Freehold Art Curriculum

2026-2027

Freehold's Key Concepts

Art

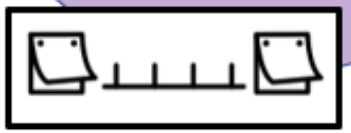


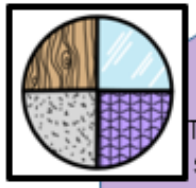
Line

A range of lines of differing thickness can be made, using a variety of media and tools to add expression or movement.

History and significance

Children will develop knowledge of a range of artists, craftspeople and eras and make links with events and periods of time in History.





Texture

Texture means 'what something feels like' and can be created in a variety of ways, with a variety of lines, tools and techniques.



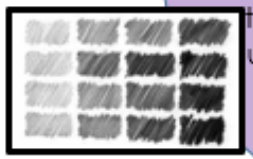
Form

Form has volume and all 3D objects have form. 3D Art is called sculpture. 3D effects can be made using tints, shades and surface texture.

Colour

The three primary colours are red, blue and yellow and these can be used to mix secondary colours. Adding white creates a tint and adding black creates a shade. Colours can be used together to create contrast or represent feelings or atmosphere.





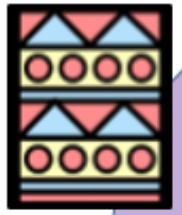
Tone

There are different shades (hues) of the same colour. Tone in Art, means light and dark. Shading can be used to create tone. Tone can be used to create contrast and show foreground and background.

Shape

Shape is created by enclosing a space, cutting or folding. Shapes can be organic and irregular and can be used to make patterns and create compositions. Negative shapes show the space around objects.

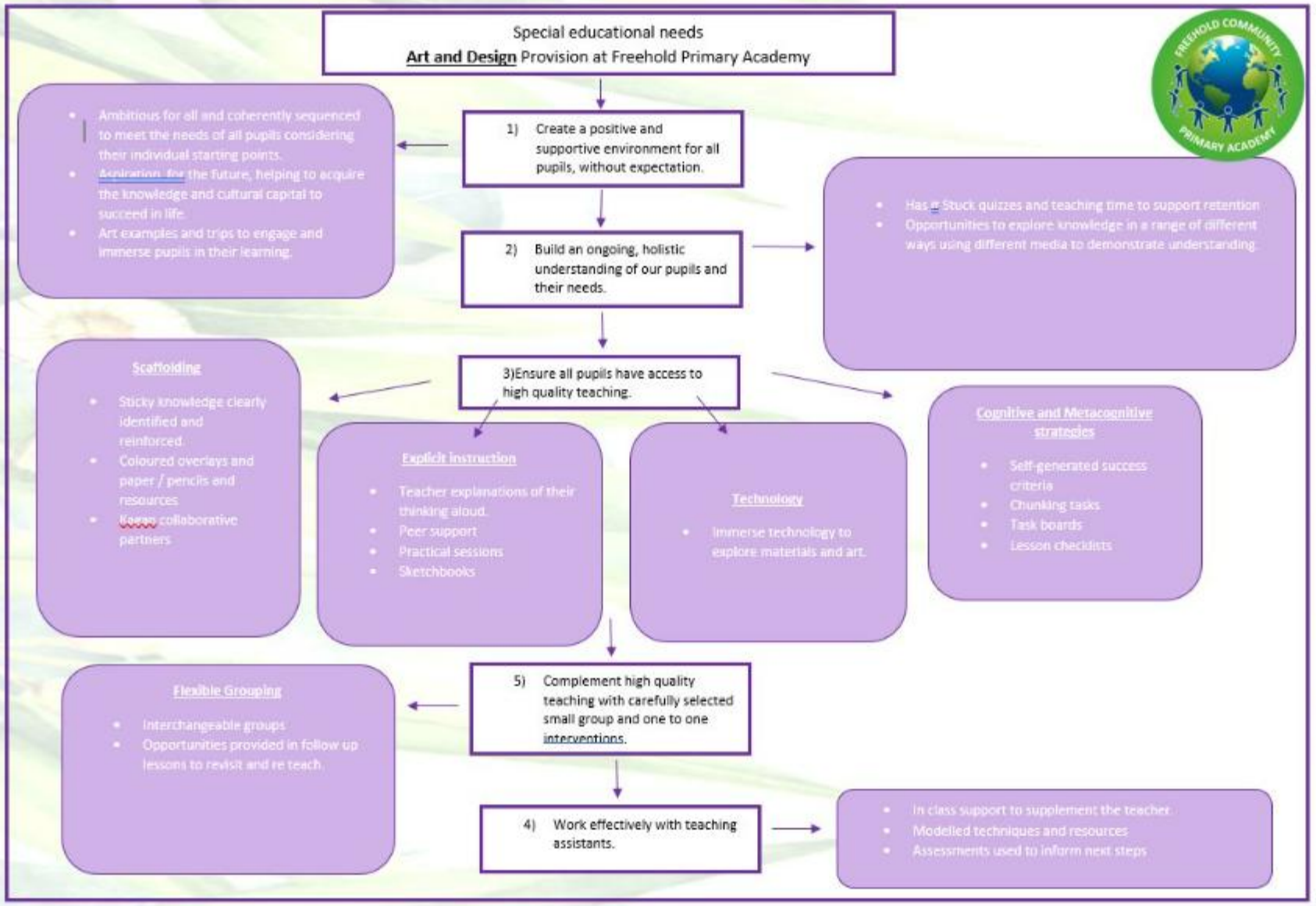




Pattern

Pattern is a design in which shapes, colours or lines are repeated and can be natural or man-made and can also be irregular. Patterns can be created in may ways and with different media and techniques.

SEND spotlights 5 a day Principles – Art and Design



Special Educational Needs and Disabilities adaptations: Art and Design

Universal quality first teaching strategies

Non-negotiables

* Progression of skills in planning
*Task chunking
*Short instructions
*Visual timers to be used for tasks
*Recap learning throughout the week
* Questioning - Blank level questions
* Step by step instructions
*Know what they are learning about through prompts and visual aids.
*Visual timetable– for lesson
*Opportunities to explore equipment beforehand
*Visual clues/prompts
*Discussions and observations
* Repeat instructions
*Teaching key vocabulary
*Peer support

Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Use of symbols, larger print, colour coding, multi-sensory reinforcement. • A greater emphasis on modelling and scaffolding for learning – smaller visual steps . • Use word banks which include pictures. •Repeat or display important information . • Use You Tube videos and pictures to show the children the expectations in a clear way, use ICT to allow them to re-watch if needed, step by step – not having to rely on their short, or long-term memories. • New learning fits into the framework of what the pupil already knows. • Smart grouping – pairing with a more able reader/writer. • Build in lots of repetition. • Provide opportunities for pupils to practice the techniques in their sketchbooks before their actual piece. • Guided groups with step steps	Use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking. . • Limit vocabulary to that which is necessary to ensure progress. • Social stories. • Children are allowed time to discuss the answers to questions, and evaluate work with peers. • Children with communication impairments are given time to think about questions before being required to respond. • Visual resources with less words so clearer understanding.	Working towards boards Personalised de-escalation plans Personalised flow diagrams for when pupils are stuck Partner work Group work – Rehearse new skill using a whiteboard. Our Learning Journey page - show children the full learning journey/the bigger picture – know what is coming Pre warning of any visors or trips Social stories for visitors and trips Personalised working towards boards Choice boards Working in a small group with a trusted adult for emotional support. . • Clear rules and expectations, consistent boundaries, rewards and sanctions. • Praise the small steps and showcase their work – be proud. • Encourage the children to trial and error in their sketchbooks.	Wobble cushion Writing slant – Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/IT • Support of the child to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/an effective way for a child to communicate any distress. • Ensure there is a wide range of equipment larger paintbrushes/chunky pencils/junior hacksaws, thicker needles.

Freehold Art Lesson Cycle

Planning and preparation

- Feedback books / small step overviews have been completed and starting points established
- Plans have been developed on PP using the planning format
- Learning focus is specific, based on learning outcom, short term and allows for clear assessments to be made
- (does not contain context or activity)
- Deployment of TA clear and purposeful
- Extra challenge and scaffolding opportunities/ resources prepared

What will we see in an Art lesson?

Children applying the skills they have acquired and developing techniques within these, commenting on the effects they are creating, the successful use of the media they are using and the similarities and differences between their own and other's art (including their peers and famous artists/craftspeople). Children making observations of style, effects and techniques and the choices they have made or any changes they will make and making links with the Artworks, periods and artists they have previously experienced.

Feedback!

- Every lesson starts with a feedback session to address basic skill errors .
- This time can also be used to address small misconceptions from the previous lessons. More complex misconceptions MUST be addressed in an additional taught session / HIS time .
- Children edit and respond to feedback in this time.
- TA to work with target children identified from previous lessons assessments

Reflection!

- Ask children to explain new learning and learning behaviours
ask children to reflect on heir own and/or other's work (dependent on age)
- Check children's understanding of today's learning

Flashback!

- Knowledge recap starter - written, verbal or practical
- New vocabulary to be disussed or recapped
- Children to be given chance to reflect on any feedback from the previous lesson
- TA to target children identified from previous lessons assessments

Getting ready!

- Share LCQ
- Develop SC with the children when appropriate
- Opportunities to explore the skills and media in advance of introducing a technique will be planned (and kept to support future learning – in sketchbooks)
- Each lesson will link to an art skill and will allow children to develop a technique within this skill.
- Children will be encouraged to make connections with artists, periods of art, cultural art, art movements and appropriate artists and craftspeople – noticing, imitating and asking questions

Let's learn!

- Any new media will be introduced-
- Present new materials in small steps with pupil practice & assessment time at each step (this will be practical and could be ecordd in sketchbooks)
- Provide a high level of active practice time for pupils
- Modelled and guided practice
- Opportunities to see work from a range of artists and craftspeople
- Ask well planned questions to check understanding
- Allow time for peer to peer discussion and tutoring (Kagan structures)
- Address misconceptions
- Provide scaffold for difficult tasks or indentified children

Your turn!

- Independent application
- Opportunity to work practically for a sustained period
- Provide models / scaffolds to support learning
- Provide verbal feedback in the moment
- Re address small steps if needed

Check point

One to three clear assessment questions are provided at this point to assess children's understanding of the 'Lets learn' section and establish individuals who may need support in the 'Your turn' section

Assessing everyone not anyone – e.g. green and red cards / whiteboards/ true or false / multiple choice questions/ agree or disagree

After the lesson

- Feedback books need to be completed throughout the lesson
- At the end of the lesson look at **ALL** books and finish off any feedback / assessments
- Complete any assessment grids/ FFT statements as appropriate
- Identify any additional children who may need targeting in flashback / feedback / HIS / intervention
- Amend / adapt the following lesson to incorporate today's assessments

Art 2026-27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Use the foundation lessons from reception scheme to give children experience of the media and tools for painting and collage		Use the foundation lessons from reception scheme to give children experience of the media and tools for crafting	Use the foundation lessons from reception scheme to give children experience of the media and tools for 3D work (playdough, clay, natural objects)	Use the foundation lessons from reception scheme to give children experience of the media and tools for drawing	
	Seasonal Crafts – optional - Seasonal crafts					
Reception	Painting and mixed media (2023) - Paint my world		Craft and Design - Lets get crafty	Sculpture and 3D - Creation station	Drawing - Marvellous marks	
	Seasonal Crafts – optional - Seasonal crafts					
Year 1	Drawing Explore lines and shapes	Craft and Design – woven wonders - linked to science materials		Painting and media Learning about paint and brush control		
Year 2	Drawing- Tone and texture		Sculpture and 3D Art-Clay houses (Living things and habitats in Science / Mombasa in Geography) Clay Houses		Painting and mixed media –Colour Mixing	
Year 3		Painting and mixed media – Explorig texture with paint and collage-linked to prehistoric-stone age			Sculpture and 3D – Absttract shape and space	Drawing-Developing drawing skills
Year 4		Drawing –Explore tone, texture and proportion		Sculpture and 3D - Mega Materials	Painting and mixed media –Light and dark	
Year 5	Drawing -drawing-depth-emotion-and-movement/	Painting and mixed media - Portraits		Craft and Design - Architecture		
Year 6	Drawing - Expressing my ideas Expressing my ideas				Craft and Design-Photo opportunity	Sculptures and 3D- making memories

Early Years

Early Years Foundation Stage (Reception) Kapow Primary's units	Early years outcomes: Prime Areas **Development Matters 2021 statements** Early Learning Goals	Early years outcomes: Specific Areas **Development Matters 2021 statements** Early Learning Goals	Characteristics of effective learning
Drawing: Marvellous marks	**Physical development** -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -Develop overall body-strength, balance, co-ordination and agility. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -ELG: Fine Motor Skills> Use a range of small tools, including scissors, paint brushes and cutlery. -ELG: Fine Motor Skills> Begin to show accuracy and care when drawing.	**Expressive Arts and Design** -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.	✓ Playing and Exploring
Painting and mixed media: Paint my world	**Physical development** -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Fine Motor Skills> Begin to show accuracy and care when drawing. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery.	**Expressive Arts and Design** -Explore, use and refine a variety of artistic effects to express ideas and feelings. -Listen attentively, move to and talk about music, expressing their feelings and responses. -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. -ELG: Creating with materials> Share their creations, explaining the process they have used.	✓ Playing and Exploring

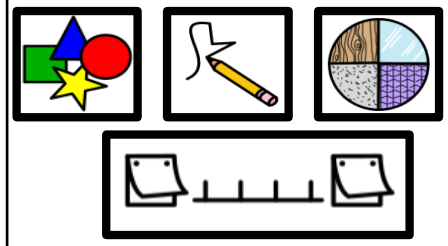
Vocabulary

Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag

Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe

Early Years Foundation Stage (Reception) Kapow Primary's units	Early years outcomes: Prime Areas **Development Matters 2021 statements** Early Learning Goals	Early years outcomes: Specific Areas **Development Matters 2021 statements** Early Learning Goals	Characteristics of effective learning	Vocabulary
Sculpture and 3D: Creation station	**Physical development** -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -Develop overall body-strength, balance, co-ordination and agility. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery. -ELG: Begin to show accuracy and care when drawing	**Expressive Arts and Design** -Explore, use and refine a variety of artistic effects to express 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. -ELG: Creating with Materials> Share their creations, explaining the process they have used.	✓ Playing and Exploring	3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet
Craft and design: Let's get crafty	**Physical development** -Develop small motor skills so that they can use a range of tools competently, safely and confidently. -ELG: Use a range of small tools, including scissors, paint brushes and cutlery. -ELG: Begin to show accuracy and care when drawing	**Expressive Arts and Design** -Explore, use and refine a variety of artistic effects to express 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.	✓ Playing and Exploring ✓ Active Learning	Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag

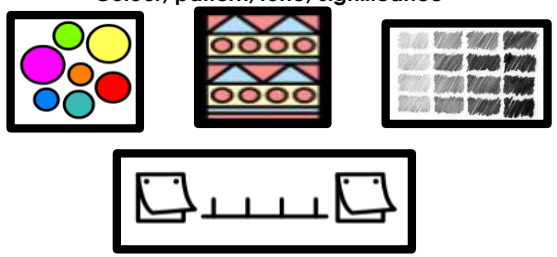
Year 1

Composite	Concepts covered	History/Significance	Vocabulary	Resources
Drawing Explore lines and shapes	Shape, line, texture, significance 	Bridget Riley – Links to Geography- local area	Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk	Roll of white paper or lining paper, String, Black paper or card, Oil pastels, Soft pastels, Chalk, Charcoal, B grade sketching pencils, Still life objects to draw, Black fineliners or handwriting pens

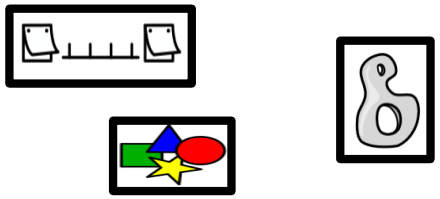
Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Use of a range of tools to make marks with more accuracy. **Use of a range of media to explore lines and shapes to express themselves.**	To explore control and pressure to create different types of lines	✓ I can talk about an artist and their work. ✓ I can draw different types of lines with a range of materials. ✓ I can press hard and light to create different types of lines. ✓ I can describe lines using the words I have learnt	➢ Explore their own ideas using a range of media. ➢ Use sketchbooks to explore ideas in an open-ended way. ➢ Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. ➢ Develop observational skills to look closely and reflect surface texture through mark-making. ➢ Make choices about which materials to use to create an effect. ➢ Understand how artists choose materials based on their properties in order to achieve certain effects Describe and compare features of their own and other's art work. ➢ Evaluate art with an understanding of how art can be varied and made in different ways and by different people. ➢ Understand that Art is made in different ways and by different kinds of people and that an artist is someone who creates	**Shape:** Know a range of 2D shapes and confidently draw these. **Line:** Know that drawing tools can be used in a variety of ways to create different lines. **Line:** Know lines can represent movement in drawings. **Texture:** Know that texture means 'what something feels like'. **Texture:** Know different marks can be used to represent the textures of objects. **Texture:** Know different drawing tools make different marks.
	To practise drawing different lines using music as a stimulus	✓ I can identify different types of lines in a drawing. ✓ I can draw lines reflecting what I hear in music, changing my pressure and control. ✓ I can select different materials to make lines		
	To connect lines to create shapes	✓ I can identify organic shapes. ✓ I can connect lines to create a shape. ✓ I can use different types of lines to create a shape		
	To explore lines and shapes in pictures for portrait drawing.	✓ I can identify basic shapes in works of art and everyday objects. ✓ I can talk about what I like and dislike in a piece of art. ✓ I can use shapes to draw a face		
	To use control and pressure skills to add colour to a drawing	•Il can change how hard I press to make a colour lighter or darker. •I can colour within lines. •I can choose colours similar to Paul Klee's artwork		

Composite	Concepts covered	Significant People/era	Vocabulary	Resources
Craft and Design ***Fine motor skills linked to Science*** **woven wonders**	History, form  	**Cecilia Vicuña**	Art, Artist, Craft, **Knot, Plait**, Thread, Threading, Weaving, **Warp, Weft, Loom**	Cardboard (cereal boxes or similar) ❑ Wool in a range of colours ❑ Other threads for plaiting and knotting (e.g. scraps of embroidery thread) ❑ Strips of scrap fabric ❑ Ribbon ❑ Shoeboxes or photocopy paper boxes (one each, or one between two) ❑ String - approximately 7m per box ❑ Masking tape ❑ Things to thread on wool (such as: beads, drinking straws) ❑ A4 coloured card or sugar paper

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Use a range of tools and techniques to experiment with colour, form and function (including using pencils, scissors and joining techniques such as sticking, taping, gluing)	To know that art can be made in different ways.	I can explain why an activity is 'making art'. I can describe something creative I do in or out of school. I can draw an example of me being an artist.	➢ **Explore their own ideas using a range of media.** ➢ **Use sketchbooks to explore ideas in an open-ended way.** ➢ **Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.** ➢ **Explore and analyse a wider variety of ways to join and fix materials in place.** ➢ **Form: Know that three dimensional art is called sculpture.** ➢ **Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.** ➢ **Understand that Some artists are influenced by things happening around them.** ➢ **Sometimes artists concentrate on how they are making something rather than what they make.** ➢ **Artists can use everyday materials that have been thrown away to make art.** ➢ **Describe and compare features of their own and other's art work.** ➢ **Evaluate art with an understanding of how art can be varied and made in different ways and by different people.** ➢ **Understand that Art is made in different ways and by different kinds of people and that an artist is someone who creates** ➢ **Understand that Craft is making something creative and useful.**	**Form:** Know that three dimensional art is called sculpture.
	To choose, measure, arrange and fix materials.	I can measure the amount of wool. I can wrap wool tightly and fix it in place. I can keep trying if something doesn't work first time.		
	To explore plaiting, threading and knotting techniques.	I can try something new to me. I can choose materials based on colour, thickness and flexibility. I can keep trying if something doesn't work first time.		
	To learn how to weave.	I can identify a plait, a knot and a threaded bead. I can weave paper strips over and under. I can compare what I make to other artwork.		
	To combine techniques in a woven artwork.	I can choose how to combine the things I have made. I can weave with a range of materials. I can talk about what I like and what I would change about my work.		

Composite	Concepts covered	History/Significance	Vocabulary	Resources
Painting and Mixed media Learning about paint and brush control	**Colour, pattern, tone, significance** 	**Clarice Cliff – Links to Uk and school life** **Colours linked to flags in UK**	**Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope,** Texture, **Space,** Thick	**Ready-mix paint in primary colours, Play dough or plasticine in primary colours, Tissue or cellophane in primary colours, Lego bricks or similar for printing, Chalks or marker pens (optional), Paper plates (1 per child), Drinking straws**

Prior knowledge:	Components	Substantive knowledge:	Disciplinary knowledge:	Future learning links:
Exploring and using a variety of artistic effects to express ideas and feelings. Creating collaboratively, sharing ideas, resources and skills.	To learn how to hold and move a paintbrush in different ways	✓ I can hold a brush correctly, using a comfortable grip. ✓ I can drag my brush to make different types of marks. ✓ I can name and choose colours	➢ **Explore their own ideas using a range of media.** ➢ **Use sketchbooks to explore ideasiideas** ➢ **Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.** ➢ **Develop observational skills to look closely and reflect surface texture through mark-making.** ➢ **Describe and compare features of their own and other's art work.** ➢ **Evaluate art with an understanding of how art can be varied and made in different ways and by different people.** ➢ **Understand that Art is made in different ways and by different kinds of people and that an artist is someone who creates**	**Colour:** Know that the primary colours are red, yellow and blue. **Colour:** Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple **Pattern:** Know a pattern is a design in which shapes, colours or lines are repeated. **Tone:** Know that there are many different shades (or 'hues') of the same colour. **Tone:** Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.
	.To explore how different brush sizes create different marks.	✓ II can see that different brush sizes make different marks. ✓ I can choose the right brush for the mark I want to make. ✓ I can describe my paint marks (brushstrokes)		
	To develop control when using paint	✓ I can use water to clean my brush when I change colours. ✓ I can wipe off the extra paint and water when I need to. ✓ I can notice what happens when I add water to paint		
	To learn how to plan a painting	✓ I can use my sketchbook to try out ideas. ✓ I can plan what colours, shapes and marks I want to use. ✓ I can try different pattern ideas		
	To create a painting inspired by Alma Thomas using a plan	✓ I can keep my colours bright by cleaning my brush. ✓ I can use repeating marks and patterns and talk about my choices. ✓ I can use a plan to create an artwork		

Composite	Concepts covered	Significant People/era	Vocabulary	Resources
Sculpture	History, form, shape 	**Samantha Stephenson** **Marco Balich** **Louise Bourgeois**	**Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine**	**❑ A4 thin coloured card ❑ A4 thin white card ❑ Card from packaging boxes or similar ❑ Masking tape ❑ Metallic paint (optional) ❑ Sponges for painting**

Prior knowledge:	Components	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Exploring and using a variety of artistic effects to express ideas and feelings. Use a range of small tools. Talk about creations and how they were made.	To roll paper to make 3D structures.	✓ I can roll paper to make a cylinder ✓ I can combine paper cylinders to make a sculpture ✓ I can adapt my ideas as I work	➢ **Explore their own ideas using a range of media.** ➢ **Use sketchbooks to explore ideas in an open-ended way.** ➢ **Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.** ➢ **Explore and analyse a wider variety of ways to join and fix materials in place.** ➢ **Form: Know that three dimensional art is called sculpture.** ➢ **Some artists are influenced by things happening around them.** ➢ **Artists living in different places at different times can be inspired by similar ideas or stories.** ➢ **Artists choose materials that suit what they want to make.** ➢ **Describe and compare features of their own and other's art work.** ➢ **Evaluate art with an understanding of how art can be varied and made in different ways and by different people.** ➢ **Understand that Art is made in different ways and by different kinds of people and that an artist is someone who creates**	**Form:** Know paper can change from 2D to 3D by folding, rolling and scrunching it. **Form:** Know that three dimensional art is called sculpture. **Shape:** Know paper can be shaped by cutting and folding it.
	To shape paper to make a 3D drawing.	✓ I can fold and roll paper to create 3D shapes ✓ I can choose how to arrange the paper shapes to make a 3D drawing ✓ I can overlap paper strips on my 3D drawing		
	To apply paper-shaping skills to make an imaginative sculpture	✓ I can plan a sculpture by drawing my ideas first ✓ I can use at least three different techniques for shaping paper ✓ I can add detail to my tree		
	To work collaboratively to plan and create a sculpture.	✓ I can work cooperatively ✓ I can create different parts of a sculpture ✓ I can secure parts of the sculpture together ✓ I know that 3D sculpture can be created from a range of materials		
	To apply painting skills when working in 3D.	✓ I can use different tools to paint with ✓ I can work as part of a collaborative project ✓ I can paint onto 3D surfaces using appropriate methods		

Year 2

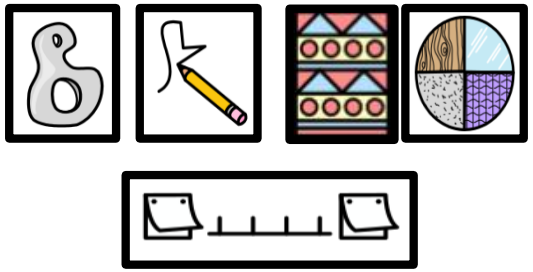
Composite

Drawing

Tone and texture

Concepts covered

Significance, form, line, pattern, texture



History/Significance

Quentin Blake

Vocabulary

Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina

Resources

❑ Charcoal ❑ Buff coloured paper A3 or A4 ❑ White chalk ❑ Small tactile objects ❑ Pillow case, bag or cloths ❑ A range of sketching pencils ❑ Pastels (Oil and soft) ❑ Soft toy (Teacher 's own and children to supply from home or use from school) ❑ A variety of textured paper (such as: wallpapers, card and tissue paper) ❑ A4 cardboard viewfinders

Prior knowledge:

Show knowledge of the language and literacy to describe lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.

Components	Substantive knowledge:
To develop a range of mark making techniques.	✓ I can experiment with charcoal to draw different marks. ✓ I can understand a word and explain how I can draw it. ✓ I can express the meaning of words using charcoal mark making techniques.
To explore and experiment with mark-making to create textures.	✓ I can describe how an object feels. ✓ I can try out different drawing materials. ✓ I can experiment with making different marks to make texture.
To develop observational drawing.	✓ I can recognise and describe shapes in an object to start a drawing. ✓ I can look carefully to add details. ✓ I can use mark-making techniques to add texture.
To understand how to apply expressions to illustrate a character.	✓ I can show expression by drawing eyes, eyebrows and mouths in different ways. ✓ I can make quick sketches of people. ✓ I can sketch a new character, adding expressions, details and texture.
To develop illustrations to tell a story.	✓ I can recount a familiar story and select key events. ✓ I can create and draw imaginary scenes for a storybook. ✓ I can use mark making to show different textures.

Disciplinary knowledge:

- **Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.**
- **Experiment in sketchbooks, using drawing to record ideas.**
- **Use sketchbooks to help make decisions about what to try out next.**
- **Further demonstrate increased control with a greater range of media.**
- **Make choices about which materials and techniques to use to create an effect.**
- **Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.**
- **Understand that 'composition' means how things are arranged on the page. Lines can be used to fill shapes, to make outlines and to add detail or pattern. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.**
- **Talk about art they have seen using some appropriate subject vocabulary.**
- **Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.**
- **Understand that Illustrators use drawn lines to show how characters feel.**
- **Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.**
- **Begin to talk about how they could improve their own work.**
- **People use art to tell stories. And for fun People make art to help others understand something.**

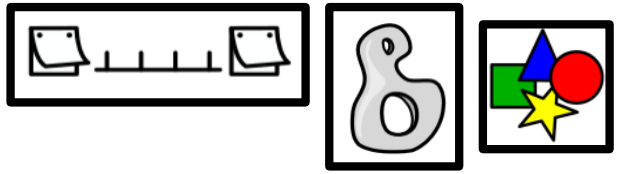
Future learning links (formal elements)

Form: That 'composition' means how things are arranged on the page.

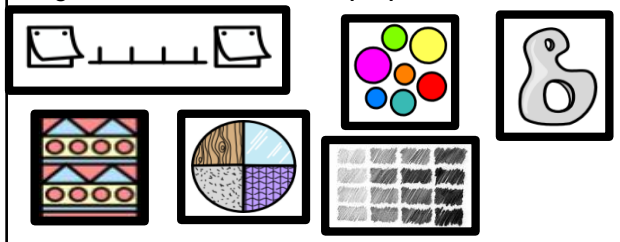
Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern.

Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.

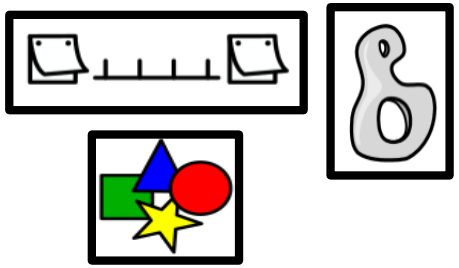
Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

Composite	Concepts covered	Geography/significance	Vocabulary	Resources
Sculpture **Clay houses**	Significance, form, shape 	**Liked to contrasting locations**	**Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing**	**❑ Clay - see Teacher support document for further guidance ❑ Boards for working on with clay ❑ Rolling pins ❑ A range of modelling tools for use with clay ❑ Wire loop tools for cutting and shaping clay (optional) ❑ A range of everyday objects that can be pressed into the clay**

Prior knowledge:	Components	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Roll paper tubes and attach them to a base securely. **Make choices about sculptures they make, e.g. how they arrange pieces** **Shape paper strips in a variety of ways to make 3D drawings.** **Glue strips to a base in an interesting arrangement, overlapping some strips to add interest.** **Develop different techniques for shaping paper.** **Work successfully with others, sustaining effort over a time.** **Paint with good technique, ensuring good coverage.**	To use my hands as a tool to shape clay.	I can flatten clay to make a smooth surface. I can shape clay using my hands. I can make different marks in clay by pressing into it. I can shape clay to make a model.	➢ **Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.** ➢ **Experiment in sketchbooks, using drawing to record ideas.** ➢ **Use sketchbooks to help make decisions about what to try out next.** ➢ **Further demonstrate increased control with a greater range of media.** ➢ **Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials..** ➢ **Form: Pieces of clay can be joined using the 'scratch and slip' technique.** ➢ **Understand that a clay surface can be decorated by pressing into it or by joining pieces on.** ➢ **Understand that atterns can be made using shapes.** ➢ **Talk about art they have seen using some appropriate subject vocabulary.** ➢ **Create and critique both figurative and abstract art, recognising some of the techniques used.** ➢ **Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.** ➢ **Begin to talk about how they could improve their own work.** ➢ **Talk about how art is made.** ➢ **Understand that people make art about things that are important to them and to share their feelings and help others understand something** ➢ **Understand that people make art to explore an idea in different ways**	**Form:** Pieces of clay can be joined using the 'scratch and slip' technique. **Form:** A clay surface can be decorated by pressing into it or by joining pieces on. **Shape:** Patterns can be made using shapes.
	To shape a pinch pot and join clay shapes as decoration.	I can use the pinching technique to shape a pot. I can use my fingers and thumbs to make the sides of the pot even. I can join clay to help decorate my pot.		
	To use impressing and joining techniques to decorate a clay tile.	I can describe my ideas about the work of artist Rachel Whiteread. I can roll a smooth clay tile. I can create a pattern by pressing into and joining pieces onto my tile.		
	To use drawing to plan the features of a 3D model.	I can draw a house that will be made into a clay tile. I can decide how to create features like a door, windows and the roof in clay. I can label my drawing accurately.		
	To make a 3D clay tile from a drawn design.	I can use my design to guide my clay work. I can use both pressing in and joining clay techniques on my tile. I can evaluate my finished tile and say how it reflects my design.		

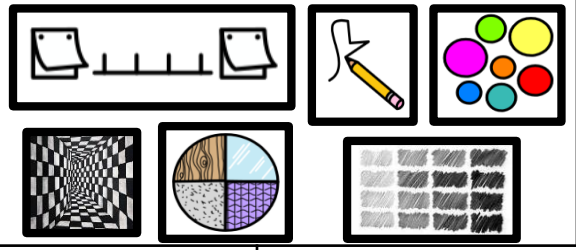
Composite	Concepts covered	History/ Significance	Vocabulary	Resources
Painting and Mixed media Colour Mixing	Significance, colour, form, shape, pattern, texture, tone 	**Link to seaside and make a collage**	**Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface**	❑ Ready-mix paint ❑ A range of materials for collage (such as: coloured paper, tin-foil, cellophane, tissue, crepe paper, scraps of fabric and colourful magazine pages) ❑ Magnifying glasses (optional) ❑ Painting tools (such as: brushes, sponges, cotton buds, bits of card, foil and forks) ❑ A3 or larger thick paper or card ❑ Drawing materials: crayons, chalks or pastels

Prior knowledge:	Components	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Name the primary colours. **Mix primary colours to make secondary colours.** **Apply paint consistently to their printing materials to achieve a print.** **Use a range of colours when printing.** **Mix different shades of a secondary colour.** **Describe their finished work**	To explore how primary colours mix to make new colours	✓ I can name the primary colours. ✓ I can explain that primary colours cannot be made by mixing. ✓ I can explore mixing primary colours into new colours.	➢ **Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.** ➢ **Use sketchbooks to help make decisions about what to try out next.** ➢ **Further demonstrate increased control with a greater range of media and make choices about which techniques to use to create an effect.** ➢ **Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.** ➢ **Understand that 'composition' means how things are arranged on the page.** ➢ **Talk about art they have seen using some appropriate subject vocabulary.** ➢ **Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.** ➢ **Understand that some artists create art to make people aware of good and bad things happening in the world around them.** ➢ **Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.** ➢ **Begin to talk about how they could improve their own work.** ➢ **Talk about how art is made.** ➢ **Understand that people make art about things that are important to them and to share their feelings and help others understand something** ➢ **Understand that people make art to explore an idea in different ways**	**Colour:** Different amounts of paint and water can be used to mix hues of secondary colours. **Colour:** Colours can be mixed to 'match' real life objects or to create things from your imagination. **Form:** That 'composition' means how things are arranged on the page. **Shape:** Collage materials can be shaped to represent shapes in an image. **Pattern:** Patterns can be used to add detail to an artwork. **Texture:** Collage materials can be chosen to represent real-life textures. **Texture:** Collage materials can be overlapped and overlaid to add texture. **Texture:** Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. **Texture:** Painting tools can create varied textures in paint. **Tone:** Different amounts of paint and water can be used to mix hues of secondary colours.
	To explore mixing primary colours into secondary colours	✓ I can name the secondary colours. ✓ I can use primary colours to mix secondary colours. ✓ I can say which two primary colours are needed to mix each of the secondary colours		
	To create secondary colours for a purpose.	✓ I can mix primary colours to make orange, purple and green. ✓ I can use a brush and a palette to mix paint. ✓ I can choose the shapes, sizes, positioning and brushstrokes in a painting.		
	To explore how artists use paint to achieve different effects.	•I can explain how artists use paint to create different effects. •I can use water to make paint thinner. •I can use different tools to add detail to a layer of paint.		
	To apply colour mixing skills to develop a piece of art.	✓ II can mix secondary colours with intent. ✓ I can make creative choices to express thoughts and ideas. ✓ I can use a variety of brushstrokes.		

Composite	Concepts covered	History/significance	Vocabulary	Resources
Craft and Design Map it out	Line, shape, colour, composition, artists 	Kin Soon-Im Maggie Scott Josef Albers	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate	Wool roving10g per pair of children, Wool roving in a mixture of colours - approx 5g per pair of children, Bubble wrap - 4m of a metre-width roll , Tea towels, 1 per pair of children, 2 bars of soap, Clean, empty milk containers or similar for pouring water , 30 poly-pockets, acetate sheets or similar transparent material, Coloured cellophane OR coloured tissue paper, Black sugar paper (optional), Polystyrene sheets suitable for printing, Printing ink (optional - ready-mix paint works too), Roller and trays for printing

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Give an opinion about whether an activity counts as 'art'. **Listen attentively to a visitor describing their creative interests.** **Draw and talk about a remembered experience of making something creative.** **Independently choose and measure weaving material** **Show that they are choosing materials based on colour, thickness and flexibility.** **Weave with paper, achieving a mostly accurate pattern of alternating strips.** **Remember the process needed for weaving and attach some elements in this way.** **Discuss the choices they make and what they like about their finished work.**	To investigate maps as a stimulus for drawing.	✓ I can sort images into groups and explain my choices. ✓ I can draw a familiar journey. ✓ I can make my map interesting by using colour and including detail.	➢ **Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.** ➢ **Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.** ➢ **Further demonstrate increased control with a greater range of media.** ➢ **Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.** ➢ **Talk about art they have seen using some appropriate subject vocabulary.** ➢ **Create work from a brief, understanding that artists are sometimes commissioned to create art.** ➢ **Create and critique both figurative and abstract art, recognising some of the techniques used.** ➢ **Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it** ➢ **Begin to talk about how they could improve their own work.** ➢ **Talk about how art is made.**	**Form:** That 'composition' means how things are arranged on the page. **Shape:** Shapes can be organic (natural) and irregular.
	To learn and apply the steps of the felt-making process.	✓ I can follow instructions to make felt. ✓ I can copy the shapes and colours from my map square in wool. ✓ I can shape wool by twisting and tearing it. ✓ I can adapt my ideas as I work.		
	To experiment with a craft technique to develop an idea.	✓ I can make an abstract composition. ✓ I can simplify a drawn idea, looking for big shapes and important lines. ✓ I can cut, layer and arrange the shapes.		
	To develop ideas and apply craft skills when printmaking.	✓ I can use simple lines and shapes from my map drawing to design a printing tile. ✓ I can improve my print. ✓ I can make choices about how to use my prints to make an artwork.		
	To present artwork and evaluate it against a design brief.	✓ I can compare my craft artworks and describe which is my favourite and why. ✓ I can talk about which artwork best meets the brief. ✓ I can make choices about how to display our artworks effectively.		

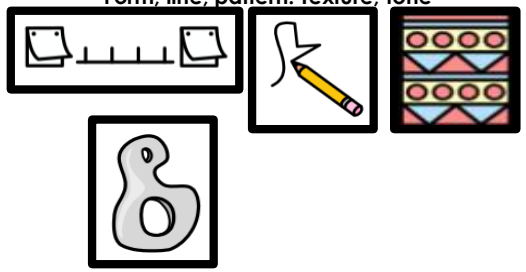
Year 3

Composite	Concepts covered	Significant People/era	Vocabulary	Resources
Painting and Mixed media Explorig texture with paint and collage	History, line, shape, colour, texture, tone 	**Stone Age Prehistoric Art**	**Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone**	**Charcoal, Hairspray or fixative, Coloured spices such as turmeric, paprika, cinnamon, nutmeg, Flour, Couscous, bulgur wheat, lentils, coarse flour, seeds, sand, Elastic bands (optional), Small pieces of sponge (optional), A3 thick card, Rags and sponges (optional)**

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Name the primary and secondary colours. **Talk about the colour changes they notice and make predictions about what will happen when two colours mix.** **Describe the colours and textures they see.** **Try different tools to recreate a texture and decide which tool works best.** **Show they can identify different textures in a collaged artwork.** **Apply their knowledge of colour mixing to match colours effectively.** **Choose collage materials based on colour and texture.** **Talk about their ideas and try different arrangements of materials, including overlapping shapes.** **Give likes and dislikes about their work and others'.**	To explore how colour in art can be used to communicate ideas.	✓ I can explain that colours can be grouped as warm or cool. ✓ I can identify warm and cool colours. ✓ I can describe the colours I notice in an artwork and explain how they change its mood or effect.	➢ **Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.** ➢ **Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.** ➢ **Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.** ➢ **Confidently use a range of materials and tools, selecting and using these appropriately with more independence.** ➢ **Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.** ➢ **Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.** ➢ **Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.** ➢ **Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.**	**Colour:** Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. **Shape:** Negative shapes show the space around and between objects. **Line:** Using different tools or using the same tool in different ways can create different types of lines. **Texture:** Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.
	To recognise how textured objects can be used to create rubbings.	✓ I can find different textures in my environment. ✓ I can use a rubbing technique to create textures. ✓ I can describe different textures.		
	To explore how paint can be used to create texture and pattern.	✓ I can use texture as inspiration for painting. ✓ I can use a range of materials and tools for effect. ✓ I can describe the textures I have created.		
	To compose a collage, choosing and arranging materials for effect.	✓ I can choose collage materials based on colour and texture. ✓ I can decide how my collage will show my chosen idea. ✓ I can try out different compositions of materials, including overlapping.		
	To understand how to revisit an artwork and add details to enhance it.	✓ I can look at an artwork and notice its details. ✓ I can choose which materials and tools to use to add details to my own work. ✓ I can add details to help show my idea clearly and talk about what I improved and why.		

Composite Sculpture and 3D Abstract Shape	Concepts covered History, shape, space, form, texture 	Significant People/era Robert Norris Anthony- link to ancient Egyptian pyramids	Vocabulary Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space	Resources ❑ Strong card; packaging boxes or similar (the equivalent of a large box per child) ❑ Cereal box cardboard ❑ PVA glue ❑ Art straws (one box, optional) ❑ Junk modelling packaging (optional) ❑ Cardboard tubes eg wrapping paper inner tubes ❑ Clean newspaper sheets ❑ Kitchen roll ❑ String or pipe cleaners ❑ Paper for adding texture (such as: tissue, crepe, parcel paper) ❑ Coloured acetate sheets (optional)

Prior knowledge:	Components	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Flatten and smooth clay, rolling shapes successfully and making a range of marks in their clay. **Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.** **Roll a smooth tile surface.** **Join clay shapes and make marks in the tile surface to create a pattern.**	To join 2D shapes to make 3D structures.	I can define 'sculpture'. I can try different ways to join card shapes. I can build a 3D structure that stands up on its own.	➢ **Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.** ➢ **Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.** ➢ **Use hands and tools confidently to cut, shape and join materials for a purpose.** ➢ **Consider how to display artwork, understanding how artists consider their viewers and the impact on them.** ➢ **Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.** ➢ **Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.**	**Colour:** Using light and dark colours next to each other creates contrast. **Form:** Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). **Form:** Organic forms can be abstract. **Shape:** Negative shapes show the space around and between objects. **Shape:** Artists can focus on shapes when making abstract art.
	To join materials in different ways when working in 3D.	I can try out more than one way to join 3D shapes. I can work with a partner to make larger structures. I can problem solve if something I try doesn't work first time.		
	To develop ideas for 3D artwork.	I can identify 2D shapes in photos of 3D objects. I can identify shapes in the background space between objects (negative space). I can use drawings to plan a sculpture.		
	To apply knowledge of sculpture when working in 3D.	I can follow my sketchbook plan. I can make choices about how to join materials. I can adapt my ideas if things don't go to plan.		
	To evaluate and improve an artwork.	I can compare two sculptor's work. I can say what I like and what I could change about my sculpture. I can choose how to add texture and colour to the surfaces of my sculpture.		

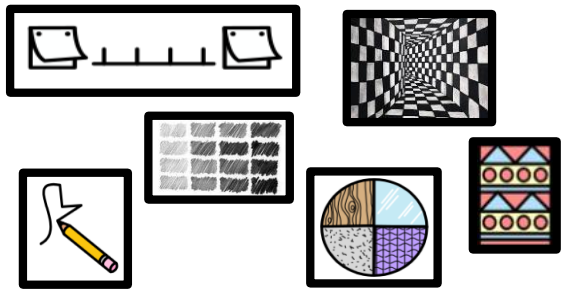
Composite	Concepts covered	History/ significance	Vocabulary	Resources
Drawing Prehistoric painting	Form, line, pattern. Texture, tone 	Maud Purdy Link to prehistoric painting stone age	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder	❑ A selection of sketching pencils to include 2B, 4B, 6B ❑ Still life objects to draw ❑ Black ink or paint (optional) ❑ Real flowers ❑ Wax crayons ❑ A3 paper or larger ❑ Graphite sticks (optional) ❑ Pastels both oil and soft (optional) ❑ Fineliner pens (optional) ❑ Watercolour paints (optional) ❑ Teabags for staining paper (optional) ❑ Cardboard viewfinders

Prior knowledge:	Components	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Use relevant language to describe how an object feels. **Describe and then draw shapes that make up an object.** **Use good observational skills to add details to their drawing.** **Use an interesting range of marks that show an understanding of how to draw different textures.** **Develop sketches into a character, with some support, adding details to enhance their character.** **Demonstrate an understanding of how drawing facial features in different ways conveys expressions.** **Create scenes from their own imagination, with some support.**	To recognise how artists use shape in drawing	✓ I can recognise and draw simple shapes in objects. ✓ I can identify both organic and geometric shapes. ✓ I can use shapes to form the basis of my own drawing.	➢ **Explore** Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. ➢ Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. ➢ Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. ➢ Use hands and tools confidently to cut, shape and join materials for a purpose. ➢ Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. ➢ Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. ➢ Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.	**Form:** Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). **Line:** Using different tools or using the same tool in different ways can create different types of lines. **Pattern:** Surface rubbings can be used to add or make patterns. **Texture:** Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. **Tone:** That 'tone' in art means 'light and dark'. **Tone:** Shading helps make drawn objects look realistic. **Tone:** Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. **Tone:** Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.
	To understand how to create tone in drawing by shading.	✓ I know that tone refers to the light and dark areas of an object or artwork. ✓ I can use the side of a pencil so that the lead is flat to the paper. ✓ I can shade in one direction, with no gaps and straight edges. ✓ I can blend from light to dark to dark light creating smooth tones.		
	To understand how texture can be created and used to make art	✓ I can create different textures on paper by using a rubbing technique. ✓ I can change the tool or colour that I use to change how my rubbing looks. ✓ I can apply the technique of another artist. ✓ I can tear and shape my rubbings to create a final piece.		
	To apply observational drawing skills to create detailed studies	✓ I can use simple shapes to sketch the form of an organic object. ✓ I can add detail using careful observation. ✓ I can add tone using shading skills.		
	To explore composition and scale to create abstract drawings	✓ I can select an interesting composition. ✓ I can draw in a large scale. ✓ I can experiment with drawing skills and tools.		

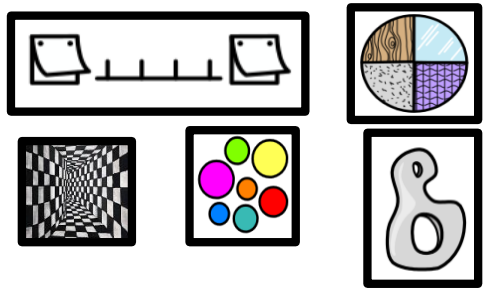
Composite	Concepts covered	Significant People/era	Vocabulary	Resources
Craft and Design Ancient Egyptian scrolls	History, line, colour, pattern 	**Ancient Egypt**	Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform	Selection of sketching pencils ❑ Oil and soft pastels ❑ Watercolour or standard colouring pencils ❑ Teabags and /or coffee ❑ Mixture of paper (such as: newspapers, tissue paper, wallpaper, sugar paper, metallic) ❑ Brown paper bags or packaging paper ❑ Greaseproof paper ❑ Long Cardboard tubes (one or two per pupil) ❑ Black fineliners ❑ A4 plain paper sheets

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Sort map images into groups, explaining their choices. Follow instructions to make a piece of felt that holds together Decide how to place shapes with care and arrange them into a pleasing composition. Design a print with simple lines and shapes, making improvements as they work. Follow a process to make and print from a polystyrene tile. Choose a favourite artwork, justifying their choice. Annotate their favourite artwork with relevant evaluation points. Take an active part in decisions around how to display their artworks.	To investigate the style, pattern and characteristics of Ancient Egyptian art	✓ I can discuss Ancient Egyptian art to understand more about it ✓ I can look closely to identify colours, patterns and shapes ✓ I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition	➢ Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. ➢ Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. ➢ Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. ➢ Use hands and tools confidently to cut, shape and join materials for a purpose. ➢ Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. ➢ Understand that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). ➢ Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. ➢ Art from the past can give us clues about what it was like to live at that time but the meanings we take from art made in the past are influenced by our own ideas. ➢ Artists have different materials available to them depending on when they live in history and Artists can make their own tools and can work in more than one medium. ➢ Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. ➢ Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. ➢ Understand that people use art to tell stories and communicate and to express their views or beliefs, teach or explain things	**Pattern:** Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).
	To apply design skills inspired by the style of an ancient civilisation	✓ I can make decisions about how I want to represent information through images ✓ I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians ✓ I can apply my knowledge of their style to plan appropriate colours and patterns for my design		
	To apply understanding of ancient techniques to construct a new material	✓ I can use knowledge of an ancient process to make a modern alternative ✓ I can follow instructions carefully ✓ I can review what worked well and what I could improve on		
	To apply drawing and painting skills in the style of an ancient civilisation	✓ I can use a design and accurately translate it to a new surface ✓ I can use materials and tools carefully to show precision in my work ✓ I can mix and use colours that are appropriate to the style of work ✓ I can suggest improvements in my own and other people's work		
	To apply an understanding of Egyptian art to develop a contemporary response	✓ I can follow instructions to create a zine ✓ I can use a variety of images, text and materials to make my zine interesting ✓ I can inform my audience about my subject with relevant information		

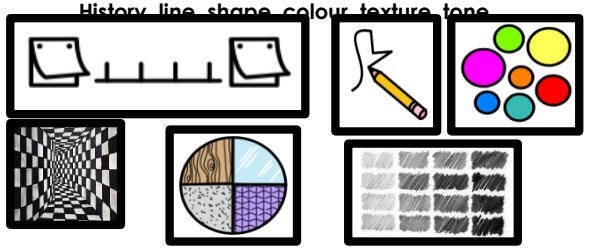
Year 4

Composite	Concepts covered	Significant People	Vocabulary	Resources
Drawing Power Prints	History, line, shape, space, tone, texture, pattern 	Ed Ruscha George Seurat Alberto Giacometti Fernando Botero Henri Matisse Henry Moore	Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print	❑ Drawing pencils of various grades e.g. HB, 2B, 4B ❑ Range of media for drawing (such as: charcoal, pastels, chalks, ink) ❑ Length of ribbon - approx 30cm per child ❑ Interesting objects to draw (such as: umbrellas, hats, clothes hangers, piles of books, boxes etc.) ❑ Charcoal ❑ Coloured wax crayons ❑ Black ready-mix paint ❑ Liquid soap - a small amount to mix into paint ❑ Polystyrene sheets suitable for printing ❑ Acetate sheets suitable for printing ❑ A range of everyday objects to print with (such as: string, bubble wrap, egg boxes, interesting packaging, cotton reels etc.) ❑ Cotton bed sheet to print onto OR similar fabric OR large pieces of card (one large piece per group of pupils)

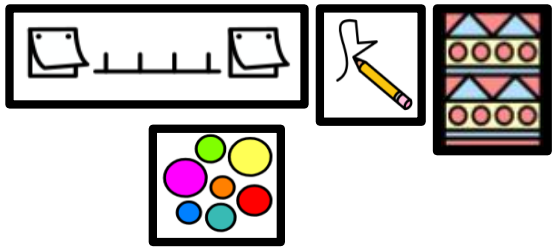
Prior knowledge:	Components	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Know the difference between organic and geometric shapes. **Use simple shapes to form the basis of a detailed drawing.** **Use shading to demonstrate a sense of light and dark in their work.** **Blend tones smoothly and follow the four shading rules.** **Collect a varied range of textures using frottage.** **Use tools competently, being willing to experiment.** **Make considered cuts and tears to create ideas.** **Understand how to apply tone, with some guidance about where to use it.** **Draw a framed selection of an image onto a large scale with some guidance.**	To draw using tone to create a 3D effect.	I can experiment with shading to create different tones. I can use contrasting tones to make a drawing look three dimensional. I can explore more than one way of holding a pencil to create different effects.	➢ **Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.** ➢ **Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.** ➢ **Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.** ➢ **Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.** ➢ **Use subject vocabulary confidently to describe and compare creative works.** ➢ **Use more complex vocabulary when discussing their own and others' art.**	**Shape:** How to use basic shapes to form more complex shapes and patterns. **Line:** Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. **Pattern:** Patterns can be irregular and change in ways you wouldn't expect.
	To explore proportion and tone when drawing.	I can explore charcoal as a drawing material. I can look for areas of light and dark, and recreate these using tone. I can show how big one object is compared to another when I draw.		
	To plan a composition for a mixed-media drawing.	I can use scissors with precision. I can make decisions about how to place drawn elements in my composition. I can create contrast by combining different shapes, sizes and textures.		
	To use shading techniques to create pattern and contrast.	I can draw tone by 'hatching' parallel pencil lines. I can choose an interesting part of my composition to recreate. I can use a range of scratched marks to add contrast and patterns.		
	To work collaboratively to develop drawings into prints.	I can work co-operatively with my group. I can experiment with printing techniques. I can include contrast and pattern in a print.		

Composite Sculpture Mega Materials	Concepts covered History, colour, texture, shape, space, form 	Significant People/era Magdalene Odundo Barbara Hepworth Sokari Douglas Camp El Anatsui	Vocabulary Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving	Resources Coloured chalk ❑ Dark coloured A2 sugar paper ❑ Bars of soap (one per child) ❑ Carving tools for soap (such as: cocktail sticks, old teaspoons, clay modelling tools, large paper clips, lollipop sticks) ❑ 1mm thick plastic coated wire (approximately 90cm per pupil) ❑ A few pairs of pliers (optional) ❑ Cardboard packaging (e.g. cereal boxes, two per child) ❑ Ribbon (optional) ❑ Black ready-mix paint ❑ A variety of clean used packaging destined for the recycling bin (such as: boxes, foil and plastic wrappers) ❑ String ❑ Staplers / hole punch ❑ PVA glue

Prior knowledge:	Components	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. **Make a structure that holds its 3D shape.** **Explain in simple terms the difference between 2D and 3D art.** **Identify familiar 2D shapes in photographs.** **Identify shapes in the negative space between objects.** **Plan an abstract sculpture based on play equipment.** **Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).** **Choose appropriate methods for joining elements in their sculptures.** **Show that they have thought about how to improve their sculptures and made choices about what to add.**	To develop ideas for 3D work through drawing and visualisation in 2D.	I can use my whole arm to draw big shapes. I can use curved lines to suggest three dimensional shapes. I can name key features of Magdalene Odundo's artwork.	➢ **Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.** ➢ **Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.** ➢ **Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.** ➢ **Use more complex techniques to shape and join materials, such as carving and modelling wire.** ➢ **Use subject vocabulary confidently to describe and compare creative works.** ➢ **Understand how artists use art to convey messages through the choices they make.** ➢ **Use more complex vocabulary when discussing their own and others' art.** ➢ **Discuss art, considering how it can affect the lives of the viewers or users of the piece.**	**Form:** Simple 3D forms can be made by creating layers, by folding and rolling materials.
	To use more complex techniques to shape materials.	I can draw a simple design for a three dimensional piece. I can use tools and my hands to carve, model and refine my sculpture. I can work safely with the carving tools.		
	To explore how shapes can be formed and joined in wire.	I can bend the wire to make shapes. I can join wire by twisting and looping it. I can add details using smaller pieces of wire. I can work safely with the tools and equipment I am using.		
	To consider the effect of how sculpture is displayed.	I can make decisions about how to display my sculpture. I can compose photographs that present my shadow sculpture as a finished piece.		
	To choose and join a variety of materials to make sculpture.	I can try different ways of joining materials to make something three dimensional. I can explore combinations of colour and texture. I can decide how to display my sculpture.		

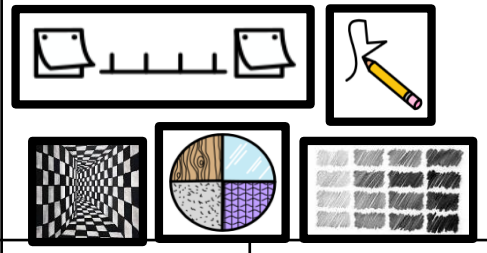
Composite	Concepts covered	Significant People/era	Vocabulary	Resources
Painting and Mixed media Light and dark	History, line, shape, colour, texture, tone 	**Paul Cezanne** **Clara Peters** **Audrey Flack**	**Portrait, Landscape**, Shadow, **Tint, Shade**, Texture, Contrasting, **Vivid, Muted, Formal**, Patterned, Abstract, **Detailed, Figurative**, Three dimensional (3D), Grid, Technique, Mark-making, Composition, **Dabbing paint, Stippling paint, Paint wash, Pointillism**	Ready-mix paint, Watercolour paint (optional), Tools for applying paint: sponges, glue spatulas, cotton buds , Materials that add texture like sand, rice, lentils, Objects to arrange as a still life - see Teacher video for ideas, A3 or larger paper or card for painting, A range of paper for mounting finished work

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Recognise the processes involved in creating prehistoric art. **Explain approximately how many years ago prehistoric art was produced.** **Use simple shapes to build initial sketches.** **Create a large scale copy of a small sketch.** **Use charcoal to recreate the style of cave artists.** **Demonstrate good understanding of colour mixing with natural pigments.** **Discuss the differences between prehistoric and modern paint.** **Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.** **Apply their knowledge of colour mixing to make natural colours**	To investigate different ways of applying paint To mix tints and shades of a colour	✓ I can describe the differences between paintings using art vocabulary ✓ I can add different amounts of black paint to mix shades of a colour ✓ I can add different amounts of white paint to mix tints of a colour	➢ **Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.** ➢ **Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.** ➢ **Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.** ➢ **Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.** ➢ **Use subject vocabulary confidently to describe and compare creative works.** ➢ **Understand how artists use art to convey messages through the choices they make.** ➢ **Use more complex vocabulary when discussing their own and others' art.** ➢ **Discuss art, considering how it can affect the lives of the viewers or users of the piece.** ➢ **Evaluate their work more regularly and independently during the planning and making process.**	**Colour:** Adding black to a colour creates a shade. **Colour:** Adding white to a colour creates a tint. **Form:** Using lighter and darker tints and shades of a colour can create a 3D effect. **Tone:** Using lighter and darker tints and shades of a colour can create a 3D effect. **Tone:** Tone can be used to create contrast in an artwork.
	To use tints and shades to give a three-dimensional effect when painting	✓ I can describe the way colours change in different lights ✓ I can add black to make a colour darker and add white to make a colour lighter ✓ I can use just one original colour in my painting and only change it by adding black, white or water		
	To experiment with different ways of creating tone using paint.	✓ I can discuss how artists use paint to produce tone in different ways. ✓ I can use different paint techniques to produce a range in tone, including blending smoothly. ✓ I can experiment with adding tone to an artwork using more than one colour.		
	To plan how to arrange objects in a still life composition.	✓ I can explain my artistic choices when planning a composition. ✓ I can arrange objects in a composition to show contrast. ✓ I can use a light source to change the tone of a composition.		
	To apply knowledge of tone and painting techniques to create a still life	✓ I can mix tints and shades to suit my composition. ✓ I can use tone to make my still-life objects look three-dimensional. ✓ I can choose and apply a painting technique to suit my composition.		

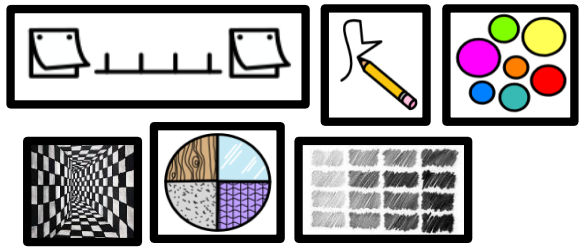
Composite	Concepts covered	Significant People/era	Vocabulary	Resources
Craft and Design **Fabric of Nature**	History, line, shape, colour, pattern, shape, space 	**Ruth Daniels** **Sanaka Senanayake** **William Morris**	**Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry**	**❑ A3 card (one sheet per child) ❑ Cartridge paper (A4, plus 15 cm squares at least two per child) ❑ Colouring pencils ❑ Watercolour or ready-mix paints ❑ Acrylic or fabric paint ❑ Rulers ❑ Oil pastels ❑ Calico or white cotton fabric cut into 30 x 30cm squares ❑ PVA glue and glue sticks ❑ Coloured and patterned paper ❑ Sticky or masking tape ❑ Scissors ❑ Examples of items made using patterned fabric (optional) ❑ Exoctic plants and fruits (optional)**

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Recognise and discuss the importance of Ancient Egyptian art. **Record colours, patterns and shapes through observational drawing.** **Choose and use tools and materials confidently.** **Create a selection of sketches that show idea exploration.** **Produce a final design with a clear purpose.** **Discuss and evaluate the process and outcome of their work.** **Produce a complete painted or drawn piece from a design idea.** **Use colours and materials appropriately, showing an understanding of effective composition**.	To understand starting points in a design process.	✓ I can describe images and objects using art vocabulary. ✓ I can select images that interest me to draw. ✓ I can gather images, shapes and colours together, identifying a mood/theme.	➢ **Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.** ➢ **Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.** ➢ **Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.** ➢ **Use growing knowledge of different materials, combining media for effect.** ➢ **Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.** ➢ **Use subject vocabulary confidently to describe and compare creative works.** ➢ **Work as a professional designer does by collating ideas to generate a theme.** ➢ **Use more complex vocabulary when discussing their own and others' art.** ➢ **Evaluate their work more regularly and independently during the planning and making process.**	**Shape:** How to use basic shapes to form more complex shapes and patterns. **Pattern:** Patterns can be irregular and change in ways you wouldn't expect. **Pattern:** The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. **Texture:** How to use texture more purposely to achieve a specific effect or to replicate a natural surface. **Tone:** Using lighter and darker tints and shades of a colour can create a 3D effect.
	To explore techniques to develop imagery.	✓ I can discuss the inspiration for an artist's work. ✓ I can choose interesting sections of one picture to draw. ✓ I can use materials and tools to show colour and texture.		
	To explore using a textile technique to develop patterns.	✓ I can discuss the work and patterns created by William Morris. ✓ I can create a pattern using a drawing. ✓ I can develop a pattern using inspiration taken from research.		
	To learn how to create a repeating pattern.	✓ I can identify where a pattern repeats. ✓ I can create a repeating pattern. ✓ I can develop a pattern by adding extra detail.		
	To understand how art is made for different purposes.	✓ I can recognise and compare different methods of creating printed fabric. ✓ I can evaluate my patterns to consider successes and improvements. ✓ I can consider how my designs could be used for a product.		

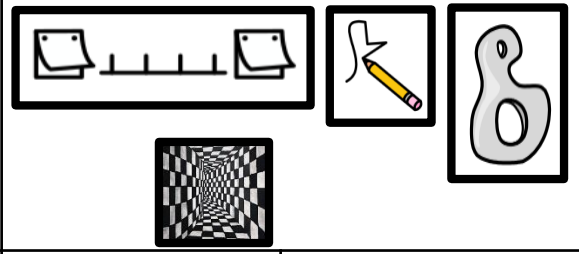
Year 5

Composite	Concepts covered	Significant People/era	Vocabulary	Resources
Drawing Depth , emotion and movement (Portrait)	History, line, shape, texture, tone 	Ties Albers	Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop	Printing ink or acrylic paint in a variety of colours, Rollers, Ink palettes, Thick paint brushes, Coloured paper and card, Gluesticks, PVA glue, Range of media for drawing: charcoal, pastels, chalks, ink, felt-tips, Sheets of cardboard, Materials to create textures on collagraph plates (See lesson plan for more details)

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Create several pencil tones when shading and create a simple 3D effect. **Explore the effect of holding a pencil in different ways and applying different pressures.** **Use charcoal and rubber to show areas of light and dark in their drawings.** **Demonstrate an awareness of the relative size of the objects they draw.** **Use scissors with care and purpose to cut out images.** **Try out multiple arrangements of cut images to decide on their composition.** **Use different tools to create marks and patterns when scratching into a painted surface.**	To explore the purpose and effect of imagery.	I can discuss the effect of an image. I can discuss how popular culture can influence art and design. I can explain what retrofuturism means. I can evaluate different images using the formal elements.	➢ **Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.** ➢ **Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.** ➢ **Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.** ➢ **Combine a wider range of media, e.g. photography and digital art effects.** ➢ **Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.** ➢ **Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.** ➢ **Discuss how artists create work with the intent to create an impact on the viewer.** ➢ **Consider what choices can be made in their own work to impact their viewer.** ➢ **Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.** ➢ **Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.**	**Shape:** Shapes can be used to place the key elements in a composition. **Line:** Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. **Texture:** How to create texture on different materials.
	To understand and explore decision making in creative processes.	I can suggest how a piece of art is created. I can discuss the choices an artist has made. I can make decisions about tools and materials to try in my own work. I can use a range of processes to create a drawing.		
	To develop drawn ideas through printmaking.	I can describe how I think an artwork was made. I can choose and combine materials based on their texture. I can create an effective printing plate that considers how I expect it to print.		
	To test and develop ideas using sketchbooks.	I can generate ideas about the future. I can record ideas through sketches and visual notes. I can develop ideas to form a composition for a final piece. For printing: I can apply printing ink evenly to cover the plate. I can apply even pressure when printing.		
	To apply an understanding of drawing processes to revisit and improve ideas.	I can select appropriate tools and materials. I can choose a drawing technique to produce my drawn idea. I can evaluate my work to make improvements.		

Composite	Concepts covered	Significant People/era	Vocabulary	Resources
Painting and Mixed media Portraits	History, line, shape, colour, texture, tone 	Chila Kumari Singh Burman Vincent Van Gogh Njideka Akunyili Crosby	Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium	Photograph of each child OR mirrors to draw from, Tracing paper - A4 sheet per child ❑ Text to be used as part of a drawing - see Lesson plan for ideas, Paper for collage, Fine-liner pens or sharpies, Printable acetate sheets (optional) ❑ A4 carbon copy paper (optional), Printing ink OR ready-mix paint (optional), Rollers and trays for printing (optional), Masking tape OR sticky tak OR paper clips, Access to tablets or similar devices - one between two children, Range of media for drawing: charcoal, pastels, chalks, ink, felt-tips

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Describe the difference between a tint and a shade. **Mix tints and shades by adding black or white paint.** **Use tints and shades to paint an object in 3D.** **Try different arrangements of objects for a composition, explaining their decisions.** **Produce a clear sketch that reflects the arrangement of their objects.** **Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.** **Paint with care and control to make a still life with recognisable objects.**	To explore how a drawing can be developed.	✓ I can draw a portrait using the continuous line method ✓ I can vary the size, shape and position of the words for interest ✓ I can explore the way a background can change the effect of a drawing	➢ **Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.** ➢ **Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.** ➢ **Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg making choices about painting surfaces or mixing paint with other materials. Develop a painting from a drawing or other initial stimulus. Add collage to a painted, printed or drawn background for effect. Explore how collage can extend original ideas. Combine digital effects with other media.** ➢ **Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.** ➢ **Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.** ➢ **Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.**	**Colour:** Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. **Pattern:** Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. **Tone:** Tone can help show the foreground and background in an artwork.
	To combine materials for effect.	✓ I can explain what I want my photo composition to be ✓ I can decide the best position for my line drawing when copying it onto the background		
	To identify the features of self-portraits	✓ I can use Art vocabulary to describe similarities and differences between portraits ✓ I can justify my opinion when discussing the message behind a self-portrait		
	To develop ideas towards an outcome by experimenting with materials and techniques.	✓ I can justify my opinion when discussing the message behind a self-portrait ✓ I can give a definition of 'mixed media' ✓ I can try out at least three different ideas when adapting my photograph		
	To apply knowledge and skills to create a mixed-media self-portrait.	✓ I can describe the intention of my self-portrait ✓ I can explain why my choice of medium matches my idea ✓ I can use my chosen medium to create a self-portrait that represents an aspect of my identity		

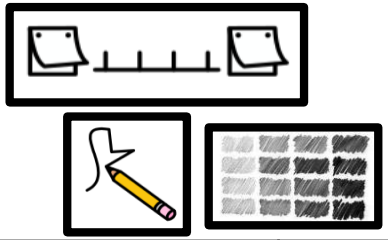
Composite	Concepts covered	Significant People/era	Vocabulary	Resources
Craft and Design **Architecture**	History, line, shape, space, pattern, form 	**Zaha Hadid** **Link to Brazilian architecture**	**Architecture**, Composition, Design, Evaluate, Proportion, **Perspective, Birds eye view**, Monoprint, **Architectural**, Organic, **Monument, Architect, Legacy, Elevation, Built environment**, Observational drawing, **Interpret,** Form, Abstract, **Pressure, Crop**, Viewfinder, Design brief, **Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate**	Clipboards (optional if drawing outside) ❑ Drawing pencils of various grades e.g. HB, 2B, 4B ❑ Card for making viewfinders ❑ Printing ink, rollers and trays ❑ Masking tape ❑ Drawing media (such as: pastels chalks, felt-tips) ❑ Large sheets of paper such as sugar paper and marker pens (one per group) ❑ Access to tablets or similar devices - one between two children ❑ Variety of coloured papers (such as: tissue paper or sugar paper)

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Know how to create a mood board using colours, shapes and images. Use material and tools to show colour and texture, inspired by other images. Use a range of inspiration to create patterns and develop them and use as repeating patterns, considering purpose	To apply observational drawing skills to interpret forms accurately.	I can sketch basic shapes lightly to plan the composition of my drawing. I can measure features roughly to help work out the right proportion. I can look closely to draw details accurately. I can evaluate my drawing as I work, making adjustments if needed.	➢ **Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.** ➢ **Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.** ➢ **Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.** ➢ **Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.** ➢ **Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.** ➢ **Discuss how artists create work with the intent to create an impact on the viewer.** ➢ **Consider what choices can be made in their own work to impact their viewer.** ➢ **Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.**	**Shape:** Shapes can be used to place the key elements in a composition. **Line:** Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.
	To apply composition skills to develop a drawing into print.	I can select an interesting area from my house drawing using cropping methods. I can go over my drawing firmly (but not pressing the paper) to create a clear print. I can evaluate my composition and print.		
	To apply an understanding of architecture to design a building.	I can describe the role of an architect. I can design a building, following a brief. I can use a perspective plan or front elevation view to draw my design. I can justify the design choices I made.		
	To extend design ideas through research and sketchbook use.	I can recognise and describe Hundertwasser's work. I can select information and present it in an interesting way. I can develop new ideas inspired by the style of an artist.		
	To explore and evaluate the intention of a design.	I can describe my interpretation of a monument. I can explain why people make monuments. I can design a monument to symbolise a person or event.		

Composite Sculpture Interactive installation	Concepts covered History, shape and space, form	Significant People/era Cai Guo-Qiang Fernando & Humberto Campana Yoo Hyun Mi	Vocabulary Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive	Resources ❑ Cardboard boxes (shoe boxes or photocopier paper boxes are ideal) - one per group ❑ Range of materials (such as: powder paint, glitter, charcoal, chalk, coloured sand, ready-mix paint - see Lesson plan for advice) ❑ Protective goggles - (optional, see Lesson plan for advice) ❑ Digital cameras or similar ❑ Torches (optional) ❑ Access to classroom objects (such as: chairs, PE equipment, trays, boxes) ❑ Large pieces of fabric/ materials (such as: foil or bubble wrap and interesting objects readily available around school to cover furniture) ❑ Adhesives (such as: masking tape, sticky tape and sticky tak) ❑ Bulldog clips, clothes pegs or string for joining things

Prior knowledge:	Components	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Use familiar shapes to create simple 3D drawings and describe the shapes they use. **Draw a simple design with consideration for how its shape could be cut from soap.** **Transfer a drawn idea successfully to a soap carving.** **Make informed choices about their use of tools.** **Successfully bend wire to follow a simple template, adding details for stability and aesthetics.** **Create a shadow sculpture using block lettering.** **Show they are considering alternative ways to display their sculpture when photographing it.** **Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.** **Describe how their work has been influenced by other artists**	To identify and compare features of art installations.	✓ I can give a definition for installation art. ✓ I can identify similarities and differences between art installations. ✓ I can analyse artworks and justify my ideas.	➢ **Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.** ➢ **Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.** ➢ **Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.** ➢ **Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.** ➢ **Discuss how artists create work with the intent to create an impact on the viewer.** ➢ **Consider what choices can be made in their own work to impact their viewer.** ➢ **Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.** ➢ **Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.** ➢ **Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.**	**Form:** An art installation is often a room or environment in which the viewer 'experiences' the art all around them. **Form:** The size and scale of three-dimensional artwork change the effect of the piece.
	To investigate the effect of space and scale when creating 3D art.	✓ I can justify my opinions of installation artworks. ✓ I can work safely when creating my model installation space. ✓ I can create the effect of a large-scale space when photographing my box. ✓ I can suggest the effect on the viewer of being in my model installation space.		
	To problem-solve when constructing 3D artworks.	✓ I can adapt everyday objects and make them interesting for the viewer. ✓ I can make changes and try new ideas if something doesn't work first time. ✓ I can move my object around within a space and find the best way to display it.		
	To plan an installation that communicates an idea.	✓ I can choose a clear message for my installation. ✓ I can identify how my installation idea might make the viewer feel. ✓ I can describe how I have considered space, materials and arrangement in my installation.		
	To apply their knowledge of installation art and develop ideas into a finished piece.	✓ I can describe how installations can be interactive. ✓ I can show what I have learned about installation art in my final idea. ✓ I can explain the choices I have made when displaying my installation art.		

Year 6

Composite	Concepts covered	Significant People	Vocabulary	Resources
Drawing Expressing my ideas	History, line, tone, 	**Diego Rivera** **Maya Civilisation** **Dan Fenelon**	**Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience**	**❑ Charcoal ❑ Drawing pencils of various grades e.g. HB, 2B, 4B ❑ A selection of materials to make handmade drawing tools (See Teacher video for further guidance) ❑ Drawing ink or paint ❑ Colouring pencils ❑ Masking tape ❑ Rubbers ❑ Black marker pens ❑ Black fineliner pens ❑ A3 paper (optional)**

Prior knowledge:	LO's	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Understand and explain what retrofuturism is. **Provide plausible suggestions for how a piece was created.** **Comfortably use different stimuli to draw from.** **Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.** **Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.** **Generate a clear composition idea for a final piece that shows how it will be drawn.** **Apply confident skills to make an effective collagraph print.** **Independently select tools and drawing techniques, with some guidance.**	To explore expressive drawing techniques.	I can collect information to identify the key features of Maya art. I can explore mark-making using a range of handmade tools I can make comparisons between different artworks.	➢ **Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.** ➢ **Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.** ➢ **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.** ➢ **Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.** ➢ **Give reasoned evaluations of their own and others' work which takes account of context and intention.** ➢ **Discuss how art is sometimes used to communicate social, political, or environmental views.** ➢ **Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.** ➢ **Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work**	**Colour:** A 'monochromatic' artwork uses tints and shades of just one colour. **Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. **Form:** The surface textures created by different materials can help suggest form in two-dimensional art work. **Shape:** How an understanding of shape and space can support creating effective composition. **Line:** How line is used beyond drawing and can be applied to other art forms. **Tone:** That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.
	To consider how symbolism in art can convey meaning.	I can draw my Maya Spirit companion and consider its meaning. I can generate a range of symbols, patterns and colours that represent me. I can take inspiration from an artist's style.		
	To apply understanding of the drawing technique chiaroscuro.	I can discuss the effect of light and dark on an object and consider how to draw it. I can explain the term Chiaroscuro and understand how it can be used for effect. I can create form by applying chiaroscuro to a tonal drawing.		
	To evaluate the context and intention of street art.	I can discuss the similarities and differences between art styles. I can discuss ideas about 'what art is' or 'should be' and justify choices. I can identify something I feel strongly about and consider how to represent it through a drawing.		
	To apply an understanding of impact and effect to create a powerful image.	I can analyse how an artist conveys a message. I can use my creative work to develop an idea, applying drawing techniques for visual impact and effect. I can work independently, revisiting and reviewing my work to develop it.		

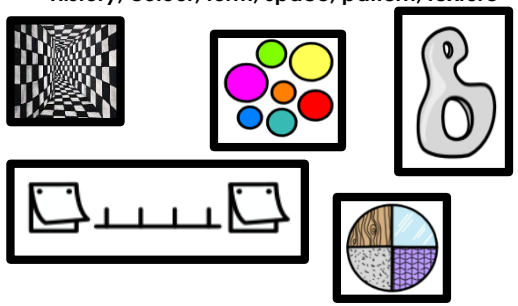
Composite

Craft and Design

Photo Opportunity

Concepts covered

History, colour, form, space, pattern, texture



Significant People/era

Derek O. Boateng

Vocabulary

Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion

Resources

❑ Magazines to cut images from ❑ Coloured, patterned or textured paper ❑ Digital cameras or devices with cameras, to share ❑ Access to basic photo editing software on laptops, tablets or similar ❑ Plain fabric eg old bed sheet or towel (optional) ❑ Fruit and vegetables to photograph ❑ Range of items to use as photographic props (such as: balloons, musical instruments, umbrellas, hats, items of clothing, kitchen utensils) ❑ Photo portraits of the children, to draw from

Prior knowledge:	Component	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Sketch from first-hand or second-hand observation. **Use basic shapes to place key features and form the composition, measuring to work out proportions.** **Notice small details to incorporate into the drawing by observing.** **Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.** **Follow steps to create a print with clear lines, with some smudging.** **Purposefully evaluate their work, demonstrating what went well and what could be improved.** **Draw a plan view or front elevation of their building, annotating the key features.** **Show understanding of what a monument is for by designing a monument that symbolises a person or event.** **Describe their monument and explain their choices.** **Give constructive feedback to others about their monument designs.**	To apply an understanding of composition to create an effective photomontage advertising poster.	I can explain what a photomontage is. I can select appropriate images and experiment with composition to create an interesting layout. I can work in the style of an artist to meet a design brief.	➢ **Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.** ➢ **Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.** ➢ **Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.** ➢ **Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.** ➢ **Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.** ➢ **Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.** ➢ **Give reasoned evaluations of their own and others' work which takes account of context and intention.** ➢ **Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.** ➢ **Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.**	**Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. **Shape:** How an understanding of shape and space can support creating effective composition. **Line:** How line is used beyond drawing and can be applied to other art forms. **Pattern:** Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
	To apply understanding of abstract art through photography.	I know that artists use photography to record and observe. I can compose a close-up photograph of a natural form. I can make decisions about cropping, editing and presenting photographic images in the style of Edward Weston. I know the terms macro and monochromatic.		
	To demonstrate an understanding of design choices made for effect using digital photography techniques.	I can discuss the features of a design and reflect on the effect. I can make design choices to plan, select and arrange props in an interesting composition to meet a design brief. I can edit a photograph to emulate the style of another artist.		
	To apply an understanding of photography to design and recreate a famous painting.	I can choose and analyse a painting to understand its meaning and notice its features. I can make design decisions to select and arrange props to replicate a painting in a photographic way. I can use photographic equipment appropriately, considering composition and lighting for effect.		
	To demonstrate observation and proportion to create art in a photorealistic style.	I can use photographic equipment to take a clear self-portrait. I can use the grid drawing method to translate a photo into a drawing using careful observation. I can understand how the grid method helps me to retain the same proportions as an original image. I can choose and use materials effectively to create a photorealistic painting or drawing.		

Composite Sculpture

[Making Memories]

Concepts covered

History, shape, space, form







Significant People/era

Yinka Shinobare
Judith Scott
Nicola Anthony
Joseph Cornell

Vocabulary

Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection

Resources

Shoe boxes (one per child) ❑ Corrugated cardboard ❑ Recyclable packaging ❑ Coloured paper and card ❑ A selection of materials to construct with (such as: wire, clay, twigs, lollipop sticks, string, natural objects like pine cones) ❑ Ready-mixed or acrylic paint ❑ Masking tape, double sided tape and PVA glue ❑ Collected personal items, could include objects

Prior knowledge:

Group images together, explaining their choices.
Answer questions about a chosen installation thoughtfully and generate their own questions.
Show that they understand what installation art means.
Justify their opinions of installation artworks.
Evaluate their designs, considering how they might appear as full-sized spaces.
Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.
Create an installation plan, model or space.
Describe how their space conveys a particular message or theme.
Show they have considered options for how to display their installation best e.g. lighting effects.
Justify choices made, explaining how they improve the viewer experience or make it interactive.

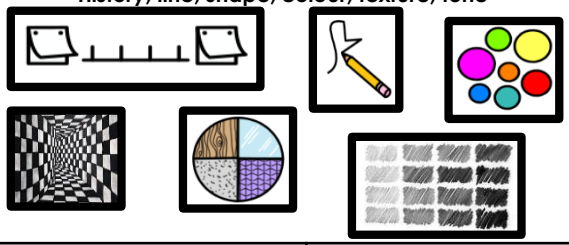
Components	Substantive knowledge:
To analyse how art can explore the concept of self.	I can identify common themes within different artworks. I can consider how I can use art to express myself. I can reflect on my work and choices.
To explore sculptural techniques.	I can generate a selection of memories from primary school. I can represent ideas within a composition of shapes. I can create a cardboard relief sculpture.
To use creative experience to develop ideas and plan a sculpture.	I can discuss the approach of different artists and consider how this may influence my own work. I can use my sketchbook to test and develop ideas into a plan. I can explain what I need and how I will make my sculpture.
To apply an understanding of materials and techniques to work in 3D.	I can use my plans to construct 3D forms. I can combine materials and techniques to fit my ideas. I can work independently, experimenting with tools and materials.
To problem solve, evaluate and refine artwork to achieve a chosen outcome.	I can identify areas of my work to refine. I can select appropriate tools and materials to improve my work. I can reflect on my work and personal development as an artist.

Disciplinary knowledge:

- **Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.**
- **Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.**
- **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.**
- **Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.**
- **Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.**
- **Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.**
- **Give reasoned evaluations of their own and others' work which takes account of context and intention.**
- **Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.**
- **Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work**
- **Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.**
- **Art can represent abstract concepts, like memories and experiences.**
- **Sometimes people make art to create reactions.**
- **People use art as a means to reflect on their unique characteristics.**

Future learning links (formal elements)

Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form: The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape: How an understanding of shape and space can support creating effective composition.
Line: How line is used beyond drawing and can be applied to other art forms.
Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

Unit	Concepts covered	Significant People/era	Vocabulary	Resources
Painting and Mixed media Artist study	History, line, shape, colour, texture, tone 	David Hockney or Richard Brackenburg Paula Rego John Singer Sargent Fiona Rae or Frank Bowling Lubaina Himid	Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking	Oil and soft pastels, Paint in a variety of colours, Colouring pencils, Crayons ❑ A3 paper (optional), Marker pens (optional), Digital cameras or devices with cameras, to share

Prior knowledge:	LO's	Substantive knowledge:	Disciplinary knowledge:	Future learning links (formal elements)
Try a variety of materials and compositions for the backgrounds of their drawings.. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece	To understand how to analyse a famous painting.	✓ I can understand that artists tell stories or show feelings in their artwork. ✓ I can interpret a picture and suggest its meaning. ✓ I can look closely at a picture and notice details, describing them using the formal elements.	➢ Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. ➢ Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. ➢ 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. ➢ Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. ➢ Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces ➢ Give reasoned evaluations of their own and others' work which takes account of context and intention. ➢ Discuss how art is sometimes used to communicate social, political, or environmental views. ➢ Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	**Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. **Line:** How line is used beyond drawing and can be applied to other art forms. **Pattern:** Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. **Texture:** Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
	To understand how to find meaning in painting.	✓ I can describe a picture using the formal elements. ✓ I can respond to a painting by making inferences, justifying my ideas using my own experiences. ✓ I can develop a narrative from the elements in a painting.		
	To apply drama techniques to explore the meaning of a painting.	✓ I can express how a piece of artwork makes me feel. ✓ I can compare events in a piece of artwork to current news and the 'Fundamental British Values'. ✓ I can use drama to demonstrate my understanding of the meaning of a piece of artwork.		
	To apply interpretation skills to analyse and respond to an abstract painting.	✓ I can discuss and describe the work of another artist. ✓ I can reflect on the feelings that a painting evokes. ✓ I can create an abstract piece using personal experiences that reflect how I felt.		
	To understand how art can tell stories or portray messages.	✓ I can analyse a painting to make suggestions about its meaning. ✓ I can consider how imagery can convey a message without words. ✓ I can develop my ideas to compose a thought-provoking piece of art.		
	To develop starting points for creative outcomes.	✓ I can select an artist who interests me because of their style, ideas or use of materials. ✓ I can use my sketchbook to collect information. ✓ I can develop my ideas to plan a final piece inspired by the chosen artist.		
	To demonstrate an understanding of painting techniques to make personal choices.	✓ I can use sketchbook ideas to translate into a larger piece. ✓ I can select different materials and techniques based on my experiences. ✓ I can continue to explore new ideas and try things out. ✓ I can revisit and evaluate my piece to develop it further.		