

# St Just Primary School

## Curriculum Map

### Art & Design

#### What does Art & Design look like in EYFS?

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

*Please see separate EYFS documents for further information on how our curriculum meets the needs of the children in the Tater Du cohort.*

#### Expressive Arts and Design – Educational Programme (Statutory)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### **Opportunities to promote skills.**

- Provide opportunities to work together to develop and realise creative ideas. Reflect with children on how they have achieved their aims.
- Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.
- Provide a range of materials and tools and teach children to use them with care and precision.
- Promote independence, taking care not to introduce too many new things at once.
- Encourage children to notice features in the natural world and discuss their responses to what they see.
- Help them to define colours, shapes, texture and smells in their own words.
- Visit galleries and museums to generate inspiration and conversation about art and artists

#### **Possible vocabulary coverage.**

Mark-make, draw, lines, circles, colour, mix, primary, secondary, texture, form, sculpt, print, art, techniques

#### Development Matters

##### **3-4 years**

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.

##### **Reception**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

##### **ELG – Creating with Materials**

To only be assessed against at the end of the Summer Term, using a ‘Best Fit’ judgement.

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

**Physical Development** is a Prime Area which underpins many of the skills needed to ensure progression within Expressive Arts and Design. The progression of Physical Development Skill are outlined below.

<b>3-4 Years</b>	<b>Reception</b>	<b>ELG – Fine Motor Skills</b>
<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop overall body-strength, balance, coordination and agility.</li> </ul>	<p>To only be assessed against at the end of the Summer Term, using a 'Best Fit' judgement.</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

**Core Knowledge**



**Summary of skills by end of year: developing small and gross motor skills; hold a paintbrush and pencil comfortably; hold a pair of scissors effectively; have explored materials for texture; used junk modelling to explore making something and talking about it; become aware of what is on their face**










# Expressive Arts and Design

## STATUTORY EDUCATIONAL PROGRAMME:







The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, interests and lines of enquiry 	All about me and my family. Seasonal Change - Autumn.  Starting School - Teddy Bears. Pete the Cat.	Celebrations  Christmas Around the World.	Seasonal Change - Winter  Animals	Growing and Changing	People who help us. What do I want to be when I grow up?	Summer A Seaside Adventure
Celebrations & Experiences. 	School rules, classroom routines. Halloween	Diwali Bonfire Night Children in Need Remembrance Day Christmas	Valentines Day Lunar New Year	World Book Day Mother's Day Pancake Day Easter	Visitors from the community linked to jobs and careers.	Father's Day Sports Day Rock Pools Mermaids Pirates



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts	Children will learn to sing and perform a range of songs and rhymes. In addition ,to daily experiences and opportunities offered, the children will have a dedicated rhyme time each week, where they will be introduced to a 'rhyme of the week'. The weekly rhyme will be added to the children's rhyme books, which they can take home to practice and share with their families.					
Musical Development Through Charanga	Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYF5 the children will have specific musical development sessions using Charanga.					
	<p>ME! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught... This Old Man Five Little Ducks Name Song Things For Fingers</p>	<p>MY STORIES! I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>EVERYONE! Wind The Bobbin Up Rock-a-bye Baby Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p>	<p>OUR WORLD Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>BIG BEAR FUNK! a transition unit that prepares children for their musical learning in Year 1</p>	<p>Reflect, Rewind &amp; Replay Listen and Appraise Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>
Artist Study	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	<p>Jackson Pollock</p> 	<p>Yayoi Kusama Piet Mondrian, Wassily Kandinsky</p> 	<p>Yves Klein Joan Miro Charlie Mackesy</p> 	<p>Andy Goldsworthy Eric Carle</p> 	<p>Vincent van Gogh</p> 	<p>Henri Matisse</p> 



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creative Art	Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).					
Mark Making/ Drawing 	Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made.	Skill: observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Skill: Observational drawing - Daffodils	Skill: observational drawing - Sunflowers Show accuracy and care in their drawing.	Skill: produce more detailed work and say what they have included.
Colour 	Experience: explore colours and how colours can be changed. Identify light and dark colours.	Knowledge: recognise and name colours.	Skill: to be able to create a wash background and combining colour in the style of Joan Miró.	Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy.	Skill: exploring shades of colour and how to make different shades.	Skill: to be able to choose a particular colour for a purpose.
Painting 	Skill/Knowledge: splatter painting in the style of Jackson Pollock	Skill/Knowledge: Only using one colour to create in the style of Yves Klein	Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.	Skill: mix paints to make new colours following instructions.	Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.	Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.
Printing 	Skill: printing with hands, feet and fingers	Skill: printing with sponges and rollers. shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes)	Skill: printing with natural objects/food e.g. leaves, pine cones.	Skill: printing simple repeating patterns. Recognise patterns in the environment	Skill: symmetrical printing - butterflies as inspiration.	Skill: to be able to create using own ideas and explain the choices
Textiles & Materials 	Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural.	Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.	Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing.	Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough	Skill: Weaving (natural and manmade materials)	Skill: Weaving (natural and manmade materials) Some pupils may also begin to sew with a pre-running stitch.
3D Work 	Understanding: to know what transient art is. Transient art will continue to be offered in continuous provision.	Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue.	Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.	Skill/Knowledge: Natural art in the style of Andy Goldsworthy	Skill: Making own props/puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress	Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Cutting Skills</b></p> 	<p>Cutting Skill: Using onehanded tools and equipment, for example, making snips in paper with scissors.</p>	<p>Cutting skill: use scissors to cut in a straight line.</p>	<p>Cutting skill: use scissors to cut curved lines.</p>	<p>Cutting Skill: use scissors to cut shapes.</p>	<p>Cutting Skill: use scissors independently.</p>	<p>Cutting skill: use scissors for a particular purpose when combining different media and materials.</p>
<p><b>Being Imaginitive</b></p> 	<p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay.</p>	<p>Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p> 			<p>Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p>	

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-to use a range of materials creatively to design and make products;</li> <li>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>-about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;</li> <li>-to create sketch books to record their observations and use them to review and revisit ideas;</li> <li>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; about great artists, architects and designers in history.</li> </ul>

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

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

## Components: content and skills that will be taught

### YEAR 1

Autumn		Spring		Summer	
Our School!	Let's Celebrate!	Posting and Places	How does your garden grow?	Animal Allsorts	To the rescue
	Chidi Okoye- Jazz time	Enchanted Owl by Kenojuak Ashevak.	Observational pictures and painting of flowers Van Gogh sunflowers, irises etc	Clay animal sculptures	Stormy sea pictures using pastels- Gustave Courbet

### Outcome

	To create artwork based on work by an artist.	To design and make a stamp inspired by the work of Kenojuak Ashevak.	To make observational drawings of flowers.	To use clay to create an animal sculpture.	To create a stormy sea picture using pastels
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### Sequencing & Skills Progression

**Summary of previous skills : developing small and gross motor skills; hold a paintbrush and pencil comfortably; hold a pair of scissors effectively; have explored materials for texture; used junk modelling to explore making something and talking about it; become aware of what is on their face**

	<p>1. I can look at and discuss Chidi Okoye's Jazz time. <i>What do you like/not like? Why?</i> <i>What can you see?</i> <i>What do you think it is about?</i> <i>How do the colours make you feel? Why do you think the artist chose them?</i></p> <p>2. I can explore shape by taking my line for a walk around my page using different materials.</p>	<p>1. I can look at and discuss examples of Inuit artwork, focusing on Kenojuak Ashevak. <i>What do you like/not like? Why?</i> <i>What is the same/different?</i> <i>Do you notice anything interesting?</i></p> <p>2. I can explore shapes and lines to draw an outline of an Arctic animal. I can use dots and lines to demonstrate pattern and provide texture.</p>	<p>1. I can look at and discuss famous artists' observational art work on flowers. <i>What do you like/not like?</i> <i>Do you have a favourite? Why?</i> <i>What makes them interesting?</i></p> <p>2. I can use line and shape to make observational drawing of flowers, focusing on their features.</p> <p>3. I can use different colour paints to add</p>	<p>1. I can look at and discuss sculptures of animals. <i>What do you like/not like?</i> <i>Why?</i> <i>Do you have a favourite?</i> <i>Why?</i> <i>What materials have been used?</i> <i>How have the artists shown texture?</i></p> <p>2. I can experiment with manipulating playdough by pinching, squeezing and rolling,</p>	<p>1. I can look at and discuss "stormy sea" art work. <i>What do you like/not like?</i> <i>Why?</i> <i>Do you have a favourite?</i> <i>Why?</i> <i>What is the same/different?</i> <i>What are they about?</i> <i>How have the artists used colour to show the mood/feeling in the artwork?</i></p> <p>2. I can experiment</p>
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	<p>3. I can develop my use of colour by selecting appropriate colours to convey feelings/experiences.</p> <p>4. I can use my cutting skills to cut shapes from card which relate to our celebration topic.</p> <p>5. I can glue my shapes to my background to create my own version of <i>Jazz time</i>.</p>	<p>3. I can explore using patterns and colour similar to those used in the Inuit art I have studied.</p> <p>4. I can design a stamp</p> <p>5. I can use a pencil to carve my design into foam.</p> <p>6. I can use my stamp to make block prints using paint and a roller.</p>	<p>tone and texture to my picture, to develop shadow and light.</p> <p>4 I can use different thickness of brush strokes to add texture and depth to my painting</p> <p>6. I can use skills developed in the previous lessons to create an observational painting of a flower.</p>	<p>to make animal shapes.</p> <p>3. I can explore using tools to give my animal texture.</p> <p>3. I can make an animal sculpture out of clay using the skills I have rehearsed using playdough.</p> <p>4. I can decorate my sculpture considering my choice of colour and technique.</p>	<p>using soft pastels to create lines and shapes, (drawing from my previous experiences in year 1), and explore using them to build and blend colours.</p> <p>3. I can draw on my previous experience of using colour to depict feelings/emotions, to create a stormy sea inspired mood board.</p> <p>4. I can create my own stormy sea picture using soft pastels.</p>
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**Core Knowledge**

	<p>To know how identifying shapes in objects we are drawing can be used to help us when doing observational drawing.</p> <p>To know how to cut, tear and glue materials.</p> <p>To know how to sort and arrange materials to create an image.</p>	<p>To know that Inuit art, specifically the work of Kenojuak Ashevak, is draws on nature and animals native to the Arctic.</p> <p>To know that a design can be cut into material to create a relief print.</p> <p>To know that an image can be produced by applying paint and pressure to a relief print on paper.</p>	<p>To know how to make different sized lines.</p> <p>To know how to use paintbrush to make different brushstrokes.</p> <p>To know colours can be used to express feelings/emotions.</p> <p>To know that art can be used to express feelings and experiences.</p> <p>To know that colours have different shades.</p>	<p>To know that some materials can be manipulated or carved to form shapes.</p> <p>To know how to pinch, squeeze and roll clay to form different shapes.</p> <p>To know how to use tools to give my sculpture texture.</p>	<p>To know colours can be used to express feelings/emotions.</p> <p>To know that art can be used to express feelings and experiences.</p> <p>To know how to use soft pastels to create lines and shapes.</p> <p>To know how to blend soft pastels.</p>
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	Collage	Printing	Painting	Sculpture	Analysing Artists and Sculptors
	<p>Chn can use a combination of materials that have been cut, torn and glued</p> <p>Chn can sort and arrange materials</p>	<p>Chn can copy an original print</p> <p>Chn can use a variety of sponges, blocks</p> <p>Chn can demonstrate a growing knowledge techniques, eg rolling, pressing,</p>	<p>Chn can experiment with different brushes (including brushstrokes)</p> <p>Chn can add white and black to alter tints and shades</p>	<p>Chn can use a variety of techniques, eg rolling, cutting and pinching</p> <p>Chn can use a variety of shapes, including lines and texture</p>	<p>Chn can describe the work of famous artists and designers</p> <p>Chn can express an opinion</p>

**Vocabulary**

	Tier 1: Colour, Collage, Squares, Cut  Tier 2: Place, Rip, Tear  Tier 3: Arrange, Observational	Tier 1: Colour, Shape, Print  Tier 2: Nature, Animals, Stamp, Carve, Inuit, Rolling  Tier 3: Pressure	Tier 1: Colour, Mixing, Lines, Van Gogh  Tier 2: Shades, Tints, Brushstroke, Feelings  Tier 3: Sweep, Dab, Emotions	Tier 1: 3d, Shapes, Animals  Tier 2: Sculpture, Model, Materials, Rolling, Squeezing  Tier 3: Carving, Pinching, Texture, Manipulating	Tier 1: Stormy Sea, artists, lines, shapes, colour, pastels,  Tier 2: smudge Gustave Courbet, blend,  Tier 3: Compare, Mood, Emotion, Pressure			
<b>Art &amp; Design- Year 1</b>			1	2	3	4	5	6
<b>Key Stage 1 Objectives</b>			Our School	Let's celebrate!	Posting and places	How does your garden grow?	Animal disports!	To the rescue!
1	to use a range of materials creatively to design and make products				√	√	√	
2	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination			√	√	√	√	√
3	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			√		√	√	
4	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making			√	√			√
<b>Summary of skills by end of year: holding scissors with more control; following a line with more precision; exploring colour with more understanding; keeping within the lines when painting; exploring materials for texture and stiffness</b>								

## YEAR 2

Autumn		Spring		Summer	
How has St Just changed?	Two Kings	How do I get off the ground?	How does something grow?	Around the world	Is Australia the place for me?
Animal prints- foam	Portraits- close observational drawing of the King's features- Rembrandt/ Leonardo da Vinci/ Christian Furr	Colour mixing (Primary, Secondary, shades) Paul Klee- Separation in the Evening	Observational drawings of plants around us- Monet		Collage of Australian culture- Dolan Geiman
Outcome					
To create an animal print	To draw a portrait of the King	To understand the difference between Primary and Secondary colours and how it can be used to show mood	To draw a plant from my observations		To create a collage of Australian culture
Sequencing of lessons					
Prior skills: Chn can copy an original print Chn can use a variety of sponges, blocks Chn can demonstrate a growing knowledge techniques, eg rolling, pressing,	Prior skills: Chn can use a sketch pencil with some degree of accuracy Chn can push harder and softer to create an effect Chn can	Prior skills: Chn can experiment with different brushes (including brushstrokes) Chn can add white and black to alter tints and shades	Prior skills: Chn can describe the work of famous artists and designers Chn can express an opinion		Prior skills: Chn can use a combination of materials that have been cut, torn and glued Chn can sort and arrange materials
1.I can look at other animal prints from other artists and say what I like What do I notice? What patterns can I see?  2.I can experiment with mark making using rolling, pressing, stamping and rubbing with different materials	1.I can look at other examples of King portraits from a range of artistic styles (pop art/ contemporary/ classic)  2.I can look at mark making with sketch pencils, with a focus on shading and thickness of pencil and creating texture -draw lines of varying	1. I can use a paint brush with more control and explore other tools when mark making  2. I can identify the 3 primary colours <i>How do we make colour?</i>  3.I can mix 2 primary colours together to	1.I can look at other drawings of plants around us by selecting plants from my local area -what can I see? -what colours/ shades can I see? 2.I can analyse and describe other artists who have drawn plants (Monet; Van Gogh etc) and express my personal		1.I can discuss what I see in other examples of collages and pick out key features -feelings, thoughts, key items in the images  2.What colours are popular in Australia? <i>What can you see in the flag?</i> <i>What do the colours</i>

<p>3.I can experiment with collage card to recreate some of my own animal markings</p> <p>4. I can explore mark making on foam to create my print</p> <p>5.I can make my own animal print</p>	<p>thickness -explore materials to draw, for example pastels, chalk and felt tips -use dots and lines to demonstrate pattern and texture</p> <p>3.I can practice the skills used in these examples</p> <p>4.I can draw the key features of a face using youtube videos as support</p> <p>5.I can draw the King using shading and texture and exploring my own style</p>	<p>make a secondary colour</p> <p>4.I can experiment with black and white paint to alter tints and shades</p> <p>5. I can analyse mood boards that explore primary and secondary colours as well as shades and say how they make me feel.</p> <p>6. I can create my own moodboard inspired by Paul Klee work.</p>	<p>opinion -what is similar/ different? -what do you think the artist was trying to communicate? <i>What has been used?</i> <i>What do you like/ do not like?</i></p> <p>3.I can try out making different tones with pencils, chalk and charcoal.</p> <p>4.I can create close up studies of Monet images</p> <p>5.I can create my own observational plant drawing using inspiration and compare with their own</p>	<p><i>represent?</i></p> <p>3.I can experiment with ripping and tearing to look at patterns created</p> <p>4.I can arrange paper to create patterns and add texture by mixing materials</p> <p>5.I can create my own Australian image</p>
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### Core Knowledge

<p>To know of other artists who have create animal prints</p> <p>To know that animal prints can either be random or have set patterns</p> <p>To know how to use different printing tools</p> <p>To know how to arrange patterns effectively</p>	<p>To know the difference between modern, contemporary and classical artists who have painted the Monarchy</p> <p>To know how to create different shades and tones using a sketching pencil</p> <p>To know how to place the features of the face in the correct places</p>	<p>To know how primary and secondary colours can affect emotion</p> <p>To know about different artists that have explored primary and secondary colours</p> <p>To know that black paint makes the colour darker and white paint makes the colour lighter</p>	<p>To know what plants are in my local area</p> <p>To know of other modern, contemporary and classical artists who have painted plants</p> <p>To know how to use different mark making tools to create an image</p>	<p>To know that Australian Indigenous artwork tells the history of that civilization</p> <p>To know that certain symbols represent different meanings</p> <p>To know that layering different materials create different effects</p>
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Printing	Drawing	Painting	Analysing Artists and Sculptors	Collage
<p>Chn can copy an original print</p> <p>Chn can use a variety of sponges, blocks</p> <p>Chn can demonstrate a range of techniques, eg rolling, pressing, stamping and rubbing</p>	<p>Chn can draw lines of varying thickness</p> <p>Chn can use different materials to draw, for example pastels, chalk and felt tips</p>	<p>Chn can experiment with different brushes (including brushstrokes) and other painting tools</p> <p>Chn can add white and black to alter tints and shades</p> <p>Name the primary and secondary colours</p>	<p>Chn can describe the work of famous artists and designers</p> <p>Chn can express an opinion</p> <p>Chn can use inspiration from famous and notable artists and compare with their own</p>	<p>Chn can use a combination of materials that have been cut, torn and glued</p> <p>Chn can sort and arrange materials</p> <p>Chn can add texture by mixing materials</p>

### Vocabulary

Tier 1: Colour, Shape, Printing, Animals	Tier 1: Drawings, Line, Portrait, Shade,	Tier 1: Colour, Mixing, Brushstroke,	Tier 1: Monet, Water Colours	Tier 1: Collage, Squares, Cut, Place, Tear, Arrange,
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Tier 2: Pressure, Roll, Pattern  Tier 3: Printmaking, Relief printing, Repetitive	Tier 2: Size, Space, Pressure, Rubbing  Tier 3: Observational	Watercolour, Acrylic  Tier 2: Primary, Secondary, White, Black, Tints, Warm and cold, Shades  Tier 3: Sweep, Dab, Emotions, Moods	Tier 2: Nature, Plants, Close up study  Tier 3: Inspiration, Observations, Compare, Contrast		Indigenous, Colour  Tier 2: Sort, Sizing, Mixing, Materials  Tier 3: Texture, Layering
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<b>Art &amp; Design- Year 2</b>		1	2	3	4	5	6
<b>Key Stage 1 Objectives</b>		How has St Just changed?	Two Kings	How do I get off the ground?	How do things grow?		Is Australia the place for me?
1	to use a range of materials creatively to design and make products	√	√				√
2	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	√		√	√		√
3	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	√	√	√			√
4	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making	√			√		
<b>Summary of skills by end of year: holding scissors with more control and precision; following a line with varying thickness and manipulating different tools with more precision; exploring colour and shade with more understanding- primary and secondary colours; using black and white paints to create tints; keeping within the lines when painting; exploring materials for texture, appearance and stiffness</b>							

## YEAR 3

Autumn		Spring		Summer	
Stone Age- Set in stone	Magnetism- What's the Attraction?	Why are animals human too?	Romans	Shake, Rock and Roll	Source to Sea
A study of sketching animals		Investigation of colour: Fauvism study	Mosaics		Leaf rubbing and printing – Andy Goldsworthy
Outcome					
To know about historical developments of art, To develop techniques, including control and use of materials (charcoal, sketch pencils)		To create a portrait based on Fauvism	To create a Roman mosaic		To create artwork using resources around me
Sequencing & Skills Progression					
Prior skills: Chn can draw lines of varying thickness Chn can use different materials to draw, for example pastels, chalk and felt tips Use dots and lines to demonstrate an awareness of pattern and texture		Prior skills: Chn can describe the work of famous artists and designers Chn can express an opinion Chn can use inspiration from famous and notable artists and compare with their own Chn know the difference between primary and secondary colours	Prior skills: Chn can use a combination of materials that have been cut, torn and glued Chn can sort and arrange materials Chn can add texture by mixing materials		Prior skills: Chn can copy an original sculpture Chn can use a variety of resources around them Chn can demonstrate a range of joining techniques
1. I can apply understanding of prehistoric man made art. <i>What features do prehistoric paintings have in common?</i> <i>Why did prehistoric people paint animals?</i> <i>What basic shapes can we see that</i>		1.I can recap knowledge of primary and secondary colours from last year through looking at a colour wheel and using the correct vocabulary. <i>What are contrasting colours?</i> <i>Why are they good to use in art?</i>	1.I can explore and analyse different Roman mosaics <i>What is a mosaic?</i> <i>What were they used for?</i> <i>How were they made?</i> <i>Which do you like and why?</i> 2. I can select		1.I can analyse different leaf prints and sculptures from resources around us. <i>What do you like about them?</i> <i>What do you not like about it?</i> 2. I can select different leaves and materials to create different effects.

<p><i>they've drawn?</i>  <i>(Have a go at sketching British animals using 2D shapes to build up the outline and get the proportions correct)</i>  2. I understand scale to enlarge drawings in a different medium (using different hardness of pencils, charcoal)  <i>What does scale up mean? How will the drawing change if we scale up? (showing awareness of space when drawing)</i>  3. I can explore how natural products produce pigments to make different colours  4. I can select and apply a range of painting techniques, such as simple bold black outlines, patterns and dots.  <i>(Encourage the children to experiment with creating different textures by using different parts of the brush and different techniques to vary the effects. Get them to use a small brush for finer details.)</i></p>		<p>2.I can explore Fauvism and give reasons for my thoughts.  <i>What do you like? Why? What do you not like? Why? What does it make you think? Feel? What shapes can you see?</i>  3.I can practice using inspiration from notable artists (Fauvist movement) to create several basic designs  <i>What can we remember about holding a sketch pencil? What can we use to help draw our designs?</i>  4.I can explore contrasting colours that I might use  5.I can recap portrait skills taught in previous years.  6.I can draw a half portrait of my face  7. I can use my knowledge of Fauvism to create a portrait in that style.</p>	<p>colours to create an effect, considering mood and emotion and the artist's intention. I can show awareness of space and shape.  3. I can create multiple designs using my own repeating mosaic patterns, including detailed diagrams  4. I can use bits of paper to create repeating patterns, practicing ripping, tearing, layering etc  5. I can create my own Roman mosaic, inspired by the examples shown  6. I can critically evaluate my creation</p>		<p>3. I can use my sketch book to practice multiple designs with blow up designs  4.I can select my final design based on given criteria  5. I can create my own sculpture and artwork using resources around me  6.I can evaluate my art based on the criteria I set out at the beginning</p>
<b>Core Knowledge</b>					
To know about prehistoric art and		To know about the artists linked to the	To know what mosaics look like and		To know who Andy Goldsworthy is and what

<p>evaluate examples To know how to scale up drawing using a charcoal and earth tones of chalk pastels To know how natural products produce pigments to make different colours To know which painting techniques to select and apply</p>		<p>Fauvist movement (Henri Matisse, Andre Derain, Vincent Van Gogh, Paul Gauguin) To know different colours that contrast To know how to draw a portrait, thinking about proportion of facial features To know how to critically evaluate their work</p>	<p>evaluate To know what colours to choose to create era appropriate mosaics To know how to create a repeating pattern To know how to create a Roman mosaic To know how to critically evaluate their work</p>		<p>sort of art he creates To know how to use resources around us to create art To know how to create 3d art using different resources</p>
Drawing		Analysing Artists and Sculptors	Collage		Sculpture
<p>Chn can experiment with texture with different hardness of pencils Chn can begin to show an understanding of shading Chn can use different materials to draw (pastels, felt tips, charcoal) Chn can show an awareness of space when drawing</p>		<p>Chn can express an opinion on their work Chn can use inspiration from famous and notable artists and compare with their own interpretation Chn can show an awareness of space when drawing Chn can use colours effectively using the correct vocabulary</p>	<p>Chn can select specific colours and materials to create effect Chn can begin choosing materials to layer on top of each other with a growing understanding of texture Chn can learn and practice a variety of techniques for mosaics</p>		<p>Chn can use one colour to layer in a build with some accuracy Chn can replicate patterns from observations Chn can make repeated patterns Chn can use a variety of shapes, including lines and texture</p>
<b>Vocabulary</b>					
<p>Tier 1: Shade, Rubbing, Light, Dark  Tier 2: Blend, Texture, Line, Hard, Soft, Pattern  Tier 3: Experiment, Evaluation, Observational</p>		<p>Tier 1: Portrait, Colour, Primary, Secondary, Line  Tier 2: Fauvism, Feeling, Emotion  Tier 3: Proportion, Contrast</p>	<p>Tier 1: Shape, Mosaic, Roman, Colour, Collage  Tier 2: Repeating Pattern, Rotation, Overlapping, Layering  Tier 3: Texture</p>		<p>Tier 1: Joining, Colour, Line, Rolling, Nature  Tier 2: Layer, Andy Goldsworthy, Arrange, Repeating Pattern, Pinching  Tier 3: Accuracy, Texture</p>



<b>Art &amp; Design- Year 3</b>		1	2	3	4	5	6
		Set In Stone	What' s The Attraction	Are Humans animal Too?	Snake Rattle And Roll	What did The Romans Do For Us?	Source to Sea
<b>Key Stage 2 Objectives</b>							
1	to create sketch books to record their observations and use them to review and revisit ideas	x		x		x	X
2	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	x				x	X
3	about the greatest artists, architects and designers in history			x		x	x
<b>Summary of skills by end of year: holding and using scissors with control and precision; following a line with varying thickness and manipulating different tools with more precision; exploring pressure using sketch pencils; developing a deeper understanding of colour (and contrasting colours) and shade with more understanding when using a range of tools to create texture; using black and white paints to create a range of tints; using other artists as inspiration; beginning to make choices of materials based on a criteria</b>							

## YEAR 4

Autumn		Spring		Summer	
Digestive System- Where does my food go?	Were the Anglo-Saxons good for Britain?			Why are rainforests important to us?	Locals - Mining
Arcimboldo- fruit faces –art collages	Scenes from the Bayeux Tapestry,			Batik – the fabric of nature	Clay- tin mines Sketches/ designs – tin mines
Outcome					
To create a collage based on an artist’s work	To create part of the Bayeaux Tapestry			To create a batik based on an artist’s work	To create our own version of a tin mine
Sequencing & Skills Progression					
Prior skills: Chn can select specific colours and materials to create effect Chn can begin choosing materials to layer on top of each other with a growing understanding of texture	Prior skills: Chn can use varied brush techniques to create shape and patterns Chn can mix colours effectively using the correct vocabulary			Prior skills: Chn can express an opinion on their work Chn can use inspiration from famous and notable artists and compare with their own interpretation Chn can use multi-colours in a batik with some accuracy Chn can replicate patterns from observations Chn can make repeated patterns	Prior skills: Chn can experiment with texture with different hardness of pencils Chn can begin to show an understanding of shading Chn can use different materials to draw (pastels, felt tips, charcoal) Chn can show an awareness of space when drawing
1. Who was Giuseppe Arcimboldo and what was he famous for? 2. I can sketch multiple designs of fruit faces – thinking about the lines and colour. I can select colour, textures and	1. Why is the Bayeux tapestry an important work of art? 2. I can use colour mixing to create a palette of colours similar to the Tapestry			1.What are starting points for an artist in a design process? 2. How do artists explore techniques to develop imagery?	1. I can look at pictures of tin mines, give my opinion and make comparisons with other buildings and other artists. <i>What emotion is the artist trying to get across? How have they</i>

<p>materials to create effect.  3. I can practice a variety of layering techniques to create different textures.  4. I can create my design making adjustments and giving reasons for changes.  5. I can evaluate my collage and suggest improvements</p>	<p>3. I can practice painting in the style of embroidering (water colours)  4. I can use the techniques learnt to create part of the Bayeaux Tapestry.  5. I can create close up detailed designs of my life using the Bayeaux Tapestry as inspiration  6. I can create my final design  7. I can critically evaluate my final design, explaining how I would improve it next time</p>			<p>3. How do we explore using a textile technique to develop pattern?  4. How can we create a repeating pattern?  5. How is art made for different purposes?  6. I can critically evaluate my final design, explaining how I would improve it next time</p>	<p><i>used light and shadow to create effects?</i>  2. I can experiment and explore line, tone and texture (pencil / charcoal grades)  3. I can sketch key features from the mines exploring a range of tools including pastels, charcoal, pastels, etc.. (brick work; shading)  4. I can create multiple images of mines using different techniques showing an awareness of space and detail.  5. I can create my final drawing of a mine using the techniques I have practiced.  6. I can evaluate my work and suggest future improvements.</p>
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**Core Knowledge**

<p>To know who Arcimboldo was?  To know how to use a range of tools to create different lines and effects.  To know how to layer a collage using different materials.  To know how to improve my design.</p>	<p>To know the purpose of the Bayeux tapestry.  To know how to mix Primary and Secondary colours effectively and with reasoning (colour wheel).  To know how to use a paintbrush to create specific techniques.</p>			<p>To know how to create drawings that replicate a selected image.  To know how to select imagery and colours to create a mood board with a defined theme and colour palette.  To know about the work of William Morris, using subject vocabulary to describe his work and style.  To know how to create a pattern using drawing, taking inspiration from mood boards and initial research to develop it.</p>	<p>To know where the mines are in St Just.  To know which artists are famous for drawing mines.  To know how to create emotion using a range of tools.  To know how pencils can create different tones.</p>
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				To know how printed fabric was created in creative industries. To know how designer developed products.	
Collage	Painting			Batik / Analysing Artists and Sculptors	Drawing/ Sculpture
Chn can select colours, texture and materials to create effect Chn can learn and practice a variety of techniques for layering different materials to create texture and effect. Chn can make adjustments- giving reasons for changes	Chn can use varied brush techniques to create shape, textures, lines and patterns Chn can mix colours effectively using the correct vocabulary Chn can create different textures and effects with paint			Chn can use inspiration from famous artists to replicate a piece of work Chn can reflect upon their work Chn can express an opinion on their work Chn can make repeated patterns with precision Chn can make printing blocks	Chn can cut, make and combine shapes to create a realistic sculpture Chn can practice developed joining techniques using clay Chn can add materials to create some detail using a range of tools Chn can experiment with showing line, tone and texture with different hardness of pencils Chn can use shading to show light and shadow effects Chn can use different materials to draw (pastels, felt tips, charcoal) Chn can show an awareness of space and detail when drawing
<b>Vocabulary</b>					
Tier 1: Collage, Arrange, Sort, Colour, Shape  Tier 2: Overlapping, Tessellation, Texture, Arcimboldo  Tier 3: Adjustments, Effect, Techniques	Tier 1: Primary, Secondary, Mixing, Warm, Cold,  Tier 2: Foreground, Background, Textures, Effects, Tone  Tier 3: Inspiration, Embroidery, Evaluation			Tier 1: colour, blocks, pattern, shape, line, design  Tier 2: batik, colour palette, Inspiration,  Tier 3: refine, precision, reflect, product	Tier 1: Shade, Line, Tone, Hard, Soft, Mining, Space, Proportion  Tier 2: Light, Shadows, Texture, Emotion  Tier 3: Detail, Inspiration, Evaluation



<b>Art &amp; Design- Year 4</b>		1	2	3	4	5	6
		Where does our food go?	Were the Anglo-Saxons good for Britain?			Could you survive in a rainforest?	Local-Mining
<b>Key Stage 2 Objectives</b>							
1	to create sketch books to record their observations and use them to review and revisit ideas	√	√			√	√
2	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)		√			√	√
3	about the greatest artists, architects and designers in history	√					√
<b>Summary of skills by end of year: shading of varying thickness and manipulating different tools with growing precision; exploring pressure using sketch pencils and other mark making tools; developing skill when mixing a range of colour and shade with more understanding when using a range of tools to create texture and tone; using other artists as inspiration and commenting on their final piece; choosing materials based on a criteria and exploring layering effects and texture</b>							

<b>YEAR 5</b>					
Autumn		Spring		Summer	
To the stars- Cosmic	Poles Apart	Ancient Greeks		Indus Valley	
Starry, starry night- Van	Water colour animals	Making Greek pots-		Printing- Indus Valley	

Gogh		clay			
<b>Outcome</b>					
To recreate Van Gogh's 'Starry Starry Night'	To use water colours to create animal pictures	To make a clay Greek pot		To recreate an Indus Valley style print design	
<b>Sequencing &amp; Skills progression</b>					
<p>Prior skills:</p> <p>Chn can experiment with showing line, tone and texture with different hardness of pencils</p> <p>Chn can use shading to show light and shadow effects with guidance.</p> <p>Chn can use different materials to draw (pastels, felt tips, charcoal)</p> <p>Chn can show an awareness of space and detail when drawing</p> <p>Chn can use inspiration from famous artists to replicate a piece of work</p> <p>Chn can reflect upon their work</p> <p>Chn can express an opinion on their work</p>	<p>Prior skills:</p> <p>Chn can experiment with showing line, tone and texture with different hardness of pencils</p> <p>Chn can use shading to show light and shadow effects with guidance.</p> <p>Chn can use different materials to draw (pastels, felt tips, charcoal)</p> <p>Chn can show an awareness of space and detail when drawing</p> <p>Chn can use varied brush techniques to create shape, textures, lines and patterns</p> <p>Chn can mix colours effectively using the correct vocabulary</p> <p>Chn can create different textures and effects with paint</p>	<p>Prior skills:</p> <p>Chn can cut, make and combine shapes to create recognizable forms in clay</p> <p>Chn can practice joining techniques using clay</p> <p>Chn can add materials to create some detail</p>		<p>Prior skills:</p> <p>Chn can explore different tools for mark making</p> <p>Chn can show an understanding of layering paints for printed effects</p> <p>Chn can make repeated patterns with some skill</p> <p>Chn can make printing blocks</p>	
<p>1.1 can observe and describe some of the techniques used by Van Gogh in his 'Starry Night' painting.</p> <p><i>What does it make you feel?</i></p> <p><i>What do you like? Why?</i></p> <p><i>What skills can you see?</i></p>	<p>1.1 can analyse water colour animal drawings</p> <p><i>What do you like? Why?</i></p> <p><i>What do they make you feel?</i></p> <p>2. I know how to experiment with water colours using different sized brushes, thickness of paint, brush strokes</p> <p>3.1 can practice using</p>	<p>1.1 can research the shapes and styles of Grecian pots</p> <p>2.1 can design an image for a pot based on popular designs found on Grecian pots.</p> <p>3.1 can practice joining and etching techniques</p> <p>4.1 can create a pot</p>		<p>1.1 can analyse different Indus Valley designs</p> <p><i>What stories are being told?</i></p> <p><i>How have the prints been made?</i></p> <p><i>What do you/ do you not like and why?</i></p> <p>2.1 can develop</p>	

<p>2. I can use tools to create movement.  3.I can sketch key areas from the original picture and use these to create some of my own  4.I can explore different materials to recreate some of the patterns in the Van Gogh image  5.I can create my own version of 'Starry Night' using techniques used by Van Gogh.  6. I can evaluate mine and others artwork and make suggestions on areas for improvement, as well as identifying areas we like.</p>	<p>the water colours effectively to recreate shapes/ lines/ patterns  4.I can create close up studies of parts of the animal  5.I can create my own animal water colour picture  6. I can evaluate mine and others artwork and make suggestions on areas for improvement, as well as identifying areas we like.</p>	<p>using the shapes and styles of Grecian pots  5.I can paint a design on a Grecian pot.  6. I can evaluate mine and others artwork and make suggestions on areas for improvement, as well as identifying areas we like.</p>		<p>techniques in block and relief printing  3. I can practice using different types of print patterns using different tools  4.I can design my final print  5.I can use my print to create my Indus Valley design  6. I can evaluate mine and others artwork and make suggestions on areas for improvement, as well as identifying areas we like.</p>	
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**Core Knowledge**

<p>To know that different tools create different effects.  To know that there are different shapes in artwork.  To know that different grades of pencil, create a different effect.  To know how to use different materials to create different effects and emotions.  To know how to draw on a range of techniques to create a final piece.  To know how to evaluate a finished piece, making suggestions and</p>	<p>To know how to create different pigments, exploring with different colours and amount of water.  To know that different sized brushes affects the delicacy in the painting.  To know that different shapes, lines and patterns create different textures, thickness, effects.  To know how to evaluate a finished piece, making suggestions and comparisons.</p>	<p>To know that the different shapes and sizes of pots are used for different purposes.  To know that different patterns on pots can demonstrate a scene from history.  To know how to use pinching, scoring and blending techniques to join and smooth clay surfaces.  To know how to evaluate a finished piece, making suggestions and comparisons.</p>		<p>To know that different materials are easier to manipulate, etch and engrave shapes into for printing.  To know that different materials provide more definition of a shape in comparison to others  To know that layering paint makes it easier to add surface texture and subtle colour shifts.  To know how to evaluate a finished piece, making suggestions and comparisons.</p>	
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<b>comparisons.</b>					
<b>Drawing / Analysing Artists and Sculptors</b>	<b>Painting/ Drawing</b>	<b>Sculpture</b>		<b>Printing</b>	
<p>Chn can use a variety of techniques to add effects, eg, shadows, reflection</p> <p>Chn can use a variety of tools and independently select the most appropriate</p> <p>Chn can begin to master their knowledge of space and detail when drawing</p> <p>Chn can give observations about notable artists and designers and use this as inspiration for their own work</p> <p>Chn can offer researched facts about artists and designer</p>	<p>Chn can demonstrate effective mixing techniques with some independence and accuracy</p> <p>Chn can use a range of paints to create visually interesting pieces</p> <p>Chn can create different textures and effects with paint with growing independence and accuracy</p>	<p>Chn can improve their skill of arts and design techniques</p> <p>Chn can plan and design a sculpture</p> <p>Chn can use tools to carve, add shape and pattern with growing independence and accuracy</p> <p>Chn can develop cutting and joining skills with growing independence and accuracy</p>		<p>Chn can design and create printing blocks/ tiles</p> <p>Chn can develop techniques in block and relief printing</p> <p>Chn can create accurate patterns</p> <p>Chn can use more than one colour to layer in a print</p> <p>Chn can replicate patterns from observations</p>	
<b>Vocabulary</b>					
<p>Tier 1: Van Gogh, Line, Effects, Colour, Blend, Hard, Soft, Contrast, Pattern</p> <p>Tier 2: Sketch, Shadow, Shade, Texture, Proportion, Emotion</p> <p>Tier 3: Historical, Inspiration</p>	<p>Tier 1: Water Colour, Blend, Mix, Lighter, Darker, Dab, Animals, Warm, Cold</p> <p>Tier 2: Detail, Abstract, Texture, Pattern</p> <p>Tier 3: Reflect, Evaluate, Refine, Inspiration</p>	<p>Tier 1: Sculpture, Greek, Pot, Carve, Smooth, Join, 3D, Mark Making</p> <p>Tier 2: Repeating Patterns, Form, Strength, Mastering</p> <p>Tier 3: Form, Reflect, Evaluate, Refine, Inspiration, Comparisons</p>		<p>Tier 1: Printing, Layering, Arrange, Rolling, Shape, Colour, Contrasting</p> <p>Tier 2: Relief Printing, Pattern, Design</p> <p>Tier 3: Reflect, Evaluate, Refine, Inspiration</p>	

<b>Art &amp; Design- Year 5</b>		1	2	3	4	5	6
		To the stars	Poles apart	Ancient Greeks		Indus Valley	
<b>Key Stage 2 Objectives</b>							
1	to create sketch books to record their observations and use them to review and revisit ideas	√	√	√		√	
2	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	√	√	√			
3	about the greatest artists, architects and designers in history	√		√		√	
<b>Summary of skills by end of year: shading of varying thickness and manipulating different tools with growing precision and mastery; using shade and shadow for effect and atmosphere; developing skill when mixing a range of colour and shade with more mastery when using a range of tools with a purpose; using other artists as inspiration to help them compare their own work; choosing materials based on a criteria and exploring layering effects and texture; mastering joining skills with growing independence</b>							



## YEAR 6

Autumn		Spring		Summer	
Who's in control?	Evolution and Inheritance	Mayans			Beyond 1066- World War 2 & Battle of Britain
A study of Barbara Hepworth	Mono printing	Clay modelling			LS Lowry Observational drawings 1 point perspective
Outcome					
To recreate a Barbara Hepworth style sculpture	To create a bird mono print	To use clay to make Mayan pottery			To draw using perspective (LS Lowry)
Sequencing & Skills progression					
Prior skills: Chn can give observations about notable artists and designers and use this as inspiration for their own work Chn can offer researched facts about artists and designer Chn can improve their skill of arts and design techniques Chn can plan and design a sculpture Chn can use tools to carve, add shape and pattern with growing independence and accuracy Chn can develop cutting and joining skills with growing independence and accuracy	Prior skills: Chn can demonstrate effective mixing techniques with some independence and accuracy Chn can use a range of paints to create visually interesting pieces Chn can create different textures and effects with paint with growing independence and accuracy	Prior skills: Chn can improve their skill of arts and design techniques Chn can plan and design a sculpture Chn can use tools to carve, add shape and pattern with growing independence and accuracy Chn can develop cutting and joining skills with growing independence and accuracy			Prior skills: Chn can use a variety of techniques to add effects, eg, shadows, reflection Chn can use a variety of tools and independently select the most appropriate Chn can begin to master their knowledge of space and detail when drawing Chn can give observations about notable artists and designers and use this as inspiration for their own work Chn can offer researched facts about artists and designer

<p>1. I can analyse work by the sculptor Barbara Hepworth and give detailed observations and make comparisons with other notable artists and designers.</p> <p>2. I can offer well researched facts about artists and designer</p> <p>3. I can explore different materials to create structures and different shapes developing cutting and joining skills using wire</p> <p>4. I can plan and design a sculpture (sketchbook)</p> <p>5. I can use other materials other than clay to create a 3d sculpture by taking inspiration from drawings to create my own piece</p> <p>6. I can compare and reflect on their own creations</p>	<p>1. I can analyse the work of various artists around the theme of '<i>birds</i>'</p> <p>2. I can practice using water colour paints and create a colour palette</p> <p>3. I can sketch birds from various viewpoints using a variety of sketching techniques to add effects and close up studies of features</p> <p>4. I can use a variety of tools and select the most appropriate for mark making on foam and can design and create printing blocks/ tiles</p> <p>5. I can develop techniques in mono, block and relief printing and demonstrate effective and mastered mixing techniques</p> <p>6. I can create my own water colour bird</p>	<p>1. I can analyse Mayan pottery</p> <p>2. I can use materials other than clay to plan, design and create a 3d sculpture such as play dough to practice etching and coiling.</p> <p>3. I can make a slip to join clay using mastered skills with cutting and joining skills using wire.</p> <p>4. I can improve my mastery of arts and design techniques learned from previous years</p> <p>5. I can use tools to carve, add shape and pattern with mastered skill</p> <p>6. I can recreate and decorate a piece of Mayan pottery to show mastered skill with cutting and joining skills using wire</p>			<p>1. I can develop an understanding of LS Lowry's work. (VE Day Celebrations)</p> <p>What are the pictures about? (the themes)</p> <p>What colours does he generally use?</p> <p>What sort of mood do the pictures express?</p> <p>How would you describe his art style?</p> <p>2. I can give detailed observations about a notable artist (LS Lowry) to take inspiration from drawings to create my own piece</p> <p>3. I can create a colour palette using mixing techniques (Lowry's use of only 5 colours.)</p> <p>4. I can use a variety of tools effectively and select the most appropriate to show a mastery understanding</p> <p>5. I can use a variety of mastered techniques to add effects, eg, shadows, reflection</p> <p>6. To learn how to become proficient in drawing techniques using one-point perspective and depict movement in drawings;</p>
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**Core Knowledge**

<p>To know the history of Barbara Hepworth and other notable artists.</p> <p>To know how different materials, affect the creation of a structure.</p> <p>To know how to manipulate different materials through</p>	<p>To know how to create a colour palette</p> <p>To know how to use a variety of tools to create a mono print</p> <p>To know techniques to mix paint and print in mono, block and relief.</p>	<p>To know how to plan and design a 3D sculpture using different materials.</p> <p>To know how to use tools to cut, join, carve and add shape.</p>			<p>To know the history of LS Lowry.</p> <p>To know how to use a variety of tools effectively and select the most appropriate to show a mastery understanding.</p> <p>To know how to use a variety of mastered</p>
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mastery.					techniques including perspective.
Analysing Artists and Sculptors	Painting/ Printing	Sculpture			Analysing Artists and Sculptors / Drawing
Chn can give detailed observations about notable artists and designers Chn can offer well researched facts about artists and designer Chn can compare and reflect on their own creations	Chn can create a colour palette Chn can demonstrate effective and mastered mixing techniques Chn can use a range of paints to effectively create visually interesting pieces (acrylic, oil paints, water colours) Chn can design and create printing blocks/ tiles Chn can develop techniques in mono, block and relief printing Chn can create accurate patterns	Chn can improve their mastery of arts and design techniques Chn can plan and design a sculpture Chn can use tools to carve, add shape and pattern with mastered skill Chn can show mastered skill with cutting and joining skills using wire Chn can use materials other than clay to create a 3d sculpture			Chn can become proficient in drawing techniques Chn can use a variety of mastered techniques to add effects, eg, shadows, reflection Chn can use a variety of tools effectively and select the most appropriate to show a mastery understanding Chn can take inspiration from drawings to create their own piece

### Vocabulary

Tier 1: Sculptor, Barbara Hepworth, Strength, 3D, Shape, Mark Making, Repeating Patterns, Join  Tier 2: Compare, Contrast, Form  Tier 3: Mastery	Tier 1: Mono Printing, Relief Printing, Design, Colour, Tile, Rolling, Pattern, Abstract  Tier 2: Viewpoint, Impressionism, Effect	Tier 1: Sculpture, Mayan, Pot, Carve, Smooth, Join, 3D, Mark Making  Tier 2: Repeating Patterns, Form, Strength, Mastery, Texture  Tier 3: Form, Reflect, Evaluate, Refine			Tier 1: Line, Shade, Blend, Hard, Soft, Light, Dark, LS Lowry  Tier 2: One Point Perspective, Proportional
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## Art & Design- Year 6

### Key Stage 2 Objectives

		1	2	3	4	5	6
		Who is in control?	Evolution/ Inheritance	Mayans		Tier 3: Form, Reflect, Evaluate, Refine, Inspiration, Comparisons	Beyond 1066
1	to create sketch books to record their observations and use them to review and revisit ideas	√	√	√			√
2	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)	√	√	√			√
3	about the greatest artists, architects and designers in history	√		√			√

**Summary of skills by end of year: shading of varying thickness and manipulating different tools with precision and mastery; using shade and shadow for effect; developing skill when mixing a range of colour and shade with mastery when using a range of tools; using other artists as inspiration to help them compare their own work and suggest next steps; choosing a range of materials based on a criteria and exploring layering effects and texture; mastering joining skills with independence and precision**

SEND STATEMENT:

At St Just Primary School, we value each child's unique qualities and strengths. We have high aspirations and expectations for all children with Special Educational Needs and Disabilities (SEND) and strive to ensure that all SEND pupils make rapid and sustained progress from their starting point. We will strive to remove barriers to learning to ensure that all SEND pupils access, participate and engage with their learning therefore enabling them to fulfil their potential. These steps include more adult support; pencil grips; wider brushes; support scissors etc