**Skills Key: Drawing Painting Printing 3D Collage Use of IT Artist Sketchbook and Knowledge**

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| **Year/ Term** | **Terms 1 and 2** | **Terms 3 and 4** | **Terms 5 and 6** |
| **Nursery** | Use a variety of materials for pattern making and printing  Use clay. Make decorations | Focus on mixing colours and using colour for a purpose  Focus on pattern making | Focus on adding detail to drawings. Use people, flowers, plants, shells etc  Focus on texture and combining media. Collect wool and other collage materials from farm |
| **Reception** | Painting and drawing  Exploring colours through autumn activities  Creating texture with leaves  Collaborative collage Mixed media firework pictures | Painting-colour mixing.  Collaborative display  Experimenting with different media. Collaborative mixed media pieces | 3D art – dinosaurs/settings |
| **Year 1** | *Painting*  **National Curriculum:**  *Pupils should be taught*:   * To use a range of materials creatively to design and make products * Know 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. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   **Artist Focus: Yayoi Kusama**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Yayoi Kusama (artist, art and techniques) * Edit their own work in their sketchbook through discussions and labels * Know how to verbally record, and annotate skills, ideas and art using a sketch book. * Create a piece of work in response to another artist’s work   **Drawing**  Knowledge:   * Create a variety of lines. * Know that neat colouring fills all the space * Know the benefits of different mediums. * Know different ways of making lines and marks.   Skills:   * Add form to pictures e.g. body. * Add features into pictures. * Experiment with a range of mediums. * Use drawing to convey an idea or memory. Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks. * Colour within the lines without any white * Use a pencil to draw and other media to colour. * Use imagination and memory to draw.   Painting    Knowledge:   * Name primary colours and place them on a colour wheel. * Name and create secondary colours and place them on a colour wheel. * Create, and use, textured paint. * Identify the correct brush.   Skills   * Select, and use, appropriate equipment. * Identify where colours should match. | **How does nature inspire our Art?**  **National Curriculum:**  *Pupils should be taught*:   * To use a range of materials creatively to design and make products * Know 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. * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   **Artist Focus: Andy Goldsworthy**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Andy Goldsworthy (artist, art and techniques) * Edit their own work in their sketchbook * Know how to record, and annotate skills, ideas and art using a sketch book. * Create a piece of work in response to another artist’s work   **3D**  **Knowledge**   * Know that sculptures can involve a range of materials * Know that materials and be manipulated in different ways * Know that the surface of a material can be changed   **Skills**   * Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells. * Experiment with constructing and joining recycled, natural and manmade materials. * Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping. * Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal.   **Drawing**  Knowledge:   * Know how to create a variety of lines. * Know how to correctly hold a pencil   Skills:   * Add form to pictures e.g. body. * Add features into pictures. * Draw different people, places and things * Experiment with a range of mediums. * Use drawing to convey an idea or memory. * Use imagination and memory to draw. * Use a pencil to draw and other media to colour.   *Link: Natural or Man-Made?* | *Collage*  **National Curriculum:**  *Pupils should be taught*:   * To use a range of materials creatively to design and make products * Know 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. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   **Artist Focus: Henri Matisse and Kate Cuthbert**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artists, Henri Matisse and Kate Cuthbert (artist, art and techniques) * Edit their own work in their sketchbook * Know how to record, and annotate skills, ideas and art using a sketch book. * Create a piece of work in response to another artist’s work   Collage:  **Knowledge:**   * Know that collage is a piece of art produced by sticking various materials onto a backing * Know how to use scissors to cut out different lines and shapes. * Know how to arrange and glue materials. * Know how to fold, crumple, tear and overlap paper and other materials.   Skills:   * Create images from a variety of media e.g. Magazines, fabric, crepe paper. * Sort, group and name materials by properties e.g. colour and textures. * Create and arrange shapes in different materials. * Select and use textured paper for an image.   Drawing  Knowledge:   * Create a variety of lines. * Know the benefits of different mediums. * Know different ways of making lines and marks.   Skills:   * Add form to pictures e.g. body. * Add features into pictures. * Name, match and draw different types of lines. * Observe and draw shapes from observation. * Use imagination and memory to draw.   **Use of IT**  Knowledge   * Create a picture independently using an IT programme * Know how to use an effect within an IT package   Skills:   * Use colours and texture by using simple filters. * Use basic selection and cropping tools. |
| **Year 2** | **How can we create a picture without a pencil?**  **National Curriculum:**  *Pupils should be taught*:   * To use a range of materials creatively to design and make products * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * Know 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.   **Artist Focus: Jesse Treece**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Jess Treece (artist, art and techniques) * Edit their own work in their sketchbook * Know how to record, and annotate skills, ideas and art using a sketch book. * Set out their ideas, using ‘annotation’ in their sketch books * Create a piece of work in response to another artist’s work   Collage – Creating a 3D Collage  **Knowledge:**   * Know how to sort, group and name materials by their properties. * Know how to use scissors to cut out different lines and shapes. * Know how to arrange and glue materials to create an image or pattern * Know how to fold, crumple, tear and overlap paper and other materials to create an image.   Skills:   * Create images from a variety of media e.g. Magazines, fabric, crepe paper. * Sort, group and name materials by properties e.g. colour and textures. * Create and arrange shapes in different materials. * Select and use textured paper for an image. * Arrange and glue materials to form a background.   3D – Creating 3D junk modelling collage  Knowledge:   * Know that sculptures can involve a range of materials * Know that materials and be manipulated in different ways * Know that the surface of a material can be changed   **Skills**   * Explore sculpture with a range of materials * Experiment with constructing and joining materials.   **Use of IT**  Knowledge   * Change their photographic images on the computer * Know how to use different effects within an IT package   Skills:   * Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas. * Use eraser, shape, crop and fill tools.   **Drawing**  **Knowledge:**   * Recognise shapes in objects. * Apply different pressure to sketch. * Create a variety of lines * Begin to know how to draw from observation. * Know that different mediums create different effects and have different properties   **Skills:**   * Draw a selection of different people, places and things using shape guides. * Begin to select the correct medium for the intended purpose. * Draw everyday objects from observation. * Start to recognise shapes in everyday objects   What do you put on your Christmas tree?  3D – Making Victorian Christmas Decorations with salt dough and paint  Knowledge:   * Add texture by using tools * Make different kinds of shapes * Cut, roll and coil materials such as clay, dough or plasticine   Skills   * Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping. * Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal.   **Painting – Colour mixing to decorate salt dough**  **Knowledge:**   * Name, and create tertiary and neutral colours and place them on a colour wheel. * Identify complementary colours on the colour wheel. * Know how to create different texture paints and their effects. * Know how to work on different scales.   **Skills:**   * Use a range of paints correctly e.g. watercolours, powder etc. * Use outlines to paint * Select and use different brushes to explore and make marks of different thicknesses.. | **How far can my eyes see?**  **National Curriculum:**  *Pupils should be taught*:   * To use a range of materials creatively to design and make products * Know 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. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space   **Artist Focus: Salvador Dali (Forgotten Horizon)**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Salvador Dali (artist, art and techniques) * Edit their own work in their sketchbook * Know how to record, and annotate skills, ideas and art using a sketch book. * Set out their ideas, using ‘annotation’ in their sketch books * Create a piece of work in response to another artist’s work * Demonstrate ideas through photographs or drawings in their sketchbooks * Work in a sustained and independent way to create drawings   **Drawing**  **Knowledge:**   * Recognise shapes in objects. * Apply different pressure and mediums to create a drawing. * Create a variety of lines * Begin to know how to draw from observation. * Know that different mediums create different effects and have different properties   **Skills:**   * Draw a selection of different people, places and things using shape guides. * Experiment with different mediums eg. Chalk, pastel, charcoal, colouring pens, colouring pencils, pencils etc. * Compare, and begin to understand when to use different mediums * Experiment tone by drawing light and dark lines, patterns and shapes * Can use drawing tools with increased control to investigate mark making   **Painting – Colour mixing to decorate salt dough**  **Knowledge:**   * Mix paints to make secondary and tertiary colours * Name, and create tertiary and neutral colours and place them on a colour wheel. * Identify complementary colours on the colour wheel.   **Skills:**   * Use a range of paints and paintbrushes correctly e.g. watercolours, powder etc. * Use outlines to paint. * Select and use different brushes to explore and make marks of different thicknesses * Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture. | **What patterns can I see in nature?**  **National Curriculum:**  *Pupils should be taught*:   * To use a range of materials creatively to design and make products * Know 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. * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   **Artist Focus: James Mutisya**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, James Mutisya (artist, art and techniques) * Edit their own work in their sketchbook * Know how to record, and annotate skills, ideas and art using a sketch book. * Set out their ideas, using ‘annotation’ in their sketch books * Create a piece of work in response to another artist’s work * Demonstrate ideas through photographs or drawings in their sketchbooks   **Printing:** Kenyan tea towel  **Knowledge:**   * How the quantity of paint affects the quality of the print. * Use natural and manmade materials to create geometric shapes to print. * How paint interacts with different surfaces. * How to use print to create irregular and regular patterns.   **Skills:**   * Create shapes to print. * Use found objects to create repeating and irregular patterns   **Drawing**  **Knowledge:**   * Recognise shapes in objects. * Apply different pressure and mediums to create a drawing. * Create a variety of lines * Begin to know how to draw from observation. * Know that different mediums create different effects and have different properties   **Skills:**   * Draw a selection of different people, places and things using shape guides. * Begin to select the correct medium for the intended purpose. * Draw everyday objects from observation. * Start to recognise shapes in everyday objects |
| **Year 3** | **How did we tell stories before we could write?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.   **Artist Focus: Richard Long and Traditional Cave Paintings**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Richard Long and Traditional Works (artist, art and techniques) * Know how to record, and annotate skills, ideas and art using a sketch book. * Know how to collect and convey ideas * Create artwork from memory, imagination or observation using skills learnt so far.   **Painting – Cave Paintings and History of how they tell a story**  **Knowledge:**   * Understand analogous colours and create them on a colour wheel. * Understand and identify warm and cold hues. * Create an outline in different scales. * Understand that paint needs to dry   **Skills:**   * Create a background using a wash * Use a range of brushes to create different effects in painting * Select appropriate brush for purpose. * Create a simple background and foreground. * Use groups of colours to colour a picture.   **Drawing- Cave Paintings and History of how they tell a story**  **Knowledge:**   * Identify horizon lines and vanishing points in picture and shapes. * Know that different grades of pencil create different lines. * Know that varying the pressure creates different effects and when to use them.   **Skills:**   * Find and use the horizon line and vanishing points in drawings. * Experiment with different grades of pencil to create lines and varying amounts of pressure * Explore shading to achieve a range of light and dark tones, black to white. * Experiment with different grades of pencils to draw different forms and shapes. * Develop ability to recognise shapes in objects. * Draw objects from different angles and viewpoints: above, below, front, back.   **Link:** *What lies beneath?* | **Do artists make you want to visit Italy?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.   **Artist Focus: Vincent Van Gogh**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Vincent Van Gogh (artist, art and techniques) * Know how to record, and annotate skills, ideas and art using a sketch book. * Know how to collect and convey ideas * Create artwork from memory, imagination or observation using skills learnt so far.   **Printing – Print Van Gogh’s Sunflowers**  **Knowledge:**   * Use a selection of materials to create organic and geometric prints. * How paint interacts with different surfaces. * How to use print to create irregular and regular patterns.   **Skills:**   * Choose a range of objects to create a printed picture. * Use found objects to create repeating and irregular patterns   **Drawing- Print Van Gogh’s Sunflowers**  **Knowledge:**   * Draw a simple 3D shapes. * Know that different grades of pencil create different lines * Know that drawings can be refined, edited and altered. * Know that varying the pressure creates different effects and when to use them. * Begin to know that objects contain light and dark tones and this can be represented on paper.   **Skills:**   * Use 3D shapes to draw a variety of pictures * Plan, refine and alter their drawings as necessary. * Use a selection of different media to draw objects from observation. * Begin to show control in how to shade with different media * Develop ability to recognise shapes in objects. * Draw objects from different viewpoints: above, below, front, back. * Experiment with different grades of pencil to create lines and varying amounts of pressure   **Use of IT**  Knowledge   * Know how to present recorded visual images using software e.g. Photostory, PowerPoint. * Know how to use different effects within an IT package with increased precision   **Skills**   * Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose | **Anglo-Saxon Inspired Clay Shield**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.   **Artist Focus:**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know how to record, and annotate skills, ideas and art using a sketch book. * Know how to collect and convey ideas * Create artwork from memory, imagination or observation using skills learnt so far.   **3D -** **Knowledge**   * Use scoring, blending and slip to join clay * Use a variety of methods to create patterns and shapes in clay * Combine materials and processes to design and make 3D form * Sculpt clay and other mouldable materials using tools   **3D - Skills**   * Join clay and construct a simple base for modelling other shapes * Explore cutting, shaping and impressing patterns into clay * Plan, design and make models from observation or imagination   **Drawing - Knowledge**   * Draw a simple 3D shapes. * Know that drawings can be refined, edited and altered. * Know that varying the pressure creates different effects and when to use them. * Begin to know that objects contain light and dark tones and this can be represented on paper.   **Drawing – Skills**   * Use 3D shapes to draw a variety of pictures * Draw objects from different angles. * Develop ability to recognise shapes in objects. * Draw objects from different viewpoints: above, below, front, back |
| **Year 4** | **How far can the eye see?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.   **Artist Focus: Georgia O’Keeffe**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Georgia O’Keeffe (artist, art and techniques) * Know how to record, and annotate skills, ideas and art using a sketch book. * Know how to use skills learnt so far to produce unique artwork * Know how to design and annotate ideas using a sketch book. * Create artwork from memory, imagination or observation using skills learnt so far. * Explore and compare a range of artists, art, techniques and compare to self. * Develop observational skills * Work from a range of sources including observation and photographs.   **Painting:**  **Knowledge**   * Understand how to change the tint, tone and shade of a hue and confidently create with them * Display colours on a value scale. * Choose appropriate type of paint for purpose. * Know that different brushes create different effects. * Know some painting techniques e.g. layering, adding texture. * Know how to compose foregrounds and backgrounds.   **Skills**   * Create a background and foreground using tones, tint and shade. * Use tint, tone and shade to colour a picture. * Use different scales to create artwork. * Select and use different brushes to explore and make marks of different thickness and using wet and dry paint techniques. * Begin to control the types of marks made with a range of painting techniques   **Drawing**  **Knowledge**   * Identify shade in 3D shapes and real life objects. * Draw contour lines onto 3D shapes. * Use horizon line and vanishing point to draw one point perspective. * Know that objects and figures need to be drawn in proportion. * Know that sketching can include a range of shading techniques * Know about different types of shading and why we need to use them * Know that light creates shadow in objects and figures.   **Skills**   * Draw from observation. * Draw objects with light from different angles. * Create pictures using one point perspective. * Begin to use simple perspective in their work using a single focal point and horizon. * Begin to show an awareness of scale and proportion in drawing objects and figures * Experiment with simple shading techniques | **What makes a village?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.   **Artist Focus:**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know how to record, and annotate skills, ideas and art using a sketch book. * Know how to use skills learnt so far to produce unique artwork * Know how to design and annotate ideas using a sketch book. * Create artwork from memory, imagination or observation using skills learnt so far. * Explore and compare a range of artists, art, techniques and compare to self. * Work from a range of sources including observation and photographs.   **3D**  **Knowledge**   * Experiment with and combine materials and processes to design and make 3D form * Create surface patterns and textures in a malleable material * Begin to sculpt mouldable materials * Know how to create different patterns and texture using different materials   **Skills**   * Manipulate materials to make a new 3D form e.g. human figure. * Use score, slip, stick and smooth methods to join malleable materials.   **Drawing**  **Knowledge:**   * Identify shade in 3D shapes and real life objects. * Draw contour lines onto 3D shapes. * Know that sketching can include a range of shading techniques * Know about different types of shading and why we need to use them * Know that light creates shadow in objects and figures   **Skills**:   * Draw from observation. * Draw objects with light from different angles. * Experiment with simple shading techniques * Begin to show an awareness of scale and proportion in drawing   **Link:** *City or village: Where would you like to live?* | **Are all leaves identical?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.     **Artist Focus: Henri Rousseau**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Henri Rousseau (artist, art and techniques) * Know how to record, and annotate skills, ideas and art using a sketch book. * Know how to use skills learnt so far to produce unique artwork * Know how to design and annotate ideas using a sketch book. * Create artwork from memory, imagination or observation using skills learnt so far. * Explore and compare a range of artists, art, techniques and compare to self.   **Printing**  **Knowledge**   * Print using at least four colours * Create an accurate print design * Print onto different materials * How to combine printing materials. * Print organic shapes with different textures. * Know what monoprinting is and how it can be adapted to create different pieces of artwork   **Skills**   * Choose a range of objects to create a textured picture. * Use complimenting colours to create a printed picture   **Collage**  **Knowledge**   * Cut different shapes. * Layer different colours. * Embellish using pen. * Create a simple background. * Select, and cut, different materials. * Layer different textures. * Embellish using paint. * Collage a simple background.   **Skills:**   * Use different types of paper to create a picture. * Use knowledge of colour to create a specific purpose. * Use different materials to create a picture.   **Drawing**  **Knowledge:**   * Identify shade in 3D shapes and real life objects. * Use horizon line and vanishing point to draw one point perspective. * Know that sketching can include a range of shading techniques * Know about different types of shading and why we need to use them * Know that light creates shadow in objects and figures   **Skills:**   * Draw from observation. * Draw objects with light from different angles. * Begin to use simple perspective in their work using a single focal point and horizon. * Begin to show an awareness of scale and proportion in drawing objects   **Use of IT**  **Knowledge**   * How to record and collect visual information using digital cameras and video recorders. * How to create shapes using effects   **Skills**   * Use a graphics package to create images and effects with lines * Create shapes by making selections to cut, duplicate and repeat   **Link:** *Why should we rescue the rainforests?* |
| **Year 5** | **What is outside the window?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.   **Artist Focus: Henri Matisse and Jeannie Baker**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Henri Matisse and Jeannie Baker (artist, art and techniques) * Know how to record, and annotate skills, ideas and art using a sketch book. * Know how to notice, and position, detail and light of objects with increasing accuracy. * Know how to use a range of media, and techniques, to create a unique piece of art. * Explore and compare a range of artists’ art, techniques and compare to self. * Create artwork from memory, imagination or observation using skills learnt so far   **Collage**  **Knowledge:**   * Select, and cut, different materials. * Layer different textures. * Embellish using paint. * Collage a simple background. * Embellish using different textures. * Collage detail into a background. * Know some different techniques to create interesting colours and textures using a range of media.   **Skills:**   * Use different materials to create a picture. * Use different materials to add detail * Draw on a wider selection of shapes to show more control   **Drawing**  **Knowledge**   * Draw organic shapes free form. * Experiment with a range of shading techniques. * Use horizon line and vanishing point to draw two point perspective. * Know how to notice, and position, detail of objects with increasing accuracy. * Notice how light affects an object and apply, some shading techniques to represent this. * Notice pattern and texture in drawings and know how to represent this.   **Skills**   * Use knowledge of shape to create a line drawing/ recognisable picture. * Create pictures using two point perspective. * Make line and shape drawings adding light and dark tone, colour and features. * Can use drawing tools with increased control. * Apply simple use of pattern and texture in a drawing   **Use of IT**  Knowledge   * How to present recorded visual images using software e.g. PowerPoint * Know how to use a range of graphics packages * Know how to import an image (scanned, retrieved, taken) into a graphics package * How to create layered images   **Skills**   * Use a graphics package to create and manipulate new images * Understand that a digital image is created by layering * Create layered images from original ideas | **Do you have to be a hero to be on a Greek vase?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.   **Artist Focus: Traditional Work and Kate Malone/Lucca Biennale Cartasia**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about traditional Greek ceramics and how they have influenced artists today * Know how to record, and annotate skills, ideas and art using a sketch book. * Know how to notice, and position, detail and light of objects with increasing accuracy. * Know how to use a range of media, and techniques, to create a unique piece of art. * Explore and compare a range of artists’ art, techniques and compare to self. * Create artwork from memory, imagination or observation using skills learnt so far * Work in a sustained and independent way to create art   **3D – Making Greek Vases**  **Knowledge**   * Know how to create surface patterns and textures. * Know how to create simple objects or 3D models. * Know how to use some finishing techniques and their effects.   **Skills**   * Design a 3D model and tile. * Manipulate clay to create a simple thumb pot. * Create surface patterns and textures on a tile. * Manipulate clay to create 3D models. * Add final finishes to models using paint/glazing techniques   **Drawing**  **Knowledge**   * Draw organic shapes free form. * Experiment with a range of shading techniques. * Know how to notice, and position, detail of objects with increasing accuracy. * Notice how light affects an object and apply, some shading techniques to represent this. * Notice pattern and texture in drawings and know how to represent this.   **Skills**   * Use knowledge of shape to create a line drawing/ recognisable picture. * Make line and shape drawings adding light and dark tone, colour and features. * Can use drawing tools with increased control. * Apply simple use of pattern and texture in a drawing   **Link:** *How Greek Are We?*  **Why do churches have stained glass windows?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.   **Artist Focus: Lawrence Lee and Flora Jamieson**  **Sketchbook and Knowledge**   * Know how to record, and annotate skills, ideas and art using a sketch book. * Use their sketchbooks to express their feelings about a subject * Know how to notice, and position, detail and light of objects with increasing accuracy. * Know how to use a range of media, and techniques, to create a unique piece of art. * Explore and compare a range of artists’ art, techniques and compare to self. * Create artwork from memory, imagination or observation using skills learnt so far   **Knowledge and skills:**  **Painting – Stained Glass Windows**  **Knowledge**   * Understand how to change the tint, tone and shade of a hue. * Display colours on a value scale. * Choose appropriate type of paint for purpose. * Create different shades of a hue. * Change the saturation of a hue.   **Skills**   * Create a background and foreground using tones, tint and shade. * Use tint, tone and shade to colour a picture. * Use different scales to create artwork * Create a clear outline to paint. * Use shades and saturation of hues in painting. * Experiment with a range of painting techniques e.g. stippling.   **Knowledge**   * Draw organic shapes free form. * Know how to notice, and position, detail of objects with increasing accuracy. * Notice how light affects an object and apply, some shading techniques to represent this.   **Skills**   * Use knowledge of shape to create a line drawing/ recognisable picture. * Can use drawing tools with increased control. * Apply simple use of pattern and texture in a drawing   **Link:** *RE*  **Enrichment: Visit to Convent – Stations of the Cross** | **Which style works for me?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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.   **Artist Focus: Andy Warhol and Roy Lichtenstein**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know how to record, and annotate skills, ideas and art using a sketch book. * Use their sketchbooks to express their feelings about a subject * Know how to notice, and position, detail and light of objects with increasing accuracy. * Know how to use a range of media, and techniques, to create a unique piece of art. * Explore and compare a range of artists’ art, techniques and compare to self. * Create artwork from memory, imagination or observation using skills learnt so far   **Painting**  **Knowledge**   * Understand how to change the tint, tone and shade of a hue. * Display colours on a value scale. * Choose appropriate type of paint for purpose. * Create different shades of a hue. * Change the saturation of a hue. * Work on different scales, composing foregrounds and backgrounds   **Skills**   * Create a background and foreground using tones, tint and shade. * Use tint, tone and shade to colour a picture. * Use different scales to create artwork * Create a clear outline to paint. * Use shades and saturation of hues in painting. * Experiment with a range of painting techniques e.g. stippling.   **Drawing**  **Knowledge**   * Draw organic shapes free form. * Experiment with a range of shading techniques. * Know how to notice, and position, detail of objects with increasing accuracy. * Notice pattern and texture in drawings and know how to represent this.   **Skills**   * Use knowledge of shape to create a line drawing/ recognisable picture. * Can use drawing tools with increased control. * Apply simple use of pattern and texture in a drawing |
| **Year 6** | **Why is the sea blue?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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   **Artist Focus: Claude Monet**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, Claude Monet (artist, art and techniques) * Know how to record, and annotate skills, ideas and art using a sketch book. * Work from a range of sources including observation and photographs. * Work in a sustained way with independence and confidence * Know how to record, and annotate skills, ideas and art using a sketch book. * Explore and compare a range of artists art, techniques and compare to self * Start to develop their own style using mixed media * Develop close observational skills * Create artwork from memory, imagination or observation using skills learnt so far.   **Painting – Watercolour Rivers**  **Knowledge**   * Imply texture through painting techniques. * Confidently use a selection of brushes, and techniques, in a picture. * Confidently know how to mix colour, shades, tints and tones to achieve a desired effect. * Know how to create a painting from a drawing. * Know how artists use colour, texture and movement to express emotions. * Know how to use a range of effects to convey mood and feelings in their work. * Know how to use a range of painting techniques. * Confidently know how to select the appropriate paint and tools for a particular purpose.   **Skills**   * Create a clear outline to paint. * Use shades and saturation of hues in painting. * Experiment with a range of painting techniques e.g. stippling. * Create a more detailed outline. * Paint implied texture using chosen painting technique. * Mix colour, shades, tints and tones with confidence and to achieve an intended effect. * Use a range of effects to convey mood/feeling in their work. * Use painting techniques as part of a mixed media piece of art. * Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint.   **Drawing**  **Knowledge**   * Draw organic shapes free form with more detail. * Apply a range of shading techniques to artwork. * Apply one and two point perspective in a range of drawings. * Know how to use different shading techniques for different purposes. * Know that objects and figures need to be drawn in proportion.   **Skills**   * Confidently draw a range of free form pictures and apply appropriate shading. * Identify when to use one or two point perspective in their artwork. * Develop awareness of scale and proportion in drawings of landscapes e.g. foreground, middle ground and background. * Use different techniques for different purposes e.g. shading, hatching etc. | **What does my dragon see?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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   **Artist Focus: Jose Vergara**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artist, (artist, art and techniques) * Know how to record, and annotate skills, ideas and art using a sketch book. * Work in a sustained way with independence and confidence * Know how to record, and annotate skills, ideas and art using a sketch book. * Explore and compare a range of artists art, techniques and compare to self * Start to develop their own style using mixed media * Create artwork from memory, imagination or observation using skills learnt so far.   **3D - Clay modelling of dragon eyes**  **Knowledge**   * Know how to create a sculpture using a frame. * How to use some finishing techniques and their effect. * Know how to add detail to a sculpture.   **Skills**   * Add detail using a range of objects. * Develop skills in using clay including: slabs, coils, slips, etc. * Produce intricate patterns and textures in a malleable media   **Drawing**  **Knowledge**   * Draw organic shapes free form with more detail. * Apply a range of shading techniques to artwork. * Know how to use different shading techniques for different purposes. * Know that objects and figures need to be drawn in proportion.   **Skills**   * Confidently draw a range of free form pictures and apply appropriate shading. * Use different techniques for different purposes e.g. shading, hatching etc. | **Do I need to repeat myself?**  **National Curriculum:**  *Pupils should be taught*:   * To create sketch books to record their observations and use them to review and revisit ideas * 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   **Artist Focus: Sean Scully and Lesley Dumbrell**  **Knowledge and skills:**  **Sketchbook and Knowledge**   * Know about the artists, Sean Scully and Lesley Dumbrell (artist, art and techniques) * Know how to record, and annotate skills, ideas and art using a sketch book. * Work from a range of sources including observation and photographs. * Work in a sustained way with independence and confidence * Know how to record, and annotate skills, ideas and art using a sketch book. * Explore and compare a range of artists art, techniques and compare to self * Start to develop their own style using mixed media * Develop close observational skills * Create artwork from memory, imagination or observation using skills learnt so far.   **Printing – Lino Printing of Geometric Patterns**  **Knowledge**   * How to use line within prints to create pictures. * How to use line to add detail to images.   **Skills**   * Create pictures to print experimenting with the effect of line, texture colour and repetition. * Create pictures to print with detail drawing on knowledge of line, texture, colour and shape.   **Drawing**  **Knowledge**   * Draw organic shapes free form with more detail. * Apply a range of shading techniques to artwork. * Know that objects and figures need to be drawn in proportion.   **Skills**   * Confidently draw a range of free form pictures and apply appropriate shading. * Use different techniques for different purposes e.g. shading, hatching etc.   **Use of IT**  Knowledge   * How to use a graphics package to create and manipulate new images.   **Skills**   * Use a range of effects and graphics within IT packages |