



Barrowby CE Primary School

Art and Design Curriculum

Vision

At Barrowby CE Primary School we stimulate creativity and imagination. Art and Design provides all pupils with the knowledge and skills to evaluate their own and other's works of art and create unique, individual pieces responding to a wide range of stimulus.

Intent

Our high-quality Art and Design curriculum will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create unique works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understanding of art and design from different artists, cultures, countries and time periods of history.

Implementation

EYFS children will be guided in their learning through four overarching principles for a **unique child, positive relationships, enabling environments and learning and development**. They will build a good foundation for igniting their curiosity and enthusiasm for learning, forming relationships and thriving at school through the **Prime Areas** of communication and language, physical development and personal, social and emotional development and the **Specific Area** of '**Expressive Arts and Design**'. At Barrowby the development of children's artistic and cultural awareness supports their imagination and creativity. Children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. They will be equipped with specific vocabulary and a wide range of art and design stimulus, crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. They will learn how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will also share their artwork, explaining the process they have used.

For pupils with SEND, their personal targets will inform Art and Design planning to identify areas where they may need more help, practice and consolidation. It is important to focus on the pupils' strengths and ensure all pupils, regardless of their SEN or disability, should have the opportunity to develop all the concepts within our curriculum. However, the approach to these concepts may have to be done differently with different groups of pupils.

Impact

Our Art and Design Curriculum allows pupils to learn, explore, experiment, take risks, improve and embed a range of artistic skills showing an outstanding progression across the different year groups, evidenced in individual sketchbooks. Achievements are celebrated in classrooms and corridor displays further developing children's

appreciation of their own and other's artwork. Pupils will be involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey and have a growing understanding of how to improve. Most importantly, we want children to have found and enjoyed a creative outlet – a means of self-expression and enjoyment

EYFS Expressive Arts and Design Curriculum

	Autumn Term	Spring Term	Summer Term
Unit	Looking After Ourselves Cycle A Commotion in the Ocean Cycle B	Extinct and Endangered Cycle A Wagons Roll Cycle B	Homes and Habitats Cycle A Open Your Eyes Cycle B
	<p>By the end of this unit:</p> <p>Draw simple drawings, using a range of mark making materials.</p> <p>Talk about what they have made.</p> <p>Join a range of materials, using a glue stick.</p>	<p>By the end of this unit:</p> <p>Re—tell a story, using props with independence.</p> <p>Use new joining techniques with increasing accuracy, such as using PVA glue, masking tape, cutting slits in cardboard tubes to join other materials.</p>	<p>By the end of this unit:</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
Vocab	<p>Glue, stick, join, cut, together, make, materials, flat, large, small, change, different, same, similar, control, line, round, circle, ideas, plan, design, fill in, colour names, squish, pinch, poke, twist, pound, tape, masking tape, pencils, crayons, template, model</p>	<p>Spatula, glue, wipe, scrape, tubes, join, cut, snip, different sizes, line, curve, round, design, plan, improve, create, roll, pinch, twist, turn, paint colours, emotions/feelings, mark make, draw.</p>	<p>Cotton bud, spatula, hole punch, glue, wipe, scrape, tubes, join, cut, snip, different sizes, line, curve, round, deign, plan, improve, create, roll, pinch, twist, turn, paint colours, emotions/feelings, draw, discuss, tear, fold, collage, model, mix, change, light, dark, swipe, rub, smooth, rough texture.</p>
Suggested support for children with additional needs	<p>Artwork examples for individuals for attention/sight.</p> <p>Adult to scribe child's observations of artwork.</p> <p>Own equipment – e.g. pencil grips for fine motor control.</p> <p>Easily accessible equipment to limit distractions.</p> <p>Labelled colour names to support retention.</p> <p>Ipad to photograph ideas and/or observations.</p> <p>Sequence and simplify drawing ideas into step by step instructions.</p>	<p>Artwork examples for individuals for attention/sight.</p> <p>Adult to scribe child's observations of artwork.</p> <p>Own equipment – pencil grips for fine motor control.</p> <p>Easily accessible equipment to limit distractions.</p> <p>Labelled colour names to support retention.</p> <p>Ipad to photograph ideas and/or observations.</p> <p>Sequence and simplify drawing ideas into step by step instructions.</p> <p>Dual control scissors to support motor skills.</p> <p>Adult to guide new art, craft and design techniques until proficient/independence improved.</p>	<p>Artwork examples for individuals for attention/sight.</p> <p>Adult to scribe child's observations of artwork.</p> <p>Own equipment – pencil grips for fine motor control.</p> <p>Easily accessible equipment to limit distractions.</p> <p>Labelled colour names to support retention.</p> <p>Ipad to photograph ideas and/or observations.</p> <p>Sequence and simplify drawing ideas into step by step instructions.</p> <p>Demonstrate/practise sculpting using playdough (softer) before using clay.</p> <p>Texture examples to demonstrate textural vocabulary (e.g. smooth stone, rough sandpaper, bumpy bark).</p>
Step			

<p>Creating with Materials</p>	<p>Use a glue stick to join a range of materials with large, flat surfaces.</p> <p>Experiment with a range of joining materials, e.g. pipe cleaners, masking tape, threading.</p> <p>Make marks or draw simple pictures, using a range of mark making materials, e.g. pencils, crayons, paintbrush.</p> <p>Paint with a purpose in mind, showing some control of the lines/marks they make.</p> <p>Verbally plan their ideas and intention with adults and their peers when model making.</p> <p>Talk in detail about what they are going to do and what they will need. Children can say "I have made..." "I used..." "I am really proud of".</p> <p>Combine cut papers to fill in a template (collage).</p> <p>Retell a story, using props and materials with support from an adult.</p> <p>Manipulate dough by squishing, pinching, poking, pounding and twisting of playdough pieces with hands and tools.</p>	<p>Use a spatula to spread PVA glue to join a range of materials.</p> <p>Use new joining techniques, such as, pva glue, masking tape, making tabs in tubes to make 3D models.</p> <p>Hold a paintbrush/pencil, using a tripod grip to make clear marks and pictures.</p> <p>Paint for a particular purpose and select appropriate colours for their artwork.</p> <p>Draw the model that they intend to make (design and make).</p> <p>Be rightfully proud of their creations and enjoy sharing them with their peers and adults.</p> <p>Cut around shapes and objects with increasing control to fill a template (collage) and/or their own drawing.</p> <p>Retell a story, using props with independence.</p> <p>Manipulate dough to create simple, recognisable forms with more detail such as mouth and eyes. - be able to roll dough to make balls. They will roll out dough and use cutters.</p>	<p>Use a smaller tool to spread PVA glue, e.g. cotton bud, to join a range of materials; children can dispense glue into a smaller container independently.</p> <p>Use effective joining techniques for a purpose, e.g. to use a hole punch, split pins and treasury tags.</p> <p>Draw/paint increasingly detailed pictures for a specific purpose, e.g. illustrations for writing.</p> <p>Mix colours for a particular purpose when painting.</p> <p>Create increasingly detailed drawings to create a model of their choice (design and make).</p> <p>Confidently share their models and explain some of their choices and processes.</p> <p>Demonstrate more complex tearing, folding and cutting to create a collage of their choice.</p> <p>Confidently retell a story, using resources of their choice, e.g. props from the classroom or self-made props.</p> <p>Create standing forms and objects, with attention to the detail, making balls and three-dimensional shapes.</p>
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The Art Curriculum for Year 1 Cycle A

	Autumn Term	Spring Term	Summer Term
	Looking After Ourselves	Extinct and Endangered	Homes and Habitats
Unit	Painting: Picasso inspired portraits	Drawing: dinosaur inspired. Painting: Yayoi Kusama	Drawing: wildlife inspired. Sculpture: Clay animals and Andy Goldsworthy
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - build confidence in mixing particular colours. - develop skills in the analysing creative works in their sketch books by recording their observations of famous works of art - and observing their own facial features. - improve their painting skills using different sized brushes. - add details to artwork using oil pastels. - produce their own analysis of art their own artwork and discuss the work of other's. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - improve their drawing skills by developing a range of tone using a pencil and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. - respond imaginatively to famous artworks. - explore, use and refine a variety of artistic effects to express their ideas and feelings. - look at and talk about their own work and the techniques they have used expressing their likes and dislikes and discuss the successes of their peer's artwork. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - explore and record increasingly detailed ideas and drawings from first hand observations, digital images and/or objects. They will review what they think about their drawings. - manipulate clay in a variety of ways including; rolling, kneading, pulling/stretching and teasing. - express and communicate feelings and understandings relating to artwork and label colours. - enjoy handling, feeling and manipulating a range of materials when sculpting.
Vocab	Colour, colour mixing, primary colours, secondary colours, lighten, darken, change, new, shape, line. portrait, Pablo Picasso, artist, famous, abstract, facial features, curved, straight, round, abstract, brush sizes, purpose, details, define, evaluate, label, method, emotions/feelings.	Draw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, change, improve, hatching, scribbling, stippling, blending, light, dark, raw, shapes, paint, technique, different, hard, easy, polka dots, Yayoi Kusama, printing, stippling, feelings, artist, colour, build, layer, bold, bright, dull, colour names, emotions.	Draw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, colour, pattern, shape, bright, flat, pale, smooth, space, dull, rough, light, line, dark, soft, hard, draw, detail, line, change, improve, rolling, kneading, pulling/stretching, teasing, slip, texture, indentations, scratching, hollow, primary colours, secondary colours, feelings/emotions, experiment, change, adapt, mood, rip, bend, overlap.
Suggested support for children with additional needs	Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – e.g pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions.	Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions. Dual control scissors to support motor skills. Adult to guide new art, craft and design techniques until proficient/independence improved.	Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions. Demonstrate/practise sculpting using playdough (softer) before using clay. Texture examples to demonstrate textural vocabulary (eg smooth stone, rough sandpaper, bumpy bark).
Step			
1	<ul style="list-style-type: none"> - recognise different primary and secondary colours. - practise the mixing particular colours. <p>Key Vocab: Colour, colour mixing, primary colours, secondary colours, lighten, darken, change, new, shape, colour, line.</p>	<ul style="list-style-type: none"> - improve their drawing skills by developing a range of tone using a pencil to create a drawing from what they have observed (topic related object). - review what they and others have done and say what they think about it. - identify what they might change in their current work. <p>Key Vocab: Draw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, change, improve.</p>	<ul style="list-style-type: none"> - explore and record ideas looking closely at topic related wildlife. <p>Key Vocab: Draw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, colour, pattern.</p>
2	<ul style="list-style-type: none"> - respond imaginatively to famous artworks by Pablo Picasso. - express and communicate feelings and understandings relating to the artwork. - begin to understand the term portrait. - observe famous portraits labelling colours and their own feelings about the piece(s). <p>Key Vocab: Portrait, Pablo Picasso, artist, famous, abstract, facial features, curved, straight, round.</p>	<ul style="list-style-type: none"> - improve their drawing skills by developing a range of tone using a pencil and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines to create an improved drawing from their previous lesson's evaluations. <p>Key Vocab: Hatching, scribbling, stippling, blending, light, dark, raw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, change, improve.</p>	<ul style="list-style-type: none"> - explore and record ideas from first hand observations, digital images and/or objects. - draw a chosen creature, developing their ideas and reviewing what they think about their drawing. <p>Key Vocab: Colour, shape, texture, bright, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard, draw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, change, improve.</p>

3	<p>- create a study on their own facial features. E.g. using a mirror, taking photographs or collaging features they have cut out from selfies/photographs. Key Vocab: portrait, mixed media, details, features, curved, straight, round, colour.</p>	<p>- respond imaginatively to famous artworks by Yayoi Kusama. - express and communicate feelings and understandings relating to the artwork. Key Vocab: Paint, technique, different, hard, easy, polka dots, Yayoi Kusama, printing, stippling, feelings, artist, colour, build, layer, bold, bright, dull, light, dark.</p>	<p>- manipulate clay in a variety of ways including; rolling, kneading, pulling/stretching and teasing, to create a sculpture based on their drawing explorations in previous step. Key Vocab: rolling, kneading, pulling/stretching, teasing, slip, texture, indentations, scratching, hollow.</p>
4	<p>- create a portrait, using their facial features study, inspired by Pablo Picasso. - begin to show control over the types of marks made. - experiment with paint using a range of different brush sizes. Key Vocab: portrait, brush sizes, purpose, details, features, curved, straight, round, colour, abstract.</p>	<p>- explore, use and refine a variety of artistic effects to express their ideas and feelings inspired by their observations of Kusama's polka dot work. - use a variety of tools and techniques to experiment with the dotting technique and note how they can mix and match colours. Key Vocab: Kusama, polka dot, paint, colour names, technique, different, hard, easy, printing, stippling, feelings, artist, build, layer, bold, bright, dull, light, dark.</p>	<p>- explore and record ideas from the work of Andy Goldsworthy. - begin to understand the term sculpture. - express and communicate feelings and understandings relating to the artwork; labelling colours and their own feelings about the piece(s). Key Vocab: Colour, primary colours, secondary colours, light, dark, nature, shape and form, line, pattern, feelings/emotions.</p>
5	<p>- add definition and any other further details to the features on to their portrait by using oil pastels. Key Vocab: portrait, define, definition, oil pastels, purpose, details, features, curved, straight, round, colour, abstract.</p>	<p>- choose tools and techniques they prefer from previous lesson to create polka dot art inspired by Kusama and using copy of their improved drawing (step 2) related to the topic. Key Vocab: Kusama, polka dot, paint, colour names, technique, different, hard, easy, printing, stippling, feelings, artist, build, layer, bold, bright, dull, light, dark.</p>	<p>- experiment with natural materials to plan to create art inspired by Andy Goldsworthy. - use materials purposefully to achieve particular characteristics. Key Vocab: Experiment, change, adapt, colour, line, shape and form, pattern, texture, space, light, dark, mood.</p>
6	<p>- look at and talk about their own work and the techniques they have used expressing their likes and dislikes, they will discuss the successes of their peer's artwork. Key Vocab: Evaluate, label, method, emotions/feelings, colour, line.</p>	<p>- look at and talk about their own work and the techniques they have used expressing their likes and dislikes and discuss the successes of their peer's artwork. Key Vocab: Evaluate, label, method, emotions/feelings, colour, layer, build, light, dark.</p>	<p>- create a natural sculpture using materials researched in step 5. - recognise and describe key features of their own and others' work. Key Vocab: Colour, shape and form, texture, bright, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard, rip, bend, overlap.</p>

The Art Curriculum for Year 1 Cycle B

	Autumn Term	Spring Term	Summer Term
	Commotion in the Ocean	Wagons Roll	Open Your Eyes
Unit	Drawing and Painting: David Hockney	Painting and Design: Native American, Kandinsky	Drawing and Painting: Observation, Matisse inspired Sculpture: Nature clay relief tile
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - build confidence in mixing particular colours. - develop skills in the analysing creative works in their sketch books by recording their observations of famous works of art and observing shapes in a chosen living creature. - improve their drawing skills by developing a range of tone using a pencil and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. - improve their painting skills using different sized brushes. - add details to artwork using oil pastels. - produce their own analysis of art their own artwork and discuss the work of other's. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - become proficient in painting techniques. - name the primary and secondary colours and be able to mix secondary colours. - add white and black to alter tints and shades. - experiment with different brushes (including brushstrokes) and other painting tools. - become proficient in other art, craft and design techniques – collage. - respond imaginatively to famous artworks. - explore, use and refine a variety of artistic effects to express their ideas and feelings. - look at and talk about their own work and the techniques they have used expressing their likes and dislikes and discuss the successes of their peer's artwork. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - improve their drawing skills, from first hand observations, by developing a range of tone using a pencil and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. - develop skills in analysing creative works in their sketch books by recording their observations of famous works of art. - describe collections of colours and discuss and use warm and cold colours with a purpose. - manipulate clay in a variety of ways including; rolling, kneading, pulling/stretching and teasing. - enjoy handling, feeling and manipulating a range of materials with sculpting. - express and communicate feelings and understandings relating to artwork.
Vocab	<p>Colour, colour mixing, primary colours, secondary colours, lighten, darken, change, new, shape, colour, line, David Hockney, artist, famous, pop art, bright, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard, movement, portrait, mixed media, details, features, curved, straight, round, shape, brush sizes, oil pastels, purpose, details, features, evaluate, label, method, emotions/feelings.</p>	<p>Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, collage, Wassily Kandinsky, artist, famous, abstract, bright, shape, dark, soft, pattern, repeat, feelings, sweep, dab, bold brushstroke, emotions, neutral colours, collage, rip, cut, tear, glue, evaluate, label, method, abstract, emotions/feelings, line, success, techniques.</p>	<p>Observe, shape, hatching, scribbling, stippling, blending/smudging, light/dark lines, shade, Henri Matisse, artist, famous, colours, bright, light, shape, dark, soft, pattern, repeat, feelings, warm colours, cool colours, texture, rough, smooth, pattern, repeating, nature, different, similar, relief, press, roll, indentations, push, change, hollow, scratch, scrape, pattern, nature, evaluate, label, method, abstract, line, success, techniques, pattern, nature.</p>
Suggested support for children with additional needs	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions. Dual control scissors to support motor skills. Adult to guide new art, craft and design techniques until proficient/independence improved.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions. Demonstrate/practise sculpting using playdough (softer) before using clay. Texture examples to demonstrate textural vocabulary (eg smooth stone, rough sandpaper, bumpy bark).</p>
Step			
1	<p>- recognise different primary and secondary colours. - practise the mixing particular colours. Key Vocab: Colour, colour mixing, primary colours, secondary colours, lighten, darken, change, new, shape, colour, line.</p>	<p>- name the primary and secondary colours and be able to mix secondary colours. - become proficient in other art, craft and design techniques – collage. Key Vocab: Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, collage.</p>	<p>- improve their drawing skills, from first hand observations, by developing a range of tone using a pencil and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Key Vocab: observe, shape, hatching, scribbling, stippling, blending/smudging, light/dark lines, shade.</p>
2	<p>- respond imaginatively to famous artworks by David Hockney. - express and communicate feelings and understandings relating to the artwork. - observe Hockney art</p>	<p>- respond imaginatively to famous artworks by Wassily Kandinsky. - express and communicate feelings and understandings relating to the artwork. - observe Kandinsky</p>	<p>- develop skills in analysing creative works in their sketch books by recording their observations of famous works of art</p>

	centred around water; labelling colours and their own feelings about the piece(s). Key Vocab: David Hockney, artist, famous, pop art, colours, bright, shape, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard.	art centred around repeating patterns; labelling and matching colours and their own feelings about the piece(s). Key Vocab: Wassily Kandinsky, artist, famous, abstract, colours, bright, shape, dark, soft, pattern, repeat, feelings, warm colours, cool colours.	from artist Henri Matisse and continuing descriptions of colours (warm and cold colours). Key Vocab: Henri Matisse, artist, famous, colours, bright, light, shape, dark, soft, pattern, repeat, feelings, warm colours, cool colours.
3	- research the different effects that light has on the top of water. E.g. in the sunlight, using a torch. Photograph and/or draw. - discuss the different colours they can see; can they mix this colour? Key Vocab: colours, bright, shape, flat, pale, smooth, space, dull, light, line, dark, soft, pattern, movement.	- add white and black to alter tints and shades, depending on their chosen emotion, using different painting tools (i.e. marbling, sponge printing) and brushes. Key Vocab: Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, sweep, dab, bold brushstroke, emotions.	- Inspired by still life artwork by Matisse, draw from observation and add colourful details using paint, mixing primary colours to create secondary colours. Key Vocab: Henri Matisse, artist, famous, colours, bright, light, shape, dark, soft, pattern, repeat, feelings, warm colours, cool colours.
4	- improve their drawing skills by developing a range of tone using a pencil and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. - create a study of different living things related to the topic. Key Vocab: portrait, mixed media, details, features, curved, straight, round, shape, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard.	- use their created colours from the previous step to cut out/rip/glue art inspired by Kandinsky's abstract art and topic related art. Key Vocab: Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, sweep, dab, bold brushstroke, emotions, collage, rip, cut, tear, glue.	- create digital research of textures in our environment. - develop skills in analysing art in nature and patterns that appear naturally. Key Vocab: texture, rough, smooth, pattern, dark, light, repeating, nature, different, similar, colour.
5	- create a drawing of a topic related living thing, using their previous study. - add details using oil pastels to the living creature and the light on the water showing control over the types of marks made. - create a watery wash over the pastel experimenting with different tones of paint and using a range of different brush sizes. Key Vocab: brush sizes, oil pastels, purpose, details, features, curved, straight, round, colour, movement, shape, space, soft, hard, dark, light.	- look at and talk about their own work and the techniques they have used expressing their likes and dislikes and discuss the successes of their peer's artwork. Key Vocab: Evaluate, label, method, abstract, emotions/feelings, colour, line, success, techniques.	- manipulate clay using textures found in nature create patterns with a purpose. (Clay relief tiles). - enjoy handling, feeling and manipulating a range of materials when sculpting. Key Vocab: relief, press, roll, indentations, push, change, hollow, scratch, scrape, pattern, nature.
6	- look at and talk about their own work and the techniques they have used expressing their likes and dislikes, they will discuss the successes of their peer's artwork. Key Vocab: Evaluate, label, method, emotions/feelings, colour, line.		- express and communicate feelings and understandings relating to artwork. - look at and talk about their own work and the techniques they have used expressing their likes and dislikes. Key Vocab: Evaluate, label, method, abstract, line, success, techniques, pattern, nature.

The Art Curriculum for Year 2 Cycle A

	Autumn Term	Spring Term	Summer Term
	Looking After Ourselves	Extinct and Endangered	Homes and Habitats
Unit	Painting: Picasso inspired portraits	Drawing: dinosaur inspired. Painting: Georges Seurat	Drawing: wildlife inspired. Sculpture: Topic related clay and Andy Goldsworthy
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - build confidence in mixing colours on the colour wheel. - develop skills in the evaluating and analysing of creative works in their sketch books by recording their observations of famous works of art and observing their own facial features. - improve their painting skills using different sized brushes. - produce their own analysis of art their own and other's artwork. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - improve their drawing skills by developing an understanding of tone using different grades of pencils (HB, 2B, 4B) and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. - respond imaginatively to famous artworks. - explore, use and refine a variety of artistic effects to express their ideas and feelings. - look at and talk about their own work and the techniques they have used expressing their likes and dislikes and discuss the successes of their peer's artwork. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - explore and record increasingly detailed ideas and drawings from first hand observations, digital images and/or objects. They will express clear preferences and give some reasons for these, when looking at creative work. - manipulate clay in a variety of ways including; rolling, kneading, pulling/stretching and teasing. - discuss the work of other sculptors and relate these to their own ideas and designs express and communicate feelings and understandings relating to artwork; labelling colours, shape and form. - replicate patterns and textures in a 3D form.
Vocab	<p>Colour, colour mixing, colour wheel, primary colours, secondary colours, lighten, darken, change, new, shape, tone, white, black, portrait, Pablo Picasso, artist, famous, abstract, cubism, influence, style, facial features, curved, straight, round, vivid, vibrant, shades, gradients, mixed media, details, features, curved, straight, round, portrait, brush sizes, purpose, annotate, evaluate, label, method, emotions, colour, line, technique.</p>	<p>Draw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, change, improve, hatching, scribbling, stippling, blending, light, dark, raw, paint, technique, different, easy, pointillism, Seurat, printing, feelings, artist, colour, build, layer, bold, bright, dull, colour names, label, method.</p>	<p>Draw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, colour, match, shape, bright, flat, pale, smooth, space, dull, rough, light, dark, pattern, rolling, kneading, pulling/stretching, teasing, slip, texture, indentations, scratching, hollow, carving, primary colours, secondary colours, nature, form, line, pattern, feelings/emotions, experiment, research, change, adapt, texture, mood, rip, bend, overlap.</p>
Suggested support for children with additional needs	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions. Dual control scissors to support motor skills. Adult to guide new art, craft and design techniques until proficient/independence improved.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions. Demonstrate/practise sculpting using playdough (softer) before using clay. Texture examples to demonstrate textural vocabulary (eg smooth stone, rough sandpaper, bumpy bark).</p>
Step			
1	<ul style="list-style-type: none"> - build confidence in mixing colour shades and tones. - understand how to make tints using white and tones by adding black to make darker and lighter shades. - be able to mix all the secondary colours using primary colours confidently on the colour wheel. <p>Key Vocab: Colour, colour mixing, colour wheel, primary colours, secondary colours, lighten, darken, change, new, shape, tone, white, black.</p>	<ul style="list-style-type: none"> - improve their drawing skills by developing a range of tone using a range of different pencil grades (HB, 2B, 4B) to create a drawing from what they have observed (topic related object). - review what they and others have done and say what they think about it. - identify what they might change in their current work. <p>Key Vocab: Draw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, change, improve.</p>	<ul style="list-style-type: none"> - explore and record ideas looking closely at topic related wildlife. - begin to describe a range of secondary and tertiary colours. They will be able to discuss the colour wheel (see Autumn). <p>Key Vocab: Draw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, colour, match.</p>

2	<p>- begin to recall facts about Pablo Picasso. - begin to understand the term portrait. - observe famous portraits labelling colours and their own feelings about the piece(s). Key Vocab: Portrait, Pablo Picasso, artist, famous, abstract, cubism, influence, style, facial features, curved, straight, round.</p>	<p>- improve their drawing skills by developing a range of tone using a range of different pencil grades and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines to create a drawing from their previous lesson's evaluations. (Topic related object). Key Vocab: Hatching, scribbling, stippling, blending, light, dark, raw, shapes, detail, line, soft, hard, texture, observe, adapt, evaluate, change, improve.</p>	<p>- explore and record ideas from first hand observations, digital images and/or objects. - draw a chosen creature. - investigate tone by drawing light/dark lines using pencil and investigate textures, producing an expanding range of patterns. Key Vocab: Colour, shape, texture, bright, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard.</p>
3	<p>- create a study on their own facial features labelling and describing colours. E.g. using a mirror, taking photographs or collaging features they have cut out from selfies/photographs. Key Vocab: portrait, mixed media, details, features, curved, straight, round, colour, vivid, vibrant, shades, gradients.</p>	<p>- respond imaginatively to and recall facts about famous artworks by Georges Seurat. - express and communicate feelings and understandings relating to the artwork. Key Vocab: Paint, technique, different, hard, easy, pointillism, Seurat, printing, stippling, feelings, artist, colour, build, layer, bold, bright, dull, light, dark.</p>	<p>- manipulate clay in a variety of ways including; rolling, kneading, pulling/stretching and teasing, to create a sculpture based on their drawing explorations in previous step. - explore carving using tools to add texture. Key Vocab: rolling, kneading, pulling/stretching, teasing, slip, texture, indentations, scratching, hollow, carving.</p>
4	<p>- create a portrait inspired by Picasso. - begin to control the types of marks made when painting. - use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. Key Vocab: portrait, brush sizes, purpose, details, features, curved, straight, round, colour, abstract.</p>	<p>- explore, use and refine a variety of artistic effects to express their ideas and feelings inspired by their observations of Seurat's pointillist work. - use a variety of tools and techniques to experiment with the pointillist technique and note how they can mix and match colours. Key Vocab: Seurat, pointillism, paint, colour names, technique, different, hard, easy, printing, stippling, feelings, artist, build, layer, bold, bright, dull, light, dark.</p>	<p>- explore and record ideas from the work of Andy Goldsworthy. - express and communicate feelings and understandings relating to the artwork; labelling colours and their own feelings about the piece(s). Key Vocab: Colour, primary colours, secondary colours, light, dark, nature, shape and form, line, pattern, feelings/emotions.</p>
5	<p>- add definition and any other further details to the features on to their portrait by using oil pastels. Key Vocab: portrait, define, definition, oil pastels, purpose, details, features, curved, straight, round, colour, abstract</p>	<p>- choose tools and techniques they prefer from previous lesson to create pointillist inspired art using copy of their improved drawing (step 2) related to the topic. Key Vocab: Seurat, pointillism, paint, colour names, technique, different, hard, easy, printing, stippling, feelings, artist, build, layer, bold, bright, dull, light, dark.</p>	<p>- research and experiment with natural materials. They will consider pattern and texture and express links between colour and emotion. - express clear preferences and give some reasons for these, when looking at creative work/materials. Key Vocab: Experiment, research, change, adapt, colour, line, shape and form, pattern, texture, space, light, dark, mood.</p>
6	<p>- reflect and explain the successes and challenges in their piece of art. - explain how a piece of art makes them feel – link to emotions. - identify changes they might make or how their work could be developed further. Key Vocab: Annotate, evaluate, label, method, emotions, colour, line, technique.</p>	<p>- look at and talk about their own work and the techniques they have used expressing their likes and dislikes and discuss the successes of their peer's artwork. Key Vocab: Evaluate, label, method, emotions/feelings, colour, layer, build, light, dark.</p>	<p>- create a natural sculpture using materials researched in step 5 and inspired by Andy Goldsworthy. - replicate patterns and textures and discuss the work of other sculptors and relate these to their own ideas and designs. Key Vocab: Colour, shape and form, texture, bright, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard, rip, bend, overlap.</p>

The Art Curriculum for Year 2 Cycle B

	Autumn Term	Spring Term	Summer Term
	Commotion in the Ocean	Wagons Roll	Open Your Eyes
Unit	Drawing and Painting: David Hockney	Painting and Design: Native American, Kandinsky	Drawing and Painting: Observation, Matisse inspired Sculpture: Nature clay relief tile
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - build confidence in mixing colours on the colour wheel. - develop skills in the evaluating and analysing of creative works in their sketch books by recording their observations of famous works of art and observing topic related living things. - improve their drawing skills by developing an understanding of tone using different grades of pencils (HB, 2B, 4B) and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. - improve their painting skills using different sized brushes. - add details to their work using oil pastels. - produce their own analysis of art their own and other's artwork. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - build confidence in mixing colours on the colour wheel and add white and black to change tints and shades. - develop skills in the evaluating and analysing of creative works in their sketch books by recording their observations of famous works of art. - respond imaginatively to famous artworks. - explore, use and refine a variety of artistic effects to express their ideas and feelings. - experiment with different brushes (including brushstrokes) and other painting tools. - become proficient in other art, craft and design techniques – collage. - look at and talk about their own work and the techniques they have used expressing their likes and dislikes and discuss the successes of their peer's artwork. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - explore and record increasingly detailed ideas and drawings from first hand observations, digital images and/or objects. They will express clear preferences and give some reasons for these, when looking at creative work. - develop skills in the evaluating and analysing of creative works in their sketch books by recording their observations and thoughts/feelings of famous works of art. - experiment with different brushes (including brushstrokes) and other painting tools. - describe a range of colours and mix a range of secondary and tertiary colours, discussing the colour wheel. - talk about why they have selected colours for their artwork. - manipulate clay in a variety of ways creating a relief clay tile. - replicate patterns and textures in a 3D form.
Vocab	<p>Colour, colour mixing, primary colours, secondary colours, lighten, darken, change, new, shape, colour wheel, line, David Hockney, artist, famous, modern art, colours, bright, shape, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard, portrait, mixed media, details, features, curved, straight, round, landscape, brush sizes, purpose, details, features, curved, straight, abstract, annotate, evaluate, label, method, emotions, technique.</p>	<p>Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, collage, contrast, Wassily Kandinsky, artist, famous, abstract, colours, bright, shape, dark, soft, pattern, repeat, feelings, sweep, dab, bold brushstroke, emotions, brush strokes – dry brush (feathery), cross hatching, smudging (load brush with two colours), bold brushstroke, emotions, collage, rip, cut, tear, glue, evaluate, label, method, emotions, line, success, techniques.</p>	<p>Observe, shape, hatching, scribbling, stippling, blending/smudging, light/dark lines, shade, Henri Matisse, artist, famous, colours, bright, light, shape, dark, soft, pattern, repeat, feelings, warm colours, cool colours, texture, rough, smooth, pattern, dark, light, repeating, nature, different, similar, relief, press, roll, indentations, push, change, hollow, scratch, scrape, remove, pattern, nature, texture, replicate, evaluate, label, method, abstract, line, success, techniques, pattern, nature.</p>
Suggested support for children with additional needs	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions. Dual control scissors to support motor skills. Adult to guide new art, craft and design techniques until proficient/independence improved.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Own equipment – pencil grips for fine motor control. Easily accessible equipment to limit distractions. Labelled colour names to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions. Demonstrate/practise sculpting using playdough (softer) before using clay. Texture examples to demonstrate textural vocabulary (eg smooth stone, rough sandpaper, bumpy bark).</p>
Step			
1	<p>- recognise different primary and secondary colours. - practise the mixing particular colours using primary colours confidently on the colour wheel. Key Vocab: Colour, colour</p>	<p>- name the primary and secondary colours and be able to mix secondary colours. - become proficient in other art, craft and design techniques – collage.</p>	<p>- improve their drawing skills, from first hand observations, by investigating textures and producing an expanding range of patterns using a pencil.</p>

	mixing, primary colours, secondary colours, lighten, darken, change, new, shape, colour wheel, line.	Key Vocab: Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, collage, contrast.	Key Vocab: observe, shape, hatching, scribbling, stippling, blending/smudging, light/dark lines, shade.
2	- begin to recall facts about artist David Hockney. - observe Hockney's modern art centred around gardens; labelling colours and their own feelings about the piece(s). Key Vocab: David Hockney, artist, famous, modern art, colours, bright, shape, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard.	- begin to recall facts about artist Wassily Kandinsky. - observe Kandinsky art centred around shapes and lines; labelling and matching colours and their own feelings about the piece(s). Key Vocab: Wassily Kandinsky, artist, famous, abstract, colours, bright, shape, dark, soft, pattern, repeat, feelings, warm colours, cool colours.	- express clear preferences and give some reasons for these, when looking at creative works in their sketch books by artist Henri Matisse. - describe collections of colours and discuss and use warm and cold colours with a purpose. Key Vocab: Henri Matisse, artist, famous, colours, bright, light, shape, dark, soft, pattern, repeat, feelings, warm colours, cool colours.
3	- create a study of topic related living things, including coral and plants, labelling and describing colours. Key Vocab: details, features, curved, straight, round, colour, vivid, vibrant, shades, gradients, shape, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard.	- add white and black to alter tints and shades, depending on their chosen emotion(s), using different painting tools (i.e. marbling, sponge printing) and brushes. - use different brush strokes to add further texture. Key Vocab: Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, sweep, dab, bold brushstroke, emotions, brush strokes – dry brush (feathery), cross hatching, smudging (load brush with two colours).	- respond imaginatively to famous still life artworks by Matisse. They will draw from observation and whilst experimenting with different brushes, mix secondary colours adding colour details to their artwork – talking about why they have selected their colours. Key Vocab: Henri Matisse, artist, famous, colours, bright, light, shape, dark, soft, pattern, repeat, feelings, warm colours, cool colours.
4	- improve their drawing skills by developing a range of tones using a pencil and using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. - create a study of different living things related to the topic. Key Vocab: portrait, mixed media, details, features, curved, straight, round, shape, flat, pale, smooth, space, dull, rough, light, line, dark, soft, pattern, hard.	- use their created colours from the previous step to cut out/rip/glue art inspired by Kandinsky's abstract art and topic related art. - use new brush skills to add further details to collaged artwork. Key Vocab: Primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, sweep, dab, bold brushstroke, emotions, collage, rip, cut, tear, glue.	- create digital research of textures in our environment. - develop skills in analysing art in nature and patterns that appear naturally. Key Vocab: texture, rough, smooth, pattern, dark, light, repeating, nature, different, similar, colour.
5	- create a landscape inspired by a famous artist. (Hockney). - begin to draw their scene and add colour using paint, mixing their desired colours. They will show control over the types of marks made when painting and use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. - add definition and any other further details to the features on to their landscape by using oil pastels. Key Vocab: landscape, brush sizes, purpose, details, features, curved, straight, round, colour, abstract.	- reflect and explain the successes and challenges in their piece of art. - explain how a piece of art makes them feel – link to emotions. - identify changes they might make or how their work could be developed further. - discuss the successes of their peer's artwork. Key Vocab: Evaluate, label, method, abstract, emotions/feelings, colour, line, success, techniques.	- manipulate clay using a variety of tools and materials to replicate patterns and textures they have found in nature. (Clay relief tiles). - enjoy handling, feeling and manipulating a range of materials when sculpting. Key Vocab: relief, press, roll, indentations, push, change, hollow, scratch, scrape, remove, pattern, nature, texture, replicate.
6	- reflect and explain the successes and challenges in their piece of art. - explain how a piece of art makes them feel – link to emotions. - identify changes they might make or how their work could be developed further. Key Vocab: Annotate, evaluate, label, method, emotions, colour, line, technique.		- express and communicate feelings and understandings relating to artwork. - look at and talk about their own work and the techniques they have used expressing their likes and dislikes. Key Vocab: Evaluate, label, method, abstract, line, success, techniques, pattern, nature.

The Art Curriculum for Year 3

	Autumn Term	Spring Term	Summer Term
	Stone Age to Iron Age	Ancient Greece	Egyptians
Unit	Drawing – Linked to Textural Cave Art	Painting – Texture: linked to Gustav Klimt – Tree of Life and Greek God Gaea	Sculpture: Egyptian Death Mask, Augusta Savage
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - develop skills in the evaluating and analysing of creative works in their sketch books by recording their observations of topic related art and their own and their peers works of art. - improve their creative skills by experimenting with their own home-made earthy pigments to use in their art. - develop mastery of art and design techniques, including drawing using different drawing implements e.g. prehistoric human inspired drawing implements. - produce their own topic related artwork inspired by their analysis of art and evaluation of their practised processes. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - become more confident in using a range of brushes to demonstrate increasing control with the types of marks made and experiment with different effects and textures including washes and creating textural effects. - use light and dark within painting and begin to explore complimentary colours. - mix colour (secondary and tertiary), shades and tones with increasing confidence. - continue to explore the work of an artist and make links to their own work. They will discuss their own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - continue to explore the work of a range of artists, describing the differences and similarities between different practices, disciplines and materials used when sculpting. - plan, shape, mould and construct in clay; producing more intricate surface patterns. - show an awareness of how texture, form and shape can be transferred from 2D to 3D. - become increasingly confident in creating different effects and textures with paint to finish their sculpted piece. - analyse and reflect on how they could improve their work.
Vocab	Evaluate, annotate, representational, symbolism, symbolic, communicate, composition, proportion, sharp/blurred, scale, contrast, movement, grade, shade, tone, pattern, texture, material, tool, drawing implement, natural, artificial, pigment, colour, density, tone, design, movement, annotate, method, technique, rough, smooth, flowing, faint, hard, soft, bold.	Primary colours, secondary colours, tertiary colours, colour wheel, brushstrokes – dry brush (feathery), smudging (load brush with two colours), cross hatching, effects, emotions, collage, environment, environmental, grades, hues, light, dark, colours, nature, natural, repeating, pattern, complimentary, wash, bold brushstrokes, digital media, composition, shade, sharp/blurred, mood.	Sculpt, activist, sculptor, annotate, figure, realism, representations, perspective, culture, texture, sculpture, hard, soft, join, manipulate, malleable, sculpt, press, roll, indentations, push, change, hollow, scratch, scrape, remove, pattern, texture, replicate, smooth, colour, form, slip, composition, techniques, brushstrokes, embellish, annotate, evaluate.
Suggested support for children with additional needs	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork.</p> <p>Own equipment – pencil grips for fine motor control.</p> <p>Easily accessible equipment to limit distractions.</p> <p>Labelled resources to support retention e.g. homemade earthy pigments, drawing implements.</p> <p>Ipad to photograph ideas and/or observations.</p> <p>Sequence and simplify drawing ideas into step by step instructions.</p> <p>Key vocabulary list for memory and consolidation.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork.</p> <p>Own equipment – pencil grips for fine motor control.</p> <p>Easily accessible equipment to limit distractions.</p> <p>Labelled colour names/colour wheel to support retention.</p> <p>Ipad to photograph ideas and/or observations.</p> <p>Sequence and simplify drawing ideas into step by step instructions – visual, labelled examples of painting techniques e.g. feathering, smudging</p> <p>Key vocabulary list for memory and consolidation.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork.</p> <p>Own equipment – pencil grips for fine motor control.</p> <p>Easily accessible equipment to limit distractions.</p> <p>Labelled colour names/colour wheel to support retention.</p> <p>Ipad to photograph ideas and/or observations.</p> <p>Sequence and simplify drawing ideas into step by step instructions.</p> <p>Demonstrate/practise sculpting using playdough (softer) before using clay.</p> <p>Practise adding texture to playdough/clay before finished piece to increase independence and confidence in sculpting techniques.</p> <p>Labelled examples of textural effects with tool used to create the outcome.</p>
Step			
1	<p>Using secondary sources: - explore topic related works of art and evaluate what they can see in the drawings/paintings. E.g. Can you see any symbolism?</p> <p>Key Vocab: Evaluate, annotate, representational, symbolism, symbolic, communicate, composition, proportion, sharp/blurred, scale, contrast, movement.</p>	<ul style="list-style-type: none"> - be able to name and mix secondary and tertiary colours and will explore complimentary colours on the colour wheel. - practice making textural effects using a paint brush. <p>Key Vocab: Primary colours, secondary colours, tertiary colours, colour wheel, brushstrokes – dry brush (feathery), smudging (load brush with two colours), cross hatching.</p>	<ul style="list-style-type: none"> - continue to explore the work of a range of artists, describing the differences and similarities between different practices, disciplines and materials used when sculpting. - respond to art from other cultures and understand the influence artists can have on society. <p>Key Vocab: Sculpt, activist, sculptor, annotate, figure, realism, representations, perspective, culture.</p>

2	<p>Inspired by this term's topic, - explore mark making with different pencil grades to create a specific composition. - use the pencils to create a desired effect. - evaluate the different tones and textures they have created.</p> <p>Key Vocab: Grade, shade, tone, pattern, texture, contrast, tone, scale, sharp/blurred, composition, symbolism, symbolic, movement.</p>	<p>- continue to explore the work of an artist Gustav Klimt (various works including Tree of Life) and express thoughts and feelings using knowledge and understanding of artists and techniques (textural paint, colour wheel, etc).</p> <p>Key Vocab: flowing, colours, complimentary, texture, textural, cross hatching, smudging, feathering, feathery, effects, emotions.</p>	<p>- practise sculpting skills using clay - select and use a variety of tools and techniques to create different shapes and textures. E.g. rolling snakes, rolling balls, pulling and pinching, smoothing clay with fingers, creating holes or hollows, adding pieces using slip, scratching details with tools.</p> <p>Key Vocab: texture, sculpture, hard, soft, join, manipulate, malleable, holes, hollows, slip.</p>
3	<p>- explore mark making with different, natural paint. E.g. inspired by prehistoric humans (Earth pigments – spices, fruit, soil, charcoal, chalk, etc)? - evaluate the successfulness of the pigments they have created.</p> <p>Key Vocab: Material, tool, drawing implement, natural, artificial, pigment, colour, density, tone.</p>	<p>- use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works (use of technology). - identify interesting aspects of objects as a starting point for work. (Topic related inspiration - Greek God Gaea (Goddess of Earth). Annotate ideas.</p> <p>Key Vocab: collage, environment, environmental, grades, hues, light, dark, colours, nature, natural, repeating, pattern, complimentary.</p>	<p>- research topic related sculptures and express thoughts and feelings and use knowledge and understanding of artists and techniques. They will begin to plan in 2D their 3D sculpture.</p> <p>Key Vocab: sculpt, press, roll, indentations, push, change, hollow, scratch, scrape, remove, pattern, texture, replicate, smooth, colour.</p>
4	<p>Individually or in groups, - explore mark making with different drawing implements. E.g. inspired by prehistoric humans.</p> <p>Key Vocab: Drawing implement, tone, texture, design, evaluate.</p>	<p>- understand how to create a background using a wash and complementary colours and use printed media to create base for artwork E.g. use photo of own face/profile for environmental ideas to 'grow' out of – inspired by Klimt's Tree of Life artwork.</p> <p>Key Vocab: wash, bold brushstrokes, complimentary, smudging, colour, digital media, collage, composition.</p>	<p>- plan, shape, mould and construct in clay. - show an awareness of how texture, form and shape can be transferred from 2D to 3D. - consider and discuss aesthetics. - produce more intricate surface patterns using a range of processes. - select and use a variety of tools and techniques in order to create own work.</p> <p>Key Vocab: plan, shape, mould, construct, aesthetics, pattern, texture, pull, pinch, press, roll, indentations, hollow, scrape, scratch, smooth, form, slip, composition, techniques.</p>
5	<p>- create their own artwork using the implements and pigments they deem successful in previous lessons.</p> <p>Key Vocab: Drawing implement, tone, texture, design, evaluate, composition, sharp/blurred, pattern, contrast, natural, artificial, shade, symbolism, symbolic, implement, pigment, movement.</p>	<p>- create their own artwork inspired by nature and Klimt's tree of life. - use colour with a purpose and create texture using different brushstrokes.</p> <p>Key Vocab: Grade, shade, tone, pattern, texture, contrast, tone, scale, sharp/blurred, composition, movement, brushstrokes – see step 1.</p>	<p>- become increasingly confident in creating different effects and textures with paint to finish their sculpted piece.</p> <p>Key Vocab: finish, texture, effect, colour, techniques, pattern, replicate, brushstrokes, embellish.</p>
6	<p>- evaluate their own work and that of others, annotating the materials used, the successful materials and tools used and what they learnt from creating their piece.</p> <p>Key Vocab: Annotate, evaluate, method, technique, movement, rough, smooth, flowing, faint, hard, soft, bold.</p>	<p>- evaluate their own work and that of others, annotating the materials used, the successful materials and textures used and what they learnt from creating their piece.</p> <p>Key Vocab: Annotate, evaluate, method, technique, movement, rough, smooth, flowing, faint, hard, soft, bold, textures, colour, mood, movement, emotions.</p>	<p>- evaluate their own work and that of others, annotating the processes, successful materials and textures used and what they learnt from creating their piece. - reflect on how they could improve their work.</p> <p>Key Vocab: Annotate, evaluate, method, pattern, technique, movement, rough, smooth, finish, textures, colour.</p>

The Art Curriculum for Year 4

	Autumn Term	Spring Term	Summer Term
	Romans	Local History Study - Grantham	Anglo-Saxons
Unit	Drawing: Roman Buildings, L.S. Lowry	Design and Painting: Delita Martin	Sculpture: Clay Pots, Anglo-Saxon Artefacts, Artist: Nampeyo
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - begin to explore a range of great artists, architects and designers in history and develop skills in the evaluating and analysing of creative works in their sketch books by recording their observations of topic related art and their own and their peers works of art expressing thoughts and feelings. - improve their creative skills by experimenting with different drawing implements to create a range of shading techniques including hatching, cross-hatching and blending. - produce their own topic related artwork inspired by their analysis of art and evaluation of their practised processes and will show an awareness of the third dimension and perspective. - discuss and review their own and other's work and identify modifications/ changes and see how they can be developed further. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - research artist Delita Martin and evaluate works of art including mixed media – printing, painting, collage and textiles. - research different ways to print and explore printing on different materials. - confidently control the types of marks made, over and around the image, and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. - use mixed media to add to piece of art focusing on different ways of creating patterns through printmaking and textiles. - compare ideas, methods and approaches used by themselves and others. They will discuss how they feel about their own and others work. E.g. What might they change? How might they adapt their work? 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - select and use relevant resources and reference to develop ideas for sculpting projects. - use sketchbooks and draw purposefully to improve understanding, inform ideas and plan outcome. - apply the technical skills they are learning to improve the quality of their work. - create a Marquette using coiling to create shape and decorate. - select and use a variety of tools in order to create own work. - plan, shape, mould and make constructions from different materials. - compare ideas, methods and approaches used by themselves and others. They will discuss how they feel about their own and others work.
Vocab	Evaluate, annotate, composition, proportion, foreground, middle ground, background, scale, contrast, haze, tint, tone, tertiary colours, warm, cold, vivid, tapered, bold, straight, lines, tone, soft, broken, rough, smooth, faint, strong, sculptural, linear, texture, textural, pastels pattern, pencils, charcoal, rigid, shades, shape, texture, third dimension, tints, tones, hatching, cross hatching, blending, smudging, movement, adaptations.	Annotate, evaluate, method, technique, complimentary colour, contrasting colour, bold, detail, composition, layering, faint, hard, soft, adaptations, pattern, print, mixed media, collage, colour blocking, detail, urban, modern, realism, form, composition, contrast, intense, scale, texture, layering techniques, effect, primary, secondary colours, tertiary colours, colour wheel, brushstrokes – dry brush (feathery), smudging (load brush with two colours), cross hatching, method.	Research, investigate, Anglo-Saxon, sculpture, materials, pattern, colour, earthy colours, detail, design, pattern, Nampeyo, culture, influence, shape, intricate, coil, Marquette, shape, mould, construct, aesthetics, pattern, texture, press, roll, indentations, hollow, scrape, scratch, smooth, form, intricate, slip, techniques, string relief, plan, sculpt, historical, features, texture, aesthetics, method, technique, adapt, finish, texture, effect, colour, techniques, pattern, replicate, brushstrokes, embellish.
Suggested support for children with additional needs	Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Easily accessible equipment to limit distractions – have own set if necessary. Labelled perspective examples to support retention. Ipad to photograph ideas and/or observations. Sequence and simplify drawing ideas into step by step instructions. Key vocabulary list for memory and consolidation. Key colour related vocabulary to support retention and scaffold observations and evaluations.	Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Easily accessible equipment to limit distractions – have own set if necessary. Key colour related vocabulary to support retention and scaffold observations and evaluations. Ipad to photograph ideas and/or observations. Sequence and simplify printing order into steps – visual, labelled examples of printing effects e.g. thickened paint, colour blocking, around an image. Key vocabulary list for memory and consolidation.	Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Easily accessible equipment to limit distractions – have own set if necessary. Ipad to photograph ideas and/or observations. Demonstrate/practise sculpting using playdough (softer) before using clay. Practise adding texture to playdough/clay before finished piece to increase independence and confidence in sculpting techniques. Labelled examples of textural effects with tool used to create the outcome.
Step			
1	- research a famous artist e.g. L.S. Lowry and evaluate works of art including tone, perspective, colour and mood.	- research artist Delita Martin and evaluate works of art including mixed media – printing, painting, collage and textiles.	- select and use relevant resources and references to develop ideas for sculpting projects from Anglo-Saxon artefacts. - use sketchbooks and draw purposefully to improve

	Key Vocab: Evaluate, annotate, composition, proportion, foreground, middle ground, background, scale, contrast, haze, tint, tone, tertiary colours, warm, cold, vivid.	Key Vocab: pattern, print, mixed media, collage, colour blocking, detail, urban, modern, realism, form, composition, contrast, intense, scale, texture, layering techniques.	understanding, inform ideas and begin to make choices for their final outcome. E.g clay pot and a brooch or belt buckle. Key Vocab: research, investigate, Anglo-Saxon, sculpture, materials, pattern, colour, earthy colours, detail.
2	- research topic related buildings, writing/drawing annotations that will inspire their future work. Key Vocab: tapered, bold, straight, lines, tone, soft, broken, rough, smooth, faint, strong, sculptural, linear, texture, textural.	- research different ways to print and explore printing on different materials. - annotate in sketchbooks their findings and experiences. Key Vocab: pattern, bold, clear, contrast, shape, print, tone, natural materials, sharp, confident, repeating.	- research artist Nampeyo (different culture) and describe some of the key ideas, techniques and working practices showing knowledge of art and cultural context. - apply the technical skills they are learning to improve the quality of their work and design their final sculptures including patterns inspired by Anglo-Saxon artefacts and Nampeyo. (patterns on pot and patterns for raised areas on their brooch/belt buckle). Key Vocab: design, pattern, Nampeyo, culture, influence, shape, intricate.
3	- experiment with different drawing implements including pencil grades and practise shading techniques including hatching, cross hatching and blending. E.g. Charcoal, crayon, pastel, pencil. Key Vocab: Pastels pattern, pencils, charcoal, rigid, shades, shape, texture, third dimension, tints, tones, hatching, cross hatching, blending, smudging.	- use a topic related image as the basis of their composition and confidently control the types of marks made, over and around the image, and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Key Vocab: wash, texture, pattern, colour blocking, effect, primary, secondary colours, tertiary colours, colour wheel, brushstrokes – dry brush (feathery), smudging (load brush with two colours), cross hatching.	- Shape, mould and make constructions from different materials e.g., Card with string/pipe cleaners to create raised shapes and cover with Modroc or paper mâché. - work in a safe, organised way, caring for equipment. Key Vocab: string relief, design, mould, plan, sculpt, historical, features, details, texture, aesthetics, method, technique, adapt.
4	- plan their drawing composition inspired by the studied artist and researched buildings and be able to develop further drawings featuring the third dimension and perspective. Key Vocab: tapered, bold, straight, lines, tone, soft, broken, rough, smooth, faint, strong, sculptural, linear, texture, textural, pastels pattern, pencils, charcoal, rigid, shades, shape, third dimension, tints, hatching, cross hatching, blending, smudging	- continue artwork and use mixed media to add to piece of art focusing on different ways of creating patterns through printmaking and textiles. Key Vocab: fabric, texture, mixed media, pattern, colour, contrast, complimentary colours, printing, bold, technique, method.	- produce a Marquette and coil the clay to produce shape and decorate with designed patterns. - consider and discuss aesthetics and produce intricate surface patterns using a range of processes. - select and use a variety of tools in order to create own work. Key Vocab: coil, Marquette, shape, mould, construct, aesthetics, pattern, texture, press, roll, indentations, hollow, scrape, scratch, smooth, form, intricate, slip, techniques.
5	- draw for a sustained period and begin to show awareness of representing texture through the choice of marks and lines made using different drawing implements e.g. pencil grades with a purpose, charcoal. Key Vocab: tapered, bold, straight, lines, tone, soft, broken, rough, smooth, faint, strong, sculptural, linear.	- compare ideas, methods and approaches used by themselves and others. They will discuss how they feel about their own and others work. E.g. What might they change? How might they adapt their work? Key Vocab: Annotate, evaluate, method, technique, complimentary colour, contrasting colour, bold, detail, composition, layering, faint, hard, soft, adaptations.	- confidently create different effects and textures with paint to finish their sculpted pieces. Key Vocab: finish, texture, effect, colour, techniques, pattern, replicate, brushstrokes, embellish.
6	- compare ideas, methods and approaches used by themselves and others. They will discuss how they feel about their own and others work. E.g. What might they change? How might they adapt their work? Key Vocab: Annotate, evaluate, method, technique, movement, rough, smooth, flowing, faint, hard, soft, bold, adaptations.		- compare ideas, methods and approaches used by themselves and others. They will discuss how they feel about their own and others work. E.g. What might they change? How might they adapt their work? Key Vocab: Annotate, evaluate, method, technique, processes, detail, adaptations, finish, pattern.

The Art Curriculum for Year 5

The Art Curriculum for Year 5			
	Autumn Term	Spring Term	Summer Term
	Space	Vikings	Leisure and Entertainment
Unit	Sculpture: Giacometti. Painting: Van Gogh	Drawing: Viking Artifacts. Drawing inspired by Cressida Cowell	Design: Mixed Media inspired by Megan Coyle and Ben Giles
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - plan a sculpture through drawing and other preparatory work e.g. manipulating wire. - model over an armature. - produce intricate patterns and textures in a malleable media. - create imaginative work from carrying out preliminary studies on Vincent van Gogh - use colour confidently e.g. be able to identify primary secondary, complementary and contrasting colours. - create an abstract piece of work, exploring impasto, creating atmosphere inspired by van Gogh. - discuss and review their own and other's work and identify modifications/ changes and see how they can be developed further. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - work in a sustained and independent way to create a detailed drawing. - develop and use different techniques for different purposes i.e. shading, hatching within their own work. - start to develop their own style using tonal contrast. - begin to develop an awareness of composition, scale and proportion in their own artwork showing an awareness of perspective. - use drawing techniques to work from a variety of sources including observation, photographs, digital images, story/film illustrations. - draw on their knowledge of different artists, architects and designers to select ideas to use in their work drawing on previous experiences. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - engage in open ended research and exploration in the process of initiating and developing their own personal ideas; influenced by artists, illustrators and craft makers. - consider including tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. - draw from different viewpoints considering horizon lines and considering perspective. - describe the processes they are using and how they hope to achieve high quality outcomes. - use mixed media to enhance their art e.g. printing, painting, digital media. - independently recognise problems and adapt work when necessary. - compare ideas, methods and approaches used by themselves and others.
Vocab	Evaluate, annotate, composition, scale, representational, position, angular, form, proportion, mixed media, bold, soft, broken, rough, smooth, faint, strong, sculptural, linear, texture, textural, distort, size, scale, material, sculpt, shape, form, model, construct, observation, imagination, intricate patterns, malleable, impasto, brushstrokes, palette knife, bold colours, expressive, symbolic, emotional, texture, movement, post-impressionism, contrasting, complementary, primary, secondary and tertiary colours.	Evaluate, annotate, composition, scale, position, angular, form, proportion, hatching, cross hatching, contour hatching, scumbling, smudging, stippling, light, shade, tone, select, process, composition, details, method, technique, rough, smooth, faint, hard, soft, bold, adaptations, texture.	Artist, collage, layer, effect, atmosphere, composition, complementary, colours, contrasting construction, research, foci, horizon, form, perspective, rip, cut, join, layer, overlapping, tone, tint, light, shade, techniques, collage, effect, atmosphere, complementary colours, contrasting, foci, evaluation, method, viewpoint, complimentary, techniques, adaptation, atmosphere.
Suggested support for children with additional needs	Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Easily accessible equipment to limit distractions – have own set if necessary. Ipad to photograph ideas and/or observations. Demonstrate/practise sculpting using playdough (softer) before using clay. Practise adding texture to playdough/clay before finished piece to increase independence and confidence in sculpting techniques. Labelled examples of textural effects with tool used to create the outcome. Key colour related vocabulary to support retention and scaffold observations and evaluations.	Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Easily accessible equipment to limit distractions – have own set if necessary (including artefacts). Labelled drawing technique examples to support retention. Ipad to photograph ideas and/or observations. Key vocabulary list for memory and consolidation. Key colour related vocabulary to support retention and scaffold observations and evaluations.	Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Easily accessible equipment to limit distractions – have own set if necessary. Key colour related vocabulary to support retention and scaffold observations and evaluations. Ipad to photograph ideas and/or observations. Sequence and simplify printing order into steps – visual, labelled examples of printing and collage effects e.g. thickened paint, colour blocking, around an image. Key vocabulary list for memory and consolidation. Labelled perspective and horizon examples to support retention.
Step			
1	- research a famous artist e.g. Giacometti and evaluate works of art including sculpture and representations of the human body.	- use different grades of pencil to develop and use different techniques for different purposes i.e. shading, in their own work. - begin to develop an awareness of scale	- research famous artists e.g., Megan Coyle and Ben Giles and evaluate works of art including collage. - engage in

	<p>Key Vocab: Evaluate, annotate, composition, scale, representational, position, angular, form, proportion, mixed media.</p>	<p>and proportion showing an awareness of perspective when observational drawing. Key Vocab: Evaluate, annotate, composition, scale, position, angular, form, proportion, hatching, cross hatching, contour hatching, scumbling, smudging, stippling.</p>	<p>open ended research and exploration in the process of initiating and developing their own personal ideas. Key Vocab: artist, collage, layer, effect, atmosphere, composition, complementary, colours, contrasting construction, research, foci, horizon, form, perspective.</p>
2	<p>- practise drawing the human body and explore showing surrealism through distorted shapes. - continue to learn different ways to show tone and texture through drawing (hatching, cross-hatching). Key Vocab: bold, soft, broken, rough, smooth, faint, strong, sculptural, linear, texture, textural, scale, representational, position, angular, form, proportion, distort.</p>	<p>- use drawing techniques to work from a variety of sources including observation, photographs, digital images, story/film illustrations (including Cressida Cowel) relating to their topic. E.g. dragons. - select ideas to use in their work from their observations and describe the processes they are using and how they hope to achieve high quality outcomes. Key Vocab: Evaluate, annotate, composition, scale, position, angular, details, form, proportion, light, shade, tone.</p>	<p>- explore, experiment, plan and collect source material for future collage work. - consider including tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops. Key Vocab: rip, cut, join, layer, overlapping, tone, tint, light, shade, techniques, collage, effect, atmosphere, complementary colours, contrasting, foci.</p>
3	<p>- plan and use mixed media to create a human figure using wire and modroc Key Vocab: Proportion, size, scale, material, sculpt, shape, form, model, construct, observation, imagination, texture, intricate patterns, malleable.</p>	<p>- engage in further open-ended research and exploration in the process of initiating and developing their own personal ideas. - make choices and reflect on processes before beginning their final piece. Key Vocab: select, process, composition, details.</p>	<p>- draw from different viewpoints considering horizon lines and considering perspective. - use collage to add further details. - describe the processes they are using and how they hope to achieve high quality outcomes. Key Vocab: evaluation, method, perspective, composition, viewpoint, colour, contrasting, complimentary, techniques.</p>
4	<p>- carry out preliminary studies on Vincent van Gogh including the layering of thick paint called 'Impasto' and studying use of colour (naming primary, secondary, complementary and contrasting colours). Key Vocab: impasto, brushstrokes, palette knife, bold colours, expressive, symbolic, emotional, texture, movement, post-impressionism, contrasting, complementary, primary, secondary and tertiary colours.</p>	<p>- work in a sustained and independent way to create a detailed drawing. - use their acquired technical expertise to make artwork which effectively reflects their ideas and intentions. Key Vocab: composition, scale, position, angular, form, proportion, hatching, cross hatching, scumbling, smudging, stippling.</p>	<p>- use mixed media to enhance their art e.g, printing, painting, digital media. - create layered images from original ideas. - independently recognise problems and adapt work when necessary, taking inspiration from other artists. Key Vocab: evaluation, method, perspective, composition, viewpoint, colour, contrasting, complimentary, techniques, rip, cut, join, layer, overlapping, tone, tint, light, shade, collage, effect, atmosphere, complimentary, foci.</p>
5	<p>- create an abstract piece of work, exploring impasto, creating atmosphere inspired by van Gogh. Key Vocab: impasto, brushstrokes, palette knife, bold, colours, expressive, symbolic, emotional, texture, movement, layer, post-impressionism, contrasting, complementary, primary, secondary and tertiary colours.</p>	<p>- regularly analyse and reflect on their progress taking account of what they hoped to achieve. - compare ideas, methods and approaches used by themselves and others. They will discuss how they feel about their own and others work. E.g. What might they change? How might they adapt their work? Key Vocab: Annotate, evaluate, method, technique, rough, smooth, faint, hard, soft, bold, adaptations, texture.</p>	<p>- regularly analyse and reflect on their progress taking account of what they hoped to achieve. - compare ideas, methods and approaches used by themselves and others. They will discuss how they feel about their own and others work. E.g. What might they change? How might they adapt their work? Key Vocab: Annotate, evaluate, method, technique, rough, adaptations, perspective, foci, colour, atmosphere.</p>
6	<p>- compare ideas, methods and approaches used by themselves and others. They will discuss how they feel about their own and others work. E.g. What might they change? How might they adapt their work? Key Vocab: Annotate, evaluate, method, technique, movement, rough, smooth, flowing, faint, hard, soft, bold, adaptations, emotions, texture.</p>		

The Art Curriculum for Year 6

	Autumn Term	Spring Term	Summer Term
	WW2	Walk on the Wildside	Treading the Boards in the Capital
Unit	Drawing: Portraits inspired by Frida Kahlo	Sculpture: animals inspired by Kenny Hunter	Drawing and Design: London using perspective Architects: Norman Foster and Thomas Heatherwick Artist: Gustave Caillebotte and Clare Caulfield Painting: Pop Art inspired by Roy Lichtenstein
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - work in a sustained and independent way to develop their own style of drawing; this style may be through the development of; line, tone, pattern, texture. - draw for a sustained period over a few of sessions working on one piece. - use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. - develop an awareness of composition, scale and proportion in their drawings. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - plan a sculpture through drawing. - develop skills in using clay including slabs, coils, rolling, pulling, pinching, squeezing, creating holes and hollows, smoothing, scratching details and slips. - produce intricate patterns and textures in clay. - shape, form, model and construct from observation or imagination. - independently recognise problems and adapt work when necessary – taking inspiration from other sculptors. 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. - independently select and effectively use relevant processes in order to create successful and finished work. - have opportunities to develop further simple perspective in their work using a single focal point and horizon. - describe, interpret and explain the work, ideas and working practices of some significant artists and architects, taking account of the influence of the different historical, cultural and social contexts in which they work/ed - use technical vocabulary and techniques for modifying the qualities of different materials and processes.
Vocab	Annotate, evaluate, method, technique, movement, rough, smooth, flowing, faint, hard, soft, bold, adaptations, texture, realism, scale, composition, proportion, spherical, symmetrical, sculptural, clean, bold, soft, flowing, faint, smooth, cross hatching, hatching, scumbling, stippling, blending/smudging.	Composition, realism, scale, proportion, spherical, evaluate, annotate, position, angular, form, mixed media, annotate. research, explore, line, shape, pose, research, explore, line, pose, structure, construct, flexible, pliable, solid, surface, plane, angle, slip, attachment, relief, slabs, coils, rolling, pulling, pinching, squeezing, creating holes and hollows, smoothing, scratching details, realistic, surface texture, balance, scale, relationship, transform, movement, rhythm, composition.	Architect, Norman Foster, Thomas Heatherwick, artist, Gustave Caillebotte, Clare Caulfield, ink, watercolour, one-point perspective, two-point perspective, observation, composition, pencil, proportion, scale, foreground, middle ground, background, horizon, light, shade, Pop Art, Roy Lichtenstein, Street Art, culture, lettering, influence, colour, bold, statement, intense, confident, communicate, angular, sharp, proportion, urban, position, block, detail, mixed media, street art, calligraphy.
Suggested support for children with additional needs	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Easily accessible equipment to limit distractions – have own set if necessary. Labelled drawing technique examples to support retention. Ipad to photograph ideas and/or observations. Key vocabulary list for memory and consolidation. Key colour related vocabulary to support retention and scaffold observations and evaluations.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Easily accessible equipment to limit distractions – have own set if necessary. Ipad to photograph ideas and/or observations. Demonstrate/practise sculpting using playdough (softer) before using clay. Practise adding texture to playdough/clay before finished piece to increase independence and confidence in sculpting techniques. Labelled examples of textural effects with tool used to create the outcome. Key colour related vocabulary to support retention and scaffold observations and evaluations.</p>	<p>Artwork examples for individuals for attention/sight. Adult to scribe child's observations of artwork. Easily accessible equipment to limit distractions – have own set if necessary (including artefacts). Labelled drawing technique examples to support retention. Ipad to photograph ideas and/or observations. Key vocabulary list for memory and consolidation. Key colour related vocabulary to support retention and scaffold observations and evaluations. Labelled perspective and horizon examples to support retention. Examples of different processes to scaffold decision making e.g. collage, printing, watercolour.</p>
Step			
1	- research a famous artist, e.g. Frida Kahlo, and question, discuss and evaluate works of portraiture. What can they	- research a famous artist, e.g. Kenny Hunter, and question, discuss and evaluate works of sculpture. What can they	- describe, interpret and explain the work, ideas and working practices of some significant artists and architects.

	<p>magpie for their own work? - use different grades of pencil to practise and highlight techniques they have observed in the artwork.</p> <p>Key Vocab: composition, realism, scale, proportion, spherical, symmetrical, sculptural, clean, bold, soft, flowing, faint, smooth, cross hatching, hatching, scumbling, stippling, blending/smudging.</p>	<p>magpie for their own work? - use different mixed media to practise and highlight techniques they have observed in the artwork E.g tracing paper, digital images, observational drawing.</p> <p>Key Vocab: composition, realism, scale, proportion, spherical, evaluate, annotate, position, angular, form, mixed media, annotate.</p>	<p>- use technical vocabulary and techniques for modifying the qualities of different materials and processes.</p> <p>Key Vocab: Architect, Norman Foster, Thomas Heatherwick, artist, Gustave Caillebotte, Clare Caulfield, ink, watercolour, one-point perspective, two-point perspective, observation, composition.</p>
2	<p>- develop an awareness of composition, scale and proportion in their own self-image noting scale of facial features. E.g. eyes, lips, nose.</p> <p>Key Vocab: composition, scale, proportion, spherical, symmetrical, sculptural, clean, bold, soft, flowing, faint, smooth, cross hatching, hatching, scumbling, stippling, blending/smudging.</p>	<p>- research subjects from their chosen theme e.g. animals and engage in open ended research and exploration in the process of initiating and developing their own personal ideas. - make choices and reflect on processes before beginning their final piece.</p> <p>Key Vocab: research, explore, line, shape, pose, position, gesture, repetition, sequence, dynamic, flowing, motion, rhythm, proportion, balance, scale, composition.</p>	<p>- produce accurate drawings from observation and use tonal contrast in drawings. - use mixed media in artworks using a combination of areas taught –ink, paint, and use pattern and texture. - develop an awareness of composition, scale and proportion, foreground, middle ground and background. - scale up and down images. - draw for a sustained period, over several sessions, working on one piece.</p> <p>Key Vocab: perspective, one-point, two-point, composition, pencil, ink, watercolour, proportion, scale, foreground, middle ground, background, horizon, light, shade.</p>
3	<p>- draw for a sustained period, over several sessions, working on one piece. - use half of a digital image of themselves and use their pencil skills to create the other half of their face in the style of Kahlo.</p> <p>Key Vocab: composition, scale, proportion, spherical, symmetrical, sculptural, clean, bold, soft, flowing, faint, smooth, cross hatching, hatching, scumbling, stippling, blending/smudging.</p>	<p>- shape, form, model and construct from observation or imagination in clay. - develop skills in sculpting clay and produce intricate patterns and textures in the clay.</p> <p>Key Vocab: realistic, proportion, surface texture, balance, scale, relationship, transform, movement, rhythm, composition, structure, construct, flexible, pliable, solid, surface, plane, angle, slip, attachment, relief, slabs, coils, rolling, pulling, pinching, squeezing, creating holes and hollows, smoothing, scratching details.</p>	<p>- describe, interpret and explain the work, ideas and working practices of some significant pop artists, taking account of the influence of the different historical, cultural and social contexts in which they work/ed. - research the influence/similarities from Pop Art to some modern street art.</p> <p>Key Vocab: Pop Art, Roy Lichtenstein, Street Art, culture, lettering, influence, colour, bold, statement, intense, confident, communicate, angular, sharp, proportion, urban, position, block, detail.</p>
4	<p>- discuss how they feel about their own and others work. What might they change? Describe how they may change their work and why. Adapt work accordingly. Then discuss how they could change it further.</p> <p>Key Vocab: Annotate, evaluate, method, technique, movement, rough, smooth, flowing, faint, hard, soft, bold, adaptations, texture, realism, scale, composition.</p>	<p>- independently recognise problems and adapt work when necessary – taking inspiration from other sculptors. - discuss how they feel about their own and others work. What might they change? Describe how they may change their work and why.</p> <p>Key Vocab: Annotate, evaluate, method, technique, adaptations, texture, realism, scale, composition.</p>	<p>Children, inspired by artists, will use different techniques for different purposes e.g. shading, and understand which works well in their work and why. - develop their own style using tonal contrast and mixed media. - develop an awareness of composition, scale and proportion in their paintings.</p> <p>Key Vocab: mixed media, street art, calligraphy, pop art, statement, colour, contrast, complimentary, angular, sharp, proportion, urban, bold, position, perspective.</p>
5			
6			