textures I can control and experiment with qualities of colours, tones and tints I can use the qualities of watercolour and glass paints to create visually interesting pieces

	<u>Mastery of observational sketching and painting</u> WALT: Use colour mixing to create different shades and tones (Skills lesson 1) WALT: Sketch using observational drawing skills (Trip to St James Church) (Skills lesson 2) WALT: Apply colour mixing, shade and tone knowledge to create a piece of artwork (Final piece) (Add paint to observational sketch) WALT: Use colour mixing, shade and tone knowledge (Glass tile)	Continuous Line Sharp Short Broad Bold Shadow Soft Reflections Ink and pen Proportion Curvaceous Angular lines Painting: Primary Colours Colour mixing Brush Stroke Technique Scene Secondary Colours Pattern Water Colours Smooth Silhouette Shadow Foreground Background Space Tint Tone Gallery Skyline Blocking Faded Hue Portrait Landscape Dotting Scratching Splashing Pointillism Palette Complementary colours Contrast	I can create original pieces that are influenced by the studies of others I can name at least five famous artists and talk about their work I can compare my own artwork to that of a famous artist
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<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	<u>Spring: Victorians</u> <u>Mastery of drawing and painting</u> WALT: Pablo Picasso painted the famous Guernica painting (NC knowledge of artists + <i>revisit</i>) WALT: Use different pencils and charcoal to create different tones and lines WALT: Blend and shade using charcoal WALT: Create a piece of artwork inspired by Picasso (Guernica inspired – effects of the mills on children in Victorian Britain) WALT: Picasso painted self-portraits (NC knowledge of artists) WALT: Explore shape, form and line with increased accuracy using a pencil WALT: Use different lines and shapes to create a portrait (Skills lesson - Children to sketch portraits – child sitting opposite them) WALT: Create a self-portrait using a range of media (2 lessons) (Given half picture of self and draw rest and then add in colour using paint (mixing shades))	Highlight Acrylic Paint Graduated Sculpture: Sculpture 3D form Modelling tools Mould Manipulate Shape Model Press Indent Carve Soften Construct aesthetics Textile and Collage: Natural Materials Weaving Plaiting Trim Combine Layer Tear Joining Effect Attach Measure Overlapping layering tessellation Printing: Fabric Block Press Stamp Texture Rubbing Monoprint block relief and resist	Spring Assessment I can use different grades of pencils to show line, tone and texture I can use charcoal to show lines, tones and textures I can use my knowledge of mixing colour to produce different shades and tones I can use a variety of techniques to add interesting effects I can create original pieces that are influenced by studies of others I can control and experiment with different paints to create tones and tints I can use a range of media to produce artwork I can name a large range of famous artists and talk about their work I can compare my own artwork to that of a famous artist
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<u>National Curriculum</u> 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. Use sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.	<u>Summer: WW2 (History)</u> <u>Securing mastery of art techniques</u> WALT: Van Gogh was a famous painter (NC knowledge of artists) WALT: Consider Van Gogh's use of colour and create a colour palette WALT: Use a range of pastels confidently to experiment with tone, pattern and texture (Experimenting with use of different and bright colours – marking paper in Van Gogh style) WALT: Use a range of media effectively to create a piece of artwork (Children to draw a landscape and then use paint or pastels to add colour and texture) WALT: Develop and perfect the technique of block printing (repeating pattern – cross-curricular link?) WALT: Sketch and blend confidently using pencil and charcoal WALT: Draw confidently using ink and pen WALT: Use a range of resources to produce a sculpture inspired by a famous sculptor	Pattern Symmetry Developing Ideas: Observation Sketch Book Methods Element Technique Experiment Similarities Differences Recreate Annotate Refine Select Record Replicate Distance Effect Mood Emotion Feeling Similarities Differences Imagination Starting points Elaborate Observation Experience Imagination Distance Atmosphere Emotion Influenced Visual language Style Media Enhance Composition	Spring Assessment I can give details (including in own sketches) about the style of some notable artists, designers and artisans I can create original pieces that show a range of influences and style of an artist I am confident in using a variety of drawing mediums, including ink and pen I can create a repeating pattern using block printing I can use my knowledge of mixing colour to produce different shades and tones I can manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape to produce a final outcome I can explore and discuss the roles and purposes of artists, craftspeople and designers working in different times and cultures, with a fluent grasp of visual language. I can name a large range of famous artists and talk about their work I can compare my own artwork to that of a famous artist
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