















<div>Y1 Art and Design</div> <div>How can we make art?</div>	Drawing Graphite , ink, charcoal, pen, oil pastel, soft pastel, colour pencil		Painting Poster paint , powder paint, block paints, watercolours , ink,		Sculpture and other art Clay , cardboard, card, found objects		Craft and design Other art ...	
	Autumn — Homes Spring — Kings, queens and spies		Autumn — Homes Summer — Africa		Summer — Africa		ARTS WEEK FOCUS STRAND	
	Key knowledge To know observational drawing is drawing what you can see with close attention to detail. To know the proportions when drawing a face. To know that we can hold our drawing tools in different ways, experimenting with pressure, grip and speed. To know JMW Turner was a British artist who drew from real life. To know observational drawing using pencils, can be done drawing the Railway Cottages in the local area. To know David Hockney is a British artist who draws portraits. To know David Hockney creates art in lots of different ways, including iPads.	Key skills To be able to use line to represent a form as accurately as possible. To be able to draw and show a sense of proportion. To be able to look closely at the size and shape of objects and talk about what they see. To be able to apply typical proportions of faces (e.g. eyes are nearer the middle of the face) when drawing a portrait. To be able to show increased control over pencil and pressure used. To be able to draw from direct observation. To be able to develop ideas and make reflective observations concerning design using pencil. To be able to be confident to choose colours that are appropriate to create a suggested idea. To be able to make different marks using pencils and pens. To be able to use oil pastel to create mixed media images. To be able to use oil pastels to shade by pushing and pulling different colours and overlapping them. To be able to use an iPad to make art.	Key knowledge To know some houses in Africa have geometric designs on them. To know traditional Ndebele designs are painted on houses. Esther Mahlangu  To know that Esther Mahlangu used bold colour and geometric designs. To know to rinse in between colours to keep colours bright. To know JMW Turner was a British artist from 200 years ago who used watercolour to create landscapes. To know adding water to watercolour paint makes it lighter. To know less water and more paint make the paint darker. To know dark colours are the closest to black and light colours are the closest to white.	Key skills To be able to use fine watercolour brushes to create an image. To be able to ensure plenty of paint on brush when painting. To be able to rinse between colours to keep colours bright. To be able to mix strong poster paint colours. To be able to draw from direct observation. To be able to use watercolours to add additional detail from observations of the cottages and of a flower. To be able to design and make images with paint and water and choose appropriate watercolours.	Key knowledge Esther Mahlangu (SA)  To know that sculpture is called modelling when we use our fingers to mould the clay. To know that we can use clay to make a house.	Key skills To be able to form a 3D shape with flat sides and pointed roof out of clay (using fingers). To be able to smooth the clay in readiness for decoration. To be able to mould playdough into a variety of shapes and join them together (to create reptiles and amphibians).	Key knowledge To know that collage is a technique where you stick different materials to make an image or shape. To know that shapes or images can overlap. To know how to use layering to create colour. To know that images and backgrounds can be created by collage. To know that art pieces can be created through a multimedia approach. To know Mark Bradford is a British artist who uses collage. To be able to make slab pots in clay.	Key skills To be able to describe thoughts and feelings about their work and others’ work. To be able to mark make with felt tips, wax crayon and watercolour. To be able to share ideas and meanings by using a range of materials and processes. To be able to compile different media successfully to create a final image using a range of media and techniques exploring colour, shape and composition. To be able to ask and answer questions concerned with their own work. To be able to develop ideas and make reflective observations concerning design. To be able to explore possibilities of a variety of materials and processes. To be able to combine visual/tactile qualities of materials.
	Outcome Drawing a self-portrait (Learning theme). Observational drawing and painting of local houses in pencil and watercolour (Learning theme). Observational drawing of the ‘Gruffalo’ (English) and materials (Science), plants at Kew (Science) and fish (Science). Drawing Ganesh (RE). Draw 2D maps of playground and classroom (Learning theme). Designing a front cover for pupils’ own books using oil pastels, pencils and pen (English). In Year 1 free flow creative journals the work of artists is studied. The children have an ‘Artist of the Fortnight’ who they learn about in class; they look at/evaluate their art work and then create their own inspired piece of art using a variety of art materials. This work is independent and process focused (this continues throughout each term).		Outcome Observational drawing and painting of local houses in pencil and watercolour. Design a house sculpture inspired by Ndebele house painting. Watercolour painting of a plant (Science). In Year 1 free flow creative journals the work of artists is studied. The children have an ‘Artist of the Fortnight’ who they learn about in class; they look at/evaluate their art work and then create their own inspired piece of art using a variety of art materials. This work is independent and process focused (this continues throughout each term).		Outcome Make model houses using clay; create designs linked to our school values; painting the clay houses with Mahlangu inspired designs. Draw 2D maps and make 3D maps (Learning themes) Make 3D maps using recycling and mixed media (Learning theme). Reptiles and amphibians made out of playdough (Learning themes). In Year 1 free flow creative journals the work of artists is studied. The children have an ‘Artist of the Fortnight’ who they learn about in class; they look at/evaluate their art work and then create their own inspired piece of art using a variety of art materials. This work is independent and process focused (this continues throughout each term).		Outcome Collage picture inspired by arts week theme tearing up their own mark making and watercolour. Stained glass windows (RE). In Year 1 free flow creative journals the work of artists is studied. The children have an ‘Artist of the Fortnight’ who they learn about in class; they look at/evaluate their art work and then create their own inspired piece of art using a variety of art materials. This work is independent and process focused (this continues throughout each term).	

	Key vocabulary (tier 2) art artist chalk clay colour create grip line material observe paint paper pencil shade size	Key vocabulary (tier 3) curvy design JMW Turner landscape observational drawing oil pastel pattern portrait pressure process proportion straight	Key vocabulary (tier 2) bright contrast landscape mixing poster paint self-portrait South Africa strong watercolours	Key vocabulary (tier 3) Esther Mahlangu geometric intense Ndebele proportion	Key vocabulary (tier 2) 3D shape bright clay contrast corner edge face form mix mould side smooth	Key vocabulary (tier 3) amphibians Esther Mahlangu gable roof geometric modelling Ndebele pyramid represent reptile sculpture	Key vocabulary (tier 2) collage darkest layer lightest Mark Bradford materials overlap rip tear	Key vocabulary (tier 3) build up compositions
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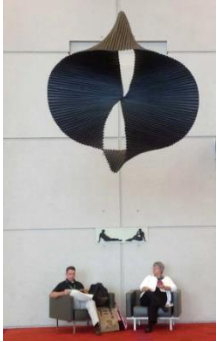

Y2 Art and Design How can we make art?	Drawing	Painting	Sculpture and other art	Craft and design
	Pen, ink, oil pastel, soft pastel	Poster paint, powder paint, paint blocks, watercolours, ink	Clay, cardboard, card, found objects, wire	Other art ...
	<div>ARTS WEEK FOCUS STRAND – COLLAGE</div> <div>Summer – Myself and my surroundings</div> <div><div><div>Key knowledge</div><div>To know how Sandra Dieckmann uses different media and methods to build up her illustrations.</div><div>Sandra Dieckmann</div><div></div><div>To know that artists continually play and refine to problem solve in their work.</div><div>To understand how much space drawing should take on page proportionally and be able to fill the page appropriately.</div><div>To know Eric Carle is a famous collage artist.</div><div>To know that a storyboard is a representation of a story with pictures.</div></div><div><div>Key skills</div><div>To be able to mark make with oil pastels to create different effects such as fur.</div><div>To be able to create a recognisable animal face (refer back to human portraits and think about proportion).</div><div>To be able to create a recognisable animal face (refer back to knowledge about human portraits in Y1 and think about proportions) using oil pastels.</div><div>To be able to use the knowledge of line and observation skills, design a number of different leaf forms (that can be stylised) in different media.</div><div>To be able to create objects that reflect imagination.</div><div>To be able to match words to images in a storyboard.</div><div>To be able to reflect and refine work.</div></div></div> <div><div>Outcome</div><div>Front cover of a book inspired by Leaf conveying their own view of themselves and their surroundings.</div><div>Create an image through collage that represents the focus for Arts Week.</div></div> <div><div>Key vocabulary (tier 2)</div><div>chalk pastels create fur illustration illustrator imagination leaf mark making media observe oil pastel refine reflect</div></div> <div><div>Key vocabulary (tier 3)</div><div>portrait proportion Sandra Dieckmann stylised variation</div></div>	<div>ARTS WEEK FOCUS STRAND – COLLAGE</div> <div>Autumn – the Fire of London</div> <div>Spring – Japan</div> <div>Spring – Hokusai (Arts week)</div> <div><div><div>Key knowledge</div><div>To know how Mark Bradford uses paper collage and paint to express himself.</div><div>Mark Bradford</div><div></div><div>To know which colours mix together to create hot colours.</div><div>To know which hot colours mix together to create a specific colour.</div><div>To understand how white and black affects a colour.</div><div>To understand how adding water to a colour changes the intensity of colour.</div><div>Hokusai</div><div></div><div>To know Hokusai is one of Japan’s most famous artist.</div></div><div><div>Key skills</div><div>To be able to mix hot and cold colours in poster paint.</div><div>To be able to use mixed media or layered paint and layers of ripped paper to create a powerful image.</div><div>To be able to explore scraping into thick paint to make marks.</div><div>To be able to create coloured paper ready for collage using sponges and various techniques like flicking/graduating/masking.</div><div>To be able to use the cardboard and Styrofoam to print images of Tudor houses using poster paint.</div><div>To be able to use poster paint to explore artists’ impressions of ‘The Great Wave’ by Hokusai.</div><div>Pupils’ own version of ‘The Great Wave’</div><div></div></div></div> <div><div>Outcome</div><div>A collage of painted paper to represent the river, fire and night’s sky of the Great Fire of London with Tudor houses printed on top to look as if they’re burning.</div><div>Owl and Pussycat storyboard.</div><div>In Arts Day to create own version of ‘The Great Wave’ by Hokusai.</div></div> <div><div>Key vocabulary (tier 2)</div><div>cold colours dark deep hot colours light mixing overlap paint rip scrape shade thickness tint (adding white to a colour) wave</div></div> <div><div>Key vocabulary (tier 3)</div><div>graduate Hokusai impress intense intensity Mark Bradford</div></div>	<div>Key knowledge</div> <div>Outcome</div> <div>Key vocabulary (tier 2)</div> <div>Key vocabulary (tier 3)</div>	<div>ARTS WEEK FOCUS STRAND - COLLAGE</div> <div>Autumn – the Fire of London</div> <div>Summer – Myself and my surroundings</div> <div><div><div>Key knowledge</div><div>To know that images may need to be simplified to create a successful print.</div><div>To understand which parts of the cardboard and styrofoam will leave a mark and which will not.</div><div>To know that you can use different materials to print.</div><div>To know that collage is a medium of art.</div><div>To know that collage is a technique where you glue different materials to make an image or shape.</div><div>To know that images can overlap.</div><div>To know different colours can represent different parts of an object/person/place.</div><div>To know how artists use collage to create different images and can involve multi-media.</div><div>To know that collage is made by sticking materials together.</div></div><div><div>Key skills</div><div>To be able to ‘ink up’ the block and print it where desired on the picture.</div><div>To be able to layer shapes effectively for a successful composition and desired effect.</div><div>To be able to describe thoughts and feelings about their work and others’ work.</div><div>To be able to communicate ideas and meaning effectively using a range of materials and processes.</div><div>To be able to use collage to overlap different shades of a colour.</div><div>To be able to use over lapping to create a powerful image.</div><div>To be able to cut out intricate shapes accurately ready for collage.</div><div>To be able to combine collage with making and cutting, tearing and ripping to create an image.</div></div></div> <div><div>Key vocabulary (tier 2)</div><div>block cut deepen glue ink layer overlap print</div></div> <div><div>Key vocabulary (tier 3)</div><div>dilute impress intense intensity positive image</div></div>

Y3 Art and Design What is art?	Drawing Graphite, pen, ink, charcoal, oil pastel, soft pastel	Painting Poster paint, powder paint, paint blocks, watercolours, ink	Sculpture/ Craft and Design Clay, cardboard, card, found objects, wire	Craft and design Other art ...
	<p>Autumn – Richmond Park Spring – Stone Age (prehistory) Artist in residence (AIR) focus area (see AIR map)</p> <p>Key knowledge To know that art was used to record scientific observations.</p>  <p>To know that there are infinite ways to mark make and the density of marks dictates the depth of tone or movement in a piece.</p> <p>To know which pencil to use for a specific tone.</p> <p>To know and learn about Friedensreich Hundertwasser and his artistic style.</p> <p>To know that the heavier the pressure of the pencil, the darker the tone and vice versa.</p> <p>To know that accurate observational drawings were used before photography as key records for scientific research such as with 17th-century polymath Robert Hooke.</p> <p>To know how to analyse the representations of animals in prehistory art, looking at the line and form (through physical tracing) to create designs for an animal of their choice.</p> <p>To know different pencils have different functions when sketching (building on Y3 leaf work on form).</p> <p>To know that charcoal can be useful for larger, flowing mark making and blending.</p> <p>Key skills To be able to confidently build up a repertoire of intricate mark making with HB, 4B and 6B pencils.</p> <p>To be able to draw from observation a realistic representation of a fossil or an animal.</p>  <p>To be able to use pressure of hand blending and graduating tone.</p> <p>To be able to discuss the role and meaning of art.</p>	<p>ARTS WEEK FOCUS STRAND - WATERCOLOUR Spring – Stone Age (Prehistory)</p> <p>Key knowledge To know that art explores and records our identity and experiences.</p> <p>To know what artistic representations have been discovered from prehistory, and to know the limitations we have in interpreting them, but that we can also learn from their approach and admire their expression.</p>  <p>To know how to use brushes, watercolour wash and salt on wet to achieve desired results.</p> <p>To know that a brush is held lower down for better control and higher up for broader strokes.</p> <p>To know that a darker colour is made using watercolour paint and less water.</p> <p>Key skills To be able to use their knowledge of cool and warm colours to create earthy neutrals out of watercolour, similar to those found in cave paintings.</p> <p>To be able to have good paint brush control to confidently create smooth, bold representations, with added chosen mark making patterns and outlines.</p> <p>To be able to create a wash to prepare watercolour paper for painting over once dry.</p> <p>To be able to graduate colour by blending: cool – blues and greens; warm – red, orange and yellow.</p> <p>To be able to add depth by layering.</p> <p>To be able to use salt on wet to create the desired effect.</p>	<p>Summer – Romans</p> <p>Key knowledge To know that art can be used to remember.</p> <p>To know that sculpture is the name given to artwork which formed from solid materials (e.g. wood or clay) and is 3D.</p> <p>To understand the wider history of sculpture, including Michelangelo, Renaissance sculptor.</p> <p>To know that the Roman Republic valued power through age and experience and as such they wanted their busts to be realistic and sober, showing the sitter’s influence, rather than the youthful Greek ‘perfectionist’ portraiture.</p> <p>To know that many portraits were created as a family heirloom, to remember their dead.</p> <p>To know that many artists were Greek slaves and their names were not recorded.</p>  <p>To know facial proportions where eyes/ nose/ mouth are located (build on Y1 and Y2 work).</p> <p>To know different face shapes and divisions.</p> <p>To know how to throw, roll a coil and roll clay tiles.</p> <p>To know how to apply slip/ crosshatch to attach clay parts together.</p> <p>Key skills To be able to closely observe proportions of face and model them in clay relief, using selfies.</p> <p>To be able to roll a tile in clay.</p> <p>To be able to build up the face systematically, first by sectioning it, then by adding clay for those parts that protrude such as the nose.</p> <p>To be able to add smooth additions into the face when building up cheeks.</p> <p>To be able to use clay tools to mould and sculpt details.</p> <p>To be able to roll a coil.</p> <p>To be able to securely attach parts to a tile using cross hatching and slip.</p> <p>To be able to add tone to air dried clay to give a 3D image.</p> <p>Key question How would you like to be remembered and if you could, what artistic style would you use to record yourself?</p>	<p>ARTS WEEK FOCUS STRAND – PRINTING – STYROFOAM – LAYERED PAINTING</p> <p>Key knowledge To know that art can be used as a metaphor.</p> <p>To know that you can layer work in a collage to create imaginative pieces.</p> <p>To know that collage is a technique where images or shapes are attached and can be overlapped to create depth, contrast and pattern.</p> <p>To know that collage can be combined with other disciplines such as drawing, painting and printing.</p> <p>To know that images can be used to represent other ideas, especially if their shape or colours reflect each other.</p> <p>To know that art can be made out of natural materials and might not last (Andy Goldsworthy).</p> <p>Key skills To be able to consider what colours to layer up and what the result will be of their mixing.</p> <p>To be able to use scissors safely and accurately cut out intricate images.</p> <p>To be able to identify photos or images that could represent an idea or a different object.</p> <p>To be able to use colour and shape impactfully.</p> <p>To be able to critically reflect on others’ art and give positive responses and constructive criticism with relevant explanation.</p> <p>To be able to select and use different media to create and enrich a collage design.</p>
	<p>Outcome A number of studies in pencil of rocks and fossils showing a combination of tone and mark making in pastels, graphite and charcoal. To draw an animal that would have been featured in prehistoric art in a light pencil outline. Sketching at Richmond Park.</p>	<p>Outcome Watercolour paint their own animal design on heavy grade watercolour paper (pre-coloured with a wash). Cut around children’s work and display together as a large collage to create a cave wall – consider how to group the class’s animals to create the effect. To create a watercolour image linked to the arts week theme.</p>	<p>Outcome Roman style self-portrait in clay relief tile.</p>	<p>Outcome To produce a collage outcome linked to the arts week theme.</p>





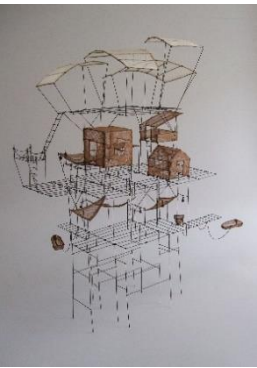


	Key vocabulary (tier 2) blend cool colours darker explore hard lighter mark make observational drawing observe photography pressure research scale scatter soft space tone warm colours	Key vocabulary (tier 3) Andy Goldsworthy charcoal density exploration studies fossil Friedensreich Hundertwasser graduation graduation of colour graduation of tone graphite intricate intricate pastel pressure of hand representation Robert Hooke	Key vocabulary (tier 2) blend bold brush strokes control cool colours detail earth expression interpret interpretation layer mark-making neutral outline smooth warm colours watercolour	Key vocabulary (tier 3) 'a wash' charcoal density disintegrate disperse dissolve exploration studies gradation of colour gradation of tone	Key vocabulary (tier 2) apply attach clay facial fix influence material model observe perfect portrait realistic relief remember rough scale section secure smooth smooth solid throwing tile tool	Key vocabulary (tier 3) 2D 3D bust coil cross hatch heirloom impressing mould plinth profile proportion protrude remembrance sculpt sculptor sculpture sitter slave slip sober	Key vocabulary (tier 2) accurate attach collage contrast dark depth glue identify imaginative layer light overlap pattern represent shade	Key vocabulary (tier 3) impressing intricate
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Y4 Art and Design What is art?	Drawing Graphite, pen, ink, charcoal, oil pastel, soft pastel		Painting Poster paint, powder paint, paint blocks, watercolours, ink		Sculpture and other art Clay, cardboard, card, found objects, wire		Craft and design Other art...	
	Autumn: Conflict Summer: Change		Autumn: Conflict Spring: Ancient Greeks		Spring: Ancient Greeks		ARTS WEEK FOCUS STRAND - PRINTING Spring: Ancient Greeks	
	<p>Key knowledge</p> <p>To know art can be used to capture time.</p> <p>To know how various artists in the war responded to their experience using line, tone, watercolour graduation and more heavy gouache.</p> <p>To know that a contemporary British artist, Steve McQueen, responded to loss of military personnel in the Iraq conflict.</p> <p>Steve McQueen</p> 	<p>Key skills</p> <p>To be able to analyse the artistic techniques used in a range of war pictures.</p> <p>To be able to analyse the composition of a poster which produces a powerful response from the onlooker.</p> <p>To be able to effectively use value (graduation of tone/colour) in pencil and pastels.</p> <p>To be able to design an effective composition for a striking war poster, considering space, line, form and colour combinations.</p> <p>To be able to accurately represent a part of a plant with magnification and with regard to the composition on the page.</p> <p>To be able to create visual texture using pencil tone.</p> <p>To be able to use graduation of tone to create an image.</p> <p>To be able to use sketchbooks to record observations.</p> <p>To be able to use a range of materials: pen, pencil, chalk, paper to create an image.</p> <p>To be able to build on Y3 skills of using pencils and pressure effectively to create the desired effect.</p>	<p>Key knowledge</p> <p>To know that when designs are painted on pottery and then fired, the paint looks very different afterwards – sometimes a completely different colour - and that the temperature can also affect the outcome. This means an artist has to keep in mind the intended final outcome.</p> <p>To know that you can print with ink.</p> <p>To know art from other cultures can be represented in different ways.</p> <p>To know how to create and effectively use visual texture and surface pattern.</p>	<p>Key skills</p> <p>To be able to accurately use fine brush strokes to build up detailed geometric designs and images.</p> <p>To be able to change the pressure of the brush to get a finer or thicker line.</p> <p>To be able to create the outline of a stylised figure before carefully filling in.</p> <p>To be able to complete the design in a way that does not smudge previously painted parts.</p> <p>To be able to use graduation of tone techniques effectively.</p> <p>To be able to use tools to create surface pattern and visual texture in paints.</p>	<p>Key knowledge</p> <p>To know art can be used for a purpose.</p> <p>To know that artists can use different materials to print and create images.</p> <p>To understand that prints are made by transferring an image from one surface to another.</p> <p>To know that there were different art periods in ancient Greece and the geometric form was the earliest.</p> 	<p>Key skills</p> <p>To be able to use a range of objects to create images.</p> <p>To be able to layer prints to create depth, perspective and texture.</p> <p>To be able to plan designs in detail.</p> <p>To be able to replicate a variety of ancient Greek ceramic patterns.</p> <p>To be able to replicate a number of different stylised figures.</p> <p>To be able to create original mark making patterns.</p> <p>To be able to create a symmetrical pot design using folded paper.</p> <p>To be able to use skills and inspiration from archaeological examples to create their own original design.</p> <p>To be able to explain their reasons for their design decisions.</p>	<p>Key knowledge</p> <p>To know art can be used for a purpose.</p> <p>To know how to use a wide range of techniques including inks, paints and mono tiles.</p> <p>Printing with ink</p> 	<p>Key skills</p> <p>To be able to use printing materials effectively: charcoal, pen, printing inks, rollers and household products.</p> <p>To be able to use printing techniques to create tote bags.</p> <p>To be able to use carbon copy paper printing.</p> <p>To be able to explain their reasons for their design decisions.</p>

To know that you can use a range of media to create different tones and textures.											
Outcome Design and produce a poster with the slogan “London can take it” or something similar, to convey the idea that people would get through the Blitz. Parameters: powerful shapes, limited palette, some areas plain blocked colour, others using gradient and repeated patterns, using pastels and pencils. Blitz skyline inspired by the Impressionist movement. Watercolour of a seed, leaf, flower – the cycle of a sunflower. A detailed, magnified, interestingly composed tonal pencil drawing of part of the lifecycle of a plant and pencil drawing of a seed. See Craft and Design.		Outcome		Outcome		Outcome		Outcome			
Key vocabulary (tier 2) collage colour combination combine compose composition create cut cycle drawing expressive form image magnify mark making	material media movement negative observation observe pattern poster repeat seed shade space technique texture tone	Key vocabulary (tier 3) Abram Games Blitz gouache gradient graduation of tone value graphic design impressionist Karl Blossfeldt Miksang Picasso – ‘Guernica’ proportion silhouette skyline Steve McQueen surface pattern value visual texture	Key vocabulary (tier 2) contrast culture design figure ink outcome pattern pottery pressure print smudge surface temperature tone	Key vocabulary (tier 3) Bridget Riley fine brush stroke firing/fired geometric glaze graduation palette perspective stylised	Key vocabulary (tier 2) design detail figure flexibility form ink layer material original print roller sculpt surface texture	Key vocabulary (tier 3) angle archaeological carbon copy ceramic geometric monochrome plaque proportional replicate stylised symmetrical torso	Key vocabulary (tier 2) negative positive roller technique	Key vocabulary (tier 3) acetate carbon copy monotile tote			

<div>Y5 Art and Design</div> <div>What role does art play in society?</div>	<div>Drawing</div> <div>Graphite, pen, ink, charcoal, oil pastel, soft pastel</div>	<div>Painting</div> <div>Poster paint, powder paint, paint blocks, watercolours</div>	<div>Sculpture and other art</div> <div>Clay, cardboard, card, found objects</div>	<div>Craft and design</div> <div>Card, cardboard and other art materials...</div>
	<div>Autumn: Space</div> <div> <div>Key knowledge</div> <div>To know that pastels are made from powdered pigment which is bound together. There are different types of pastels, depending on what type of binder is used and which materials are bound together.</div> <div>To know soft pastels only use a little bit of the binder. Because of that, they can be blended (and smudged) easily with fingers or tortillions. Even though they resemble chalk, they usually don't contain any.</div> <div>To know pastels have been used by artists since about the 16th century, when Renaissance artists used them for sketches.</div> <div>To understand how we know what the planets look like.</div> <div>To know how the modern pastel artist, Zaria Forman, uses her art to respond to the natural world.</div> <div>To know that artists are inspired by space exploration and that space exploration inspired art.</div> <div>  </div> <div>To know how to appreciate the work of artists Chesley Bonestell and Lynette Cook.</div> <div> <div>Chesley Bonestell</div> <div>  </div> <div>Lynette Cook</div> <div>  </div> </div> <div>To know that art is a medium for communicating our ideas.</div> <div>To know how to use a range of techniques to create different effects.</div> </div>	<div> <div>Link to Summer life cycles</div> <div>Autumn: Space and Butterfly Lion</div> <div>Summer: Journeys</div> </div> <div> <div>Key knowledge</div> <div>To know how butterflies have been used in traditional and contemporary art.</div> <div>To know how to discuss the influence of the various artists that have chosen to use butterflies and their similarities and differences.</div> <div>   </div> <div>To know that watercolours are colour pigments which are ground to powder and then bound together with a binder (glue), such as a gum. They are applied to paper with water and a brush. Once the water dries, it is the binder that sticks the pigment to the paper.</div> <div>To know that because watercolours are transparent, the whites in a watercolour painting are created by not painting over those areas of the paper.</div> <div>To know that brushes are available in numerous shapes and sizes. The bristles are made of either synthetic (humanly constructed) hair or natural animal hair.</div> <div>To know that Paul Klee was a Swiss-born German artist famous for his use of watercolour.</div> </div>	<div>Spring: India</div> <div> <div>Key knowledge</div> <div>To know that divas have been designed and made for thousands of years.</div> <div>To know that divas can be used to enhance floor Rangoli patterns and are used to light the way/ door stops.</div> <div>To know the stages needed to create a diva pot.</div> <div> <div>Diva pots</div> <div>  </div> </div> <div>  </div> <div>To know how to appreciate the historical relevance of clay as a craft including the work of the contemporary Indian artist BR Pandit.</div> <div> <div>BR Pandit</div> <div>  </div> </div> <div>To know that clay is a natural resource made up of a combination of minerals. It comes from the ground and can be white, grey or reddish brown and there are different types of clay, depending on what additions there are to the main material.</div> <div>To know pottery is one of the oldest types of decorative art; pottery fragments that are about 20,000 years old have been found in a cave in south China.</div> <div>To know once an object is shaped from clay, it is ready for firing. The oven for firing clay is called a kiln. The temperature at which it is fired depends on what kind of material is used and the object's purpose.</div> </div>	<div>ARTS WEEK FOCUS STRAND – PAPER SCULPTURE</div> <div> <div>Key knowledge</div> <div>  </div> <div>To know that cardboard can be cut and applied to create relief art that is 3D.</div> <div>To know that card and paper crafts are used by many artists to produce a variety of visual outcomes.</div> <div>To gain knowledge of artists relevant to the Arts week theme.</div> <div>  </div> </div> <div> <div>Key skills</div> <div>To be able to build up design with background and overlaid with detailed decorative patterns.</div> <div>To be able to evaluate finished outcome and identify what went well and what could be done to improve the diva pots.</div> <div>To be able to reflect on the work of others to identify likes and dislikes.</div> <div>To be able to explain the key scientific processes in clay work.</div> <div>To be able to design a clay pot for Diwali and draw from both a bird's eye and side view.</div> <div>To be able to use coiling techniques to construct a pot.</div> <div>To be able to use mark making to add pattern.</div> <div>To be able to select and use paint to add colour and tools to add pattern.</div> <div>To be able to evaluate the finished product against design criteria.</div> <div>To be able to describe and discuss the work of Damien Hirst, Maria Sibylla Merian and Maria van Oosterwyck.</div> </div> <div> <div>Key skills</div> <div>To be able to use craft knives with growing accuracy.</div> <div>To be able to create low relief cardboard sculptures by building up an image.</div> </div>

Outcome Personally designed, well executed pastel planet.		Outcome Watercolour butterfly of their own design conveying a personal message.		Outcome Diwali diva pot, decorated with own design.		Outcome Cardboard/relief layered image.		
Key vocabulary (tier 2) composition design expressive form graphic design mark making resemble sketch society technique texture visual texture	Key vocabulary (tier 3) Chesley Bonestell graduation of tone value Impressionist Lynette Cook magnification negative space pigment proportion renaissance silhouette surface pattern tortillons value (light and dark) Zaria Forman	Key vocabulary (tier 2) accuracy accurate brush strokes effect identify merge observe outline select sketching solid colour	Key vocabulary (tier 3) Blue Adonis bristles gradation of tone value Paul Klee pioneer symmetrical transparent	Key vocabulary (tier 2) consistency construct contrast contemporary controversy criteria decorate decorative design evaluate fire fragment indent merge mould pattern pinch pot pottery	pressure process reflect relief sketching smooth solid colour symbolism temperature thickness tool traditional	Key vocabulary (tier 3) bird’s eye view BR Pandit ceramics coil divas kiln glaze porcelain porous slip terracotta	Key vocabulary (tier 2) building up collage craft knife layered relief sculpt sculpture stencil vivid colours	Key vocabulary (tier 3) curing (if fixing to material) Damien Hirst low relief Maria Sibylla Merian Maria van Oosterwyck screen print squeegee

Y6 Art and Design	Drawing		Painting		Sculpture and other		Craft and design	
	Graphite, pen, ink		Poster paint, watercolours, acrylics		Cardboard, card, found objects, wire		Other art ...	
	Autumn: Leaf Spring: Instructional art		Autumn: Leaf Spring: Dangerous Earth Summer: Optical illusion art		ARTS WEEK FOCUS STRAND – WIRE SCULPTURE		Spring: Dangerous Earth Summer: Optical illusion art	
	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
	<p>To know that pencils range from 6H to 6B. This refers to the relative hardness of the graphite and impacts the amount of graphite that can be left on the paper.</p> <p>To know different pencils have different functions when sketching (building on Y3 leaf work on form).</p>   <p>To know there are many different methods of building up tone and shade with a pencil (see vocab).</p> <p>To know that observational drawing is at least 60% looking.</p> <p>To know how botanical artists approach their work in sketching linking to Kew gardens trip.</p> <p>To know that drawing can be used by contemporary artists to create conceptual art like the wall drawing installation experiences devised by Sol LeWitt and not just drawings on paper.</p> <p>Sol LeWitt</p>  <p>To know the role of the artist in society has changed over time.</p> <p>To know that during the Renaissance, artists were called craftsmen and considered in the same category as carpenters etc. Art was often produced by workshops run by a master artist who instructed his team.</p> <p>To know the question of what constitutes art was developed by Marcel Duchamp (and his ready-mades) and the Dada movement. These two ideas were combined and developed by the Young British Artist</p>	<p>To be able to develop pencil drawing techniques and use a sharp pencil lightly to sketch details accurately from observation.</p> <p>To be able to control a fine pen to mark make and to create tonal ranges.</p> <p>To be able to creatively express themselves within specific instructional parameters (e.g. you must create a 3D effect through mark making and one edge of your work should join with a friend’s).</p> <p>To be able to reflect on / review work critically using key vocabulary.</p> <p>To be able to look carefully when observational drawing.</p> <p>To be able to follow instructions to create their own piece.</p> <p>To be able to create their own instructions to give to a peer to have pieces created for them (and vice versa).</p>	<p>To know that artists can use other materials to create texture in their painted work.</p> <p>To know that different thicknesses of paint or brush strokes can create powerful/different effects.</p>  <p>2013, Anish Kapoor, 'Untitled', 160x170" SOLD</p> <p>To know that white light contains all the colours of the rainbow. When white light shines on an object, some of the colour spectrum is absorbed and some reflected. Our eyes only see the light which is reflected (which gives the object its colour).</p> <p>To know a white object absorbs no light so appears white. A black object absorbs most of the visible colours of light and so appears black (or without colour).</p> <p>To know that Isaac Newton used a prism to separate white light into the full colour spectrum (refraction). A prism can also reverse this process in science.</p> <p>To know a colour wheel demonstrates primary (red, blue, yellow) and secondary (orange, purple, green) colours. Opposite colours on the wheel are considered ‘complementary’.</p> <p>To know the context within which a colour is seen will impact how it appears to our eyes. This is the basis for many optical illusions.</p> <p>To know negative space in art is the space around and between the subject. In a typical image, the subject is normally shown in tone or colour and the negative space is left blank (white).</p> <p>To know negative space art uses figure-ground reversal in which the space around the subject is in tone or colour and the subject is left blank to help draw accurate representations of forms, e.g. leaf, shapes etc. Escher’s work is a good example of this type of art.</p>	<p>To be able to further develop watercolour painting techniques by using graduated colour techniques.</p> <p>To be able to develop colour mixing and sponge application technique to create desired outcomes.</p> <p>To be able to use very fine brush strokes to build up a detailed watercolour.</p> <p>To be able to mix colours accurately before using.</p> <p>To be able to demonstrate brush control and avoid unintentional mixing on the paper.</p> <p>To be able to use various means to create texture with paint (added media, building up, increasing thickness, overlaying, dripping, splatting, incising).</p> <p>To be able to use their colour knowledge (hot/cold/value/contrast) to create drama in their painting.</p> <p>To be able to control and use materials to create colour and shade.</p> <p>To be able to experiment with colour (in context) to create an optical illusion.</p> <p>To be able to create their own work and then reflect on/review it critically and use key vocabulary.</p> <p>To be able to develop the technique of collage to create tone and imagery.</p> <p>To be able to use understanding of colour to create ombre in collage.</p>	<p>To know artists can use mixed media to create image and portray meaning.</p> <p>To know artists can use wire in a variety of ways to create representations.</p> <p>To know what type of art effect being aimed for (abstract/realism) and to be able to use appropriate techniques.</p> <p>To know about artists referenced in Arts Week: Isabelle Bonte, Joan Miró and Karen Henderson, and be able to identify two key features and techniques they use.</p> <p>Isabelle Bonte</p>  <p>To know that Tobias Putrih has a wide ranging portfolio.</p> 	<p>To be able to explore the uncertainty surrounding the question of what constitutes art.</p> <p>To be able to use the inherent properties of wire to create a sculpture.</p> <p>To be able use wire cutters to cut wire accurately.</p> <p>To be able to use a range of techniques to join and attach wire to create an object, including twisting, knotting, sticking and glue gunning.</p> <p>To be able to mix media with wire to create desired effects, including tissue paper, cardboard and other objects.</p> <p>To be able to use wire to create either a ‘physical line drawing’ or built up as a sculptural form.</p> <p>Note: Depending on the style and Arts week theme, different wire techniques will need to be explored for each project.</p>	<p>To know how Bridget Riley influenced the Op Art movement.</p> <p>Bridget Riley</p>  <p>To know how different combinations of colours affect how form is perceived.</p> <p>To know collage is an art form which involves sticking different materials on to a backing.</p> <p>To know the first collage in modern art is generally accepted to be Picasso’s Still Life with Chair Caning (1912).</p> <p>To know that Salvador Dali made paintings, sculptures and films about dreams he had. He was involved in the art movement called Surrealism.</p>	<p>To be able to use iPads to explore a range of design options, changing one variable at a time.</p> <p>To be able to evaluate the range of effects produced to hone a final design.</p> <p>To be able to develop collage techniques to create tone and imagery.</p> <p>To be able to create their own work and then reflect on/review it critically and use key vocabulary.</p> <p>To be able to use colour (in context) to create an optical illusional.</p> <p>To be able to control and use materials to create colour and shade.</p> <p>To be able to experiment with colour in context to create an optical illusion.</p>

<div>movement (including Tracey Emin and Damien Hirst).</div> <div>Marcel Duchamp</div> <div></div> <div>Tracey Emin</div> <div></div> <div>Damien Hirst</div> <div></div>							
Outcome Observational pencil sketching of leaf. Negative space technique used to create leaf image. The Boston Museum Wall Drawings by following instructions of Sol LeWitt. A piece of art by following a set of teacher-imposed instructions. Their own instructions to give to a peer.		Outcome Botanical inspired leaf watercolour. Bold mixed media acrylic painting expressing the ‘dangerous Earth’ theme. A colour wheel (mixing the secondary colours). Negative space paintings (sponge and acrylic paint). Collage of natural disaster inspired by art of Stephanie Peters .		Outcome A wire sculpture responding to the Arts week theme.		Outcome An Op Art piece, using colour choices and pattern to create a desired optical effect. Create collage of natural disaster inspired by art of Stephanie Peters .	
Key vocabulary (tier 2) approach blank blend botanical circling collage concept contemporary contrast convey critical dark dramatic instruction light method observation observe reversal reverse shade smudge society space technique texture tonal tone	Key vocabulary (tier 3) botanic artists colour wheel conceptual art cross hatch Damien Hirst Escher graduation graphite hatch installation Marcel Duchamp negative negative space ombre parameter scribble Sol LeWitt stipple Tracey Emin	Key vocabulary (tier 2) absorb accuracy complementary contrast convey dramatic expression illusion intention material movement optical overlap primary rainbow reflected secondary society Stephanie Peters texture thickness tonal tone unintentional	Key vocabulary (tier 3) abstract acrylic botanic artists incise Isaac Newton mixed media ombre optical prism refraction spectrum Stephanie Peters	Key vocabulary (tier 2) attach form function join mixed media multi media physical portray property sculpture shake society twist wire	Key vocabulary (tier 3) abstract Isabelle Bronte Joan Miró Karen Henderson portfolio realism Tobias Putrih	Key vocabulary (tier 2) carpenter colour evaluate illusions instruction light material method movement perceive reflect society technique	Key vocabulary (tier 3) Bridget Riley colour interactions colour wheel Dada movement geometric forms ombre Op Art optical art optical illusion Picasso primary and secondary colours prism Renaissance spectrum white light Salvador Dali Surrealism surreal