

## ART PROGRESSION

### Rec & Y1 (Cycle A) – Mix It! (Paint and Colour)

This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their work.

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b>In this lesson children will:</b></p> <ul style="list-style-type: none"> <li>The primary colours are red, yellow and blue.</li> <li>Secondary colours are made by mixing primary colours.</li> <li>The secondary colours are purple, green and orange.</li> <li>Red and yellow makes orange</li> <li>Yellow and blue makes green</li> <li>Blue and red makes purple</li> </ul>	<p>Red, blue, yellow, green, blue, red, primary colour, secondary colour, colour wheel, mixing, painting, colour wash.</p> <p>Colour, describe, different, same, artistic vocabulary, evaluate, blue, Colour mixing, Colour wheel, green, orange, palette, primary colour, purple, red, secondary colour, vibrant, yellow, ink, paint, pattern, print, printmaking, shape.</p> <p>I can statements:</p> <p>I know and name the primary colours and their importance</p> <p>I know and name the secondary colours</p> <p>I know and name the primary colours that are mixed to make the secondary colours</p> <p>I can identify primary and secondary colours in paintings</p>
Prior Learning	Key Question(s):	Future Learning
<p>In EYFS children should:</p> <p><b>Paint and colour</b></p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Use primary and other coloured paint and a range of methods of application.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Mixing two colours together will make a new colour.</li> <li>Mixing white paint to a colour makes a lighter colour.</li> <li>Mixing black paint to a colour make the colour darker.</li> <li>When two colour mix they create a new colour.</li> <li>When two colours mix together they make a new colour.</li> </ul>	<p>What are the primary colours?</p> <p>Why are the primary colours important?</p> <p>What are the secondary colours?</p> <p>How are each of the secondary made?</p> <p>Which primary colours make each of the secondary colours?</p> <p>What colours are used in 'this' painting?</p>	<p>In the next module children will:</p> <p><b>Paint and colour</b></p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Name and mix secondary colours.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The secondary colours are orange, purple and green.</li> <li>A hue is a variation of a colour.</li> <li>Colours can be used to make patterns. Pattern is one of the visual elements of art.</li> <li>Patterns can be stripy, dotted or zig-zagged.</li> <li>The secondary colours are orange, purple and green.</li> <li>The secondary colours are made by mixing equal amounts of the primary colours.</li> <li>The colour wheel is a diagram that organises colours and shows their relationships.</li> <li>A primary colour wheel has three segments to show the primary colours red, blue and yellow.</li> <li>A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green.</li> </ul>

		<ul style="list-style-type: none"> <li>The secondary colours sit between the primary colours from which they are made.</li> </ul>
<b>Teaching Ideas</b>		
Significant People, artworks and movements:		

<b>Rec &amp; Year 1 (Cycle A) – Funny Faces (Human form)</b> This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.		
<b>National Curriculum Objectives</b>	<b>Sticky Knowledge</b>	<b>Vocabulary</b>
<p>Pupils should be taught to:</p> <p>Use a range of materials creatively to design and make products.</p> <p>Learn 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.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<ul style="list-style-type: none"> <li>Know that a portrait is a drawing, photograph or painting of a face.</li> <li>Name five features of the human face.</li> <li>Know a self-portrait is a portrait that someone makes of themselves.</li> <li>Give two methods of joining paper to paper, paper to fabric and fabric to fabric.</li> <li>Know that a collage is a picture or pattern made by sticking paper into another surface.</li> <li>Sewing can use stitching that is made using a needle, thread and fabric</li> </ul>	<p>Portrait, feature, self-portrait, mirror, sew, thread, needle, stitch, running stitch, joining, paper, material, join.</p> <p>Collage, fabric, layer, paper, collage, expression, feature, Portrait, self-portrait, communicate, explore, feedback, Collage, colour, compare, composition, detail, different, expression, similar.</p>
		<p>I can statements:</p> <p>I know what a portrait is.</p> <p>I can name five features of the human face.</p> <p>I know what a self portrait is.</p> <p>I can join textiles using glue and simple stitches.</p>

		<p>I can explain how to join paper and fabric using two different methods e.g. joining paper to paper, paper to fabric and fabric to fabric.</p> <p>I can use a needle and thread to sew fabric.</p> <p>I can decorate fabric using glue, stapling and tying including buttons and sequins.</p>
Prior Learning	Key Question(s):	Future Learning
<p>In EYFS children should:</p> <p><b>Skill</b></p> <p>Represent different parts of the human body from observation, imagination or memory with attention to some detail.</p> <p><b>Core knowledge</b></p> <p>A human face has two eyes, a nose and a mouth.</p>	<p>What is a portrait?</p> <p>Name five features of the human face.</p> <p>What is a self portrait?</p> <p>Give two methods of as to how paper and fabric are joined.</p> <p>What do you use to sew?</p> <p>What is a running stitch?</p> <p>How can you decorate fabric?</p>	<p>In the next module children will:</p> <p>Decorating and embellishing textiles</p> <p><b>Skill</b></p> <p>Add simple decorative embellishments, such as buttons, prints, sequins and appliqué.</p> <p><b>Core knowledge</b></p> <p>Embellishment is a decorative detail or feature added to something to make it more attractive.</p>
Teaching Ideas		
<p>Significant people, artwork and movements:</p> <p>Blue Marilyn by Andy Warhol</p> <p>My Grandparents; My Parents and Me by Frida Kahlo</p> <p>Portrait of Dora Maar by Pablo Picasso</p> <p>Portrait of Gerda by Ernst Ludwig Kirchner</p> <p>Self-Portrait as a Tehuana by Frida Kahlo</p>		

<p><b>Rec &amp; Year 1 (Cycle A) – Rain &amp; Sunrise (Nature's Art)</b></p> <p>This project teaches children about collagraph printing, including how to develop a motif to make single and repeated patterns.</p>		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Use a range of materials creatively to design and make products.</p> <p>Learn 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.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p>Natural art</p> <p>Natural materials, such as grass, pebbles, sand, leaves, pinecones, seeds and flowers, can be used to make transient art.</p> <p>Transient art is art that can be moved, changed and cleared away.</p> <p>The best way to record transient art is by taking a photograph.</p> <p>Natural materials, such as twigs, moss, pebbles, sand and water can be used to make art.</p>	<p>Design, explore, express, texture, discuss, dislike, evaluate, like, communicate, describe, explore, share, loose part, motif, transient, blue, primary colour, red, yellow, bumpy, furry, fuzzy, grainy, gritty, grooved, ridged, rough, smooth, soft, spiky, woven, wrinkly, bumpy, curved, dark, dotted, hard pencil, jagged, light, line, pen, pointed, round, shape, soft pencil, spiral, straight, thick, thin, wavy, zigzag, collagraph, collagraph block, colourway, ink, line, print, printmaking, roller, shape, textural material, texture.</p>
		<p>I can statements:</p> <ul style="list-style-type: none"> <li>Make transient art and pattern work using a range or combination of human-made and natural materials.</li> <li>I know what natural materials are</li> <li>I can make a transient art piece</li> </ul>

		<ul style="list-style-type: none"> <li>I know how to I can record my art work including a transient art piece.</li> <li>I know a range of materials I could use to create a piece of art.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In EYFS children should:</p> <p><b>Skill</b></p> <p>Use natural materials and loose parts to make 2-D and 3-D art.</p>	<p>What are natural materials?</p> <p>What is transient art?</p> <p>How can transient art be recorded?</p> <p>What materials can be used to make art?</p>	<p>In the next module children will:</p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Draw, paint and sculpt natural forms from observation, imagination and memory.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Natural materials including sand, clay, soil, pebbles and rocks can be used for modelling.</li> <li>Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures of natural forms. Her work is often brightly coloured and highly patterned.</li> <li>Natural objects for drawing can include insects. Insects patterns, shape and colours are often symmetrical.</li> </ul>
Teaching Ideas		

Rec & Year 1 (Cycle A) – Street View ( <b>Landscapes</b> )		
This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Use a range of materials creatively to design and make products.</p> <p>Learn 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.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>A sketch or drawing of a place or space is called a landscape.</li> <li>Landscape art can include things that are natural and things that are human made.</li> <li>Stephen Wiltshire, is an artist that makes detailed drawings of places and spaces by memory.</li> <li>Know what the term horizon means</li> <li>Know what the term landscape means.</li> </ul>	<p>Colour, composition, different, dislike, like, line, mood, observe, shape, similar, discuss, dislike, like, opinion, communicate, compose, discuss, explore, imaginative, unique, building, cityscape, feature, street, urban, urban landscape, 3-D, Form, layer, blue, colour wheel, green, mix, orange, primary colour, purple, red, secondary colour, yellow</p> <p>I can statements:</p> <p><b>Landscapes</b></p> <p><b>Skill</b></p> <p>Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>I know a seascape is a piece of artwork that shows a scenic view.</li> </ul>

		<ul style="list-style-type: none"> <li>I can recognise a seascape painting – e.g. <i>Great Wave Off Kanagawa and Stormy Sea in Étretat</i> by Claude Monet.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In EYFS children should:</p> <p>Landscapes</p> <p><b>Skill</b></p> <p>Draw or paint a place from observation or imagination.</p> <p><b>Core knowledge</b></p> <p>Animals live in lots of different habitats.</p>	<p>What is a landscape drawing or painting?</p> <p>What can landscape art include?</p> <p>Who is Stephen Wiltshire and what art form does he create?</p> <p>What is the horizon?</p> <p>What is landscape?</p>	<p>In the next module children will:</p> <p><b>Landscapes</b></p> <p><b>Skill</b></p> <p>Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail.</p> <p><b>Core knowledge</b></p> <p>A seascape is a piece of artwork that shows a scenic view.</p> <p>Seascape paintings include <i>Great Wave Off Kanagawa and Stormy Sea in Étretat</i> by Claude Monet.</p>
Teaching Ideas		
<p>Significant People, artworks and movements:</p> <p><i>Great Wave Off Kanagawa and Stormy Sea in Étretat</i> by Claude Monet.</p> <p>Stephen Wiltshire and his work</p>		

Year 1 & 2 (Cycle B) – Mix It! (Paint and Colour)		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b>Paint and colour</b></p> <ul style="list-style-type: none"> <li>The secondary colours are orange, purple and green.</li> <li>A hue is a variation of a colour.</li> <li>Colours can be used to make patterns. Pattern is one of the visual elements of art.</li> <li>Patterns can be stripy, dotty or zig-zagged.</li> <li>The secondary colours are made by mixing equal amounts of the primary colours.</li> <li>The colour wheel is a diagram that organises colours and shows their relationships.</li> <li>A primary colour wheel has three segments to show the primary colours red, blue and yellow.</li> <li>A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green.</li> </ul>	<p>Red, blue, yellow, green, blue, red, primary colour, secondary colour, colour wheel, mixing, painting, colour wash, tertiary colour, lighter, darker, complementary colour.</p> <p>Colour, different, same, dislike, evaluate, like, practice, success, blue, colour mixing, colour wheel, green, hue, orange, primary colour, purple, red, secondary colour, yellow, paint, palette, print, printmaking, roller</p>
		<p>I can statements:</p> <p>I know and name the primary colours and their importance</p> <p>I know and name the secondary colours</p> <p>I know and name the primary colours that are mixed to make the secondary colours</p> <p>I can identify primary and secondary colours in paintings</p> <p>I can explain what the colour wheel is.</p> <p>I can explain how to make a colour lighter.</p> <p>I can explain how to make a colour darker.</p> <p>I can name and mix secondary colours.</p>

	<ul style="list-style-type: none"> <li>The secondary colours sit between the primary colours from which they are made.</li> </ul>	
Prior Learning	Key Question(s):	Future Learning
<p>In EYFS children should:</p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Use primary and other coloured paint and a range of methods of application.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Mixing two colours together will make a new colour.</li> <li>Mixing white paint to a colour makes a lighter colour.</li> <li>Mixing black paint to a colour make the colour darker.</li> <li>When two colour mix they create a new colour.</li> <li>When two colours mix together they make a new colour.</li> </ul>	<p>What are the primary colours?</p> <p>Why are the primary colours important?</p> <p>What are the secondary colours?</p> <p>How are each of the secondary made?</p> <p>Which primary colours make each of the secondary colours?</p> <p>What colours are used in 'this' painting?</p> <p>What is the colour wheel?</p> <p>What paint do you add to make a colour lighter?</p> <p>What paint do you add to make a colour darker?</p>	<p>In the next module children will:</p> <p><b>Paint and colour</b></p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Identify, mix and use contrasting coloured paints.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Contrasting colours, also called complementary colours are colours found on the opposite sides of the colour wheel. They provide maximum contrast to each other.</li> <li>Contrasting/complementary colours are, red and green, yellow and purple and orange and blue.</li> <li>Analogous colours are groups of colours that are next to each other on the colour wheel.</li> <li>Warm colours include red, yellow and orange.</li> <li>Tertiary colours are made by mixing equal amounts of a primary and secondary colour.</li> <li>Cool colours include blues, greens and some purples.</li> <li>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</li> <li>Artists and art movements use different approaches to colour in their artworks. This is often to reflect a mood or feeling, create an effect, or reflect a particular art movement, for example Pop art.</li> <li>When artists paint using complementary colours, they create a strong contrast which can make objects stand out or create a vibrant effect.</li> </ul>
<b>Teaching Ideas</b>		

<p align="center"><b>Year 1 &amp; 2 (Cycle B) – Still Life (Significant people, artworks and movements)</b></p> <p align="center">This project teaches children about the work of significant still life artists and still life techniques. They explore a wide variety of still life's and learn about the use of colour and composition. They create still life arrangements and art work.</p>		
<b>National Curriculum Objectives</b>	<b>Sticky Knowledge</b>	<b>Vocabulary</b>

<p>Pupils should be taught to:</p> <p>Use a range of materials creatively to design and make products.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• Historical portraits were the only way people could represent themselves to others before cameras were invented. They usually showed the monarch's power or personality rather than showing what they looked like in real life.</li> <li>• Hans Holbein the Younger was a significant portrait artist of the Tudor period.</li> <li>• Two important floral paintings are Sunflowers by Vincent van Gogh, and Flowers in a Blue Vase by Paul Cézanne.</li> <li>• A still life is a composition made up of everyday or unusual objects.</li> <li>• Significant still life artists include Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse.</li> </ul>	<p>Colour, composition, different, man-made, natural, object, observe, similar, texture, compose, create, medium, scale, sketch, analyse, different, dislike, evaluate, like, similar, describe, discuss, explore, investigate, sketch, form, natural, nature, blue, green, mix, orange, primary colour, purple, red, secondary colour, yellow</p> <p>I can statements:</p> <ul style="list-style-type: none"> <li>• Explain why a painting, piece of artwork, body of work or artist is important.</li> <li>• I can explain why people were painted historically</li> <li>• I can name a significant portrait artist from the Tudor period.</li> <li>• I can name two important floral paintings e.g. Sunflowers by Vincent van Gogh, and Flowers in a Blue Vase by Paul Cézanne.</li> <li>• I can explain what a still life composition can include.</li> <li>• I can name some significant still life artists e.g. Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In EYFS children should:</p> <p><b>Significant people, artwork and movements</b></p> <p><b>Skill</b></p> <p>Explore artwork by famous artists and talk about their likes and dislikes.</p> <p><b>Core knowledge</b></p> <p>An artist is a person who creates artwork including paintings and sculptures.</p> <p>An artist is a person who creates artwork.</p> <p>Henri Matisse was a famous artist.</p> <p><b>Significant people, artwork and movements</b></p> <p><b>Skill</b></p> <p>Describe and explore the work of a significant artist.</p> <p><b>Core knowledge</b></p> <p>James Rizzi was a significant American artist and illustrator.</p> <p>Significant portrait paintings include: Portrait of Dora Maar by Pablo Picasso, Blue Marilyn by Andy Warhol, My Parents and Me by Frida Kahlo and Portrait of Gerda by Ernst Ludwig.</p>	<ul style="list-style-type: none"> <li>• Why were historical portraits painted?</li> <li>• What did historical portraits show rather than a true likeness of the individual?</li> <li>• Who was Hans Holbein the Younger?</li> <li>• Name two important floral paintings.</li> <li>• What is a still life is a composition made up of?</li> <li>• Name some significant still life artists.</li> </ul>	<p>In the next module children will:</p> <p>Significant people, artwork and movements</p> <p><b>Skill</b></p> <p>Work in the style of a significant artist, architect, culture or designer.</p> <p><b>Core knowledge</b></p> <p>LS Lowry (1887–1976) was a significant yet controversial artist who painted urban landscapes of Manchester showing the people who lived and worked there. Critics called his figures 'matchstick men' due to their elongated form.</p> <p><i>Coming Out of School</i> is a significant artwork by LS Lowry, which is based on his memories of a school in Lancashire and shows children and parents at the end of the school day.</p> <p>Katie Scott is an important contemporary printmaker and botanical artist.</p>
Teaching Ideas		

Baroque, Cubism, Dutch Golden Age, Expressionism, Fauvism, Mannerism, modern art, Pop Art, Post-Impressionism, Renaissance, still life  
 Sunflowers by Vincent van Gogh, and Flowers in a Blue Vase by Paul Cézanne.  
 Significant still life artists e.g. Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse.  
 Piet Mondrian is a significant artist who created artwork using blocks of primary colours.  
 Wassily Kandinsky is a significant artist who created artwork using a range of hues.

### Year 1 & 2 (Cycle B) – Flower Head (Landscapes / Generation of ideas / Natural art)

This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Use a range of materials creatively to design and make products.</p> <p>Learn 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.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b>Landscapes</b>  <b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A seascape is a piece of artwork that shows a scenic view.</li> <li>Seascape paintings include <i>Great Wave Off Kanagawa</i> and <i>Stormy Sea in Étretat</i> by Claude Monet.</li> </ul> <p><b>Natural art</b>  <b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Natural materials including sand, clay, soil, pebbles and rocks can be used for modelling.</li> <li>Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures of natural forms. Her work is often brightly coloured and highly patterned.</li> <li>Natural objects for drawing can include insects. Insects patterns, shape and colours are often symmetrical.</li> </ul> <p>Generating Ideas  <b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</li> <li>The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</li> <li>Ideas and sketches can help an artist to create a final, detailed piece of artwork.</li> </ul>	<p>Colour, different, form, inspiration, same, scale, texture, discuss, evaluate, improve, success, colour, form, pattern, shape, sketch, visual element, flower, flower sculpture, natural form, petal, blue, colour, green, multicoloured, orange, pattern, primary colour, purple, red, secondary colour, yellow, bumpy, rough, shiny, smooth, soft, surface, texture, wrinkly</p> <p>I can statements:</p> <ul style="list-style-type: none"> <li>Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail.</li> <li>Draw, paint and sculpt natural forms from observation, imagination and memory.</li> <li>I can recognise a seascape painting e.g. <i>Great Wave Off Kanagawa</i> and <i>Stormy Sea in Étretat</i> by Claude Monet.</li> <li>Use natural materials to model.</li> <li>Recognise a sculpture.</li> <li>Identify some natural objects that can be used for drawing.</li> <li>Make simple sketches to explore and develop ideas.</li> </ul>
Prior Learning	Key Question(s):	Future Learning



<p>In Year 1 children should:</p> <p><b>Landscapes</b></p> <p><b>Skill</b></p> <p>Draw or paint a place from memory, imagination or observation.</p> <p><b>Core knowledge</b></p> <p>A sketch or drawing of a place or space is called a landscape.</p> <p>Landscape art can include things that are natural and things that are human made.</p> <p>Stephen Wiltshire, is an artist that makes detailed drawings of places and spaces by memory.</p> <p>A sketch or drawing of a place or space is called a landscape.</p> <p><b>Natural art</b></p> <p><b>Skill</b></p> <p>Make transient art and pattern work using a range or combination of human-made and natural materials.</p> <p><b>Core knowledge</b></p> <p>Natural materials, such as grass, pebbles, sand, leaves, pinecones, seeds and flowers, can be used to make transient art.</p> <p>Transient art is art that can be moved, changed and cleared away.</p> <p>The best way to record transient art is by taking a photograph.</p> <p>Natural materials, such as twigs, moss, pebbles, sand and water can be used to make art.</p> <p><b>Generation of ideas</b></p> <p><b>Skill</b></p> <p>Communicate their ideas as they are creating artwork.</p> <p>Communicate their ideas simply before creating artwork.</p>	<p><b>Landscapes</b></p> <p>What is a seascape?</p> <p><b>Natural art</b></p> <p>Name some natural materials that can be used for modelling.</p> <p>Name some natural objects that can be used for drawing.</p> <p>What is the aim of a quick sketch?</p> <p>Name some elements a quick sketch can capture.</p> <p>How can ideas and sketches can help an artist?</p>	<p>In the next module children will:</p> <p><b>Landscapes</b></p> <p><b>Skill</b></p> <p>Draw, collage, paint or photograph an urban landscape.</p> <p><b>Core knowledge</b></p> <p>An urban landscape is a picture of a town or city.</p> <p><b>Natural art</b></p> <p><b>Skill</b></p> <p>Use nature and natural forms as a starting point for artwork.</p> <p><b>Core knowledge</b></p> <p>Objects such as stones, shells and twigs can be used to make marks and patterns on different surfaces. Such patterns can include geometric shapes, zigzags, herringbone patterns, dots and lines.</p> <p><b>Generation of ideas</b></p> <p><b>Skill</b></p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p><b>Core knowledge</b></p> <p>Artists often annotate their sketches to record information about important visual elements.</p>
<p><b>Teaching Ideas</b></p>		
<p>Giuseppe Arcimboldi and Georgia O’Keafe – introduction of work.</p> <p>Comparing different artists of seascapes – Hokusai, Melly Terpening, Van Gogh.</p> <p>Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures of natural forms. Her work is often brightly coloured and highly patterned.</p> <p>Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama all use flowers as inspiration for their artwork although their styles are different.</p>		

**Year 1 & 2 (Cycle B) – Portraits and Poses (Significant people, artwork and movements / Human Form)**

This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Learn 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.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p>	<p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>Historical portraits were the only way people could represent themselves to others before cameras were invented. They usually showed the monarch's power or personality rather than showing what they looked like in real life.</li> <li>Hans Holbein the Younger was a significant portrait artist of the Tudor period.</li> <li>Two important floral paintings are Sunflowers by Vincent van Gogh, and Flowers in a Blue Vase by Paul Cézanne.</li> <li>A still life is a composition made up of everyday or unusual objects.</li> <li>Significant still life artists include Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse.</li> </ul> <p><b>Human Form</b></p> <ul style="list-style-type: none"> <li>A drawing or painting of the artist's face is called a self-portrait. Self-portraits reflect the artist's physical appearance but can also show their character, mood or interests.</li> <li>A drawing of a portrait can be created using line only. It is called a line drawing.</li> <li>Photographs and sketches can be used to prepare for a portrait.</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>A running stitch is made by passing a needle in and out of fabric.</li> <li>Running stitches are made at equal distances apart.</li> </ul> <p><b>Decorating and embellishing textiles</b></p> <ul style="list-style-type: none"> <li>Embellishment is a decorative detail or feature added to something to make it more attractive.</li> </ul>	<p>Background, composition, different, foreground, object, observe, pose, similar, line, sketch, different, dislike, evaluate, feedback , improve, like, similar, represent, sketch, portrait, pose, posture.</p> <p><b>I can statements:</b></p> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>I can explain why a painting, piece of artwork, body of work or artist is important.</li> <li>I can explain why people were painted historically</li> <li>I can name a significant portrait artist from the Tudor period.</li> <li>I can name two formal paintings e.g. Vincent van Gogh, and Flowers in a Blue Vase by Paul Cézanne</li> <li>I can explain what a still life composition is made up of.</li> <li>I can name some significant still life artists e.g. Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse.</li> </ul> <p><b>Human Form</b></p> <ul style="list-style-type: none"> <li>Represent the human form, including face and features, from observation, imagination or memory.</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>I can cut and join textiles using glue and simple stitches</li> <li>Add simple decorative embellishments, such as buttons, prints, sequins and appliqué.</li> </ul>
<b>Prior Learning</b>	<b>Key Question(s):</b>	<b>Future Learning</b>

<p>In EYFS children should:</p> <p><b>Skill</b></p> <p>Represent the human form, including face and features, from observation, imagination or memory.</p> <p><b>Core knowledge</b></p> <p>A drawing or painting of the artist's face is called a self-portrait. Self-portraits reflect the artist's physical appearance but can also show their character, mood or interests.</p> <p>A drawing of a portrait can be created using line only. It is called a line drawing.</p> <p>Photographs and sketches can be used to prepare for a portrait.</p> <p><b>Significant people, artwork and movements</b></p> <p><b>Skill</b></p> <p>Describe and explore the work of a significant artist.</p> <p><b>Core knowledge</b></p> <p>James Rizzi was a significant American artist and illustrator.</p> <p>Significant portrait paintings include: Portrait of Dora Maar by Pablo Picasso, Blue Marilyn by Andy Warhol, My Parents and Me by Frida Kahlo and Portrait of Gerda by Ernst Ludwig.</p> <p><b>Cutting and joining textiles</b></p> <p><b>Skill</b></p> <p>Cut and join textiles using glue and simple stitches.</p> <p><b>Core knowledge</b></p> <p>A running stitch is made by passing a needle in and out of fabric.</p> <p>Running stitches are made at equal distances apart.</p> <p><b>Decorating and embellishing textiles</b></p> <p><b>Skill</b></p> <p>Use gluing, stapling or tying to decorate fabric, including buttons and sequins.</p> <p><b>Core knowledge</b></p> <p>Decorations can be attached to fabric by gluing, stapling or tying.</p>	<p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• Why were historical portraits used in the past?</li> <li>• What could a portrait show other than a likeness to the subject?</li> <li>• What is a still life composition made up of?</li> </ul> <p><b>Human Form</b></p> <ul style="list-style-type: none"> <li>• What is a self-portrait and what can it show?</li> <li>• What is a line drawing?</li> <li>• What can be used to prepare for a portrait?</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>• What is running stitch?</li> </ul> <p><b>Decorating and embellishing textiles</b></p> <ul style="list-style-type: none"> <li>• What is an embellishment?</li> </ul>	<p>In the next module children will:</p> <p><b>Human Form</b></p> <p><b>Skill</b></p> <p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p> <p><b>Core knowledge</b></p> <p>Artists can draw figures using simple, fluid lines and shapes.</p> <p>A pose is a position a figure takes in order to be photographed, painted or drawn.</p> <p><b>Significant people, artwork and movements</b></p> <p><b>Skill</b></p> <p>Work in the style of a significant artist, architect, culture or designer.</p> <p><b>Core knowledge</b></p> <p>LS Lowry (1887–1976) was a significant yet controversial artist who painted urban landscapes of Manchester showing the people who lived and worked there. Critics called his figures ‘matchstick men’ due to their elongated form.</p> <p><i>Coming Out of School</i> is a significant artwork by LS Lowry, which is based on his memories of a school in Lancashire and shows children and parents at the end of the school day.</p> <p>Katie Scott is an important contemporary printmaker and botanical artist.</p> <p><b>Cutting and joining textiles</b></p> <p><b>Skill</b></p> <p>Cut and join wools, threads and other materials to a loom.</p> <p><b>Core knowledge</b></p> <p>Weaving involves interlacing pieces of thread or yarn or other materials.</p> <p><b>Decorating and embellishing textiles</b></p> <p><b>Skill</b></p> <p>Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.</p>
Teaching Ideas		

Significant People, artworks and movements:

Portrait: Hans Holbein the Younger & Elizabeth I portrait (unknown artist with symbolism)

Comparison with Sonya Boyce – She ain't holding them up, she's holding on (1986).

Hans Holbein the Younger was a significant portrait artist of the Tudor period.

Two important floral paintings are Sunflowers by Vincent van Gogh, and Flowers in a Blue Vase by Paul Cézanne.

Hans Holbein the Younger

Portrait, portraiture

### Year 1 & 2 (Cycle B) – Mix It! (Creation, Paint and Colour)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn 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.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<ul style="list-style-type: none"> <li>Understand how to make a colour lighter and darker</li> <li>A hue is a variation of a colour.</li> <li>Colours can be used to make patterns. Pattern is one of the visual elements of art.</li> <li>Patterns can be stripy, dotty or zig-zagged.</li> <li>The colour wheel is a diagram that organises colours and shows their relationships.</li> <li>A primary colour wheel has three segments to show the primary colours red, blue and yellow.</li> <li>A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green.</li> <li>The secondary colours sit between the primary colours from which they are made.</li> </ul>	<p>Red, blue, yellow, green, blue, red, primary colour, secondary colour, colour wheel, mixing, painting, colour wash, tertiary colour, lighter, darker, complementary colour.</p> <p>Colour, different, same, evaluate, practice, successful, clay, dough, imprint, malleable material, pattern, blue, colour mixing, colour wheel, green, hue, orange, primary colour, purple, red, secondary colour, yellow.</p> <p>I can statements:</p> <p>I know and name the primary colours and their importance</p> <p>I know and name the secondary colours</p> <p>I know and name the primary colours that are mixed to make the secondary colours Name and mix secondary colours.</p> <p>I can identify primary and secondary colours in paintings</p> <p>I can explain what the colour wheel is.</p> <p>I can explain how to make a colour lighter.</p> <p>I can explain how to make a colour darker.</p>
Prior Learning	Key Question(s):	Future Learning
<p>In previous learning:</p> <ul style="list-style-type: none"> <li>Know and name the primary colours</li> <li>Know and name the secondary colours</li> <li>Identify primary and secondary colours in paintings</li> </ul>	<ul style="list-style-type: none"> <li>What colours are used in 'this' painting?</li> <li>What is the colour wheel?</li> <li>What paint do you add to make a colour lighter?</li> <li>What paint do you add to make a colour darker?</li> <li>What is a hue?</li> </ul>	<p>In the next module children will:</p> <p><b>Paint and colour</b></p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Warm colours are made using mostly reds and yellows although some warm colours such as a warm green are made using yellow and a small amount of blue.</li> </ul>

		<ul style="list-style-type: none"> <li>Cool colours are made using mostly yellows and blues although some cool colours such as cool purple are made using blue and a small amount of red.</li> <li>Analogous colours are groups of colours that are next to each other on the colour wheel.</li> <li>Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel.</li> </ul>
<b>Teaching Ideas</b>		
<p>Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama all use flowers as inspiration for their artwork although their styles are different.</p> <p>Piet Mondrian is a significant artist who created artwork using blocks of primary colours.</p> <p>Wassily Kandinsky is a significant artist who created artwork using a range of hues.</p>		

<b>Year 3 / 4 (Cycle A) – Contrast and Compliment (Creativity / Creation)</b>		
<b>National Curriculum Objectives</b>	<b>Sticky Knowledge</b>	<b>Vocabulary</b>
<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p><b>Paint and colour</b></p> <ul style="list-style-type: none"> <li>Harmonious - working together</li> <li>Hue - a version of a colour</li> <li>Contrasting colours, also called complementary colours are colours found on the opposite sides of the colour wheel. They provide maximum contrast to each other. Contrasting/complementary colours are, red and green, yellow and purple and orange and blue.</li> <li>Analogous colours are groups of colours that are next to each other on the colour wheel.</li> <li>Warm colours include red, yellow and orange, while cool colours include blues, greens and some purples.</li> <li>Tertiary colours are made by mixing equal amounts of a primary and secondary colour.</li> <li>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</li> <li>Artists and art movements use different approaches to colour in their artworks. This is often to reflect a mood or</li> </ul>	<p>Compare, contrast, adapt, discuss, evaluate, gallery, improve, suggestion, written review, colour theory, experiment, palette, preliminary sketch, record, reflect, sketch-book, technique, watercolour paint</p> <p>I can statements:</p> <ul style="list-style-type: none"> <li>Identify, mix and use contrasting coloured paints.</li> <li>I know what an analogous colour is - colours next to one another in the colour wheel - harmonious</li> <li>I know what a complementary is - colours opposite one another in the colour wheel - contrast</li> <li>I can explain what harmonious means - working together</li> <li>I can explain what a hue is - a version of a colour</li> </ul> <p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</li> </ul>

	<p>feeling, create an effect, or reflect a particular art movement, for example Pop art.</p> <ul style="list-style-type: none"> <li>When artists paint using complementary colours, they create a strong contrast which can make objects stand out or create a vibrant effect.</li> </ul> <p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>Artists often annotate their sketches to record information about important visual elements.</li> </ul>	
Prior Learning	Key Question(s):	Future Learning
<p>In KS1 children should:            Know and name the primary colours and their importance            Know and name the secondary colours            Know and name the primary colours that are mixed to make the secondary colours            Identify primary and secondary colours in paintings            Know what the colour wheel is.            Understand how to make a colour lighter.            Understand how to make a colour darker            What is portrait?</p> <p><b>Paint and colour</b>  <b>Skill</b>            Name and mix secondary colours.  <b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The secondary colours are orange, purple and green.</li> <li>A hue is a variation of a colour.</li> <li>Colours can be used to make patterns. Pattern is one of the visual elements of art.</li> <li>Patterns can be stripy, dotted or zig-zagged.</li> <li>The secondary colours are orange, purple and green.</li> <li>The secondary colours are made by mixing equal amounts of the primary colours.</li> <li>The colour wheel is a diagram that organises colours and shows their relationships.</li> <li>A primary colour wheel has three segments to show the primary colours red, blue and yellow.</li> </ul>	<ul style="list-style-type: none"> <li>What does harmonious mean in art?</li> <li>What is a hue?</li> <li>What does analogous mean?</li> <li>What does contrasting/complementary mean in art?</li> <li>What colours could be described as warm?</li> <li>What colours could be described as cold?</li> <li>How are tertiary colours made?</li> <li>How can artists use colour?</li> </ul> <p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>What is an annotation for an artist and how does it help and artist?</li> </ul>	<p>In the next module children will:</p> <p><b>Skill</b>            Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p><b>Core knowledge</b>            Artists often annotate their sketches to record information about important visual elements.</p> <p><b>Generation of ideas</b>  <b>Skill</b>            Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p> <p><b>Core knowledge</b>            A sketch, drawing or model can be developed over time. This is a normal part of the artistic process.</p>

<ul style="list-style-type: none"> <li>• A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green.</li> <li>• The secondary colours sit between the primary colours from which they are made.</li> </ul> <p><b>Generation of ideas</b></p> <p><b>Skill</b></p> <p>Make simple sketches to explore and develop ideas.</p> <ul style="list-style-type: none"> <li>• <b>Core knowledge</b></li> <li>• A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</li> <li>• The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</li> <li>• A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</li> <li>• The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</li> <li>• Ideas and sketches can help an artist to create a final, detailed piece of artwork.</li> <li>• A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</li> <li>• The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</li> <li>• Ideas and sketches can help an artist to create a final, detailed piece of artwork.</li> </ul>		
<b>Teaching Ideas</b>		

Year 3 / 4 (Cycle A) – Prehistoric Pots ( <b>Creativity, Creation, Generating ideas</b> )		
National Curriculum Objectives	Sticky Knowledge	Vocabulary

<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>Artists often annotate their sketches to record information about important visual elements.</li> <li>A sketch, drawing or model can be developed over time. This is a normal part of the artistic process.</li> </ul>	<p>Form, pattern, sculpt, shape, sketch, evaluate, improve, technique, observe, sketch, 3-D, clay, coil, form, roll, sculpture, slip, imprint, pattern.</p> <p>I can statements:</p> <ul style="list-style-type: none"> <li>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</li> <li>Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In KS1 children should:</p> <p><b>Generation of ideas</b></p> <p><b>Skill</b></p> <p>Make simple sketches to explore and develop ideas.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</li> <li>The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</li> <li>A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</li> <li>The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</li> <li>Ideas and sketches can help an artist to create a final, detailed piece of artwork.</li> <li>A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</li> <li>The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</li> <li>Ideas and sketches can help an artist to create a final, detailed piece of artwork.</li> </ul>	<p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>What do artists often add to their sketches to record information about important visual elements?</li> <li>What is a normal part of the artist process, linked to sketches, drawings and/or models?</li> </ul>	<p>In the next module children will:</p> <p><b>Generation of ideas</b></p> <p><b>Skill</b></p> <p>Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p> <p><b>Core knowledge</b></p> <p>A sketch, drawing or model can be developed over time. This is a normal part of the artistic process.</p> <p><b>Generation of ideas</b></p> <p><b>Skill</b></p> <p>Review and revisit ideas and sketches to improve and develop ideas.</p> <p><b>Core knowledge</b></p> <p>An art installation is a visual artwork, often created for indoor spaces, such as galleries and museums.</p> <p>Most installations will start by the artist making preliminary sketches and models, before refining them to create ideas for a finished piece.</p>
Teaching Ideas		



**Significant people, artworks and movements:**  
Beaker culture

**Year 3 / 4 (Cycle A) – Ammonite (Nature's Art)**

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to: Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Natural art</b></p> <ul style="list-style-type: none"> <li>Objects such as stones, shells and twigs can be used to make marks and patterns on different surfaces. Such patterns can include geometric shapes, zigzags, herringbone patterns, dots and lines.</li> </ul>	<p>Motif, position, sketch, adapt, discuss, evaluate, improve, review, describe, motif, sketch, 3-D, clay, coil, form, roll, sculpture, colour, form, nature, pattern, cross-hatch, hatch, line, shade, sketch, block, carve, ink, one-colour, reduction, relief, two-colour.</p> <p>I can statements:</p> <ul style="list-style-type: none"> <li>Use nature and natural forms as a starting point for artwork.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In KS1 children should:</p> <p><b>Natural art</b> <b>Skill</b></p> <p>Draw, paint and sculpt natural forms from observation, imagination and memory.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Natural materials including sand, clay, soil, pebbles and rocks can be used for modelling.</li> <li>Yayoi Kusama is a Japanese contemporary artist who makes large-scale sculptures of natural forms. Her work is often brightly coloured and highly patterned.</li> <li>Natural objects for drawing can include insects. Insects patterns, shape and colours are often symmetrical.</li> </ul>	<ul style="list-style-type: none"> <li>What objects can be used to make marks and patterns on different surfaces.</li> <li>What does geometric mean?</li> <li>Name some patterns that can be made using objects.</li> </ul>	<p>In the next module children will:</p> <p><b>Natural art</b> <b>Skill</b></p> <p>Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>William Morris' designs consisted mainly of natural forms such as leaves, flowers, fruits and birds.</li> <li>Animal patterns and nature have always been a source of inspiration for artists. They combine a range of textures, colours and shapes for an artist to explore.</li> </ul>
Teaching Ideas		

**Year 3 / 4 (Cycle A) – People and Places (Human Form)**

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> <li>Learn about great artists, architects and designers in history.</li> </ul>	<p><b>Human Form</b></p> <ul style="list-style-type: none"> <li>Artists can draw figures using simple, fluid lines and shapes.</li> <li>A pose is a position a figure takes in order to be photographed, painted or drawn.</li> </ul>	<p>Contrast, detail, different, style, composition, imagination, observation, photograph, preliminary sketch, scene, simple sketch, visual element, aspect, finished piece, improve, successful, talk, abstract, figurative, human figure, human form, manikin, photography, pose, sculpture, unposed, city, cityscape, town, urban landscape, charcoal, cross-hatch, detail, figure drawing, light, scribble, shade, shading, shadow, sketch, sketchbook, smudge, technique.</p> <p>I can statements:</p> <ul style="list-style-type: none"> <li>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In KS1 children should:</p> <p><b>Skill</b></p> <p>Represent the human form, including face and features, from observation, imagination or memory.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A drawing or painting of the artist's face is called a self-portrait. Self-portraits reflect the artist's physical appearance but can also show their character, mood or interests.</li> <li>A drawing of a portrait can be created using line only. It is called a line drawing.</li> <li>Photographs and sketches can be used to prepare for a portrait.</li> </ul>	<p><b>Human Form</b></p> <ul style="list-style-type: none"> <li>How can artists draw figures?</li> <li>What is a pose?</li> <li>How can a pose be captured?</li> </ul>	<p>In the next module children will:</p> <p><b>Skill</b></p> <p>Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A figure drawing is a drawing of the human form in any of its various shapes and postures, using any of the drawing media.</li> <li>Statues, statuettes and figurines have been used throughout history to represent religious and social narratives. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil.</li> <li>Statues, statuettes and figurines are forms of three-dimensional sculpture that depict the human form.</li> <li>The making of statues, statuettes and figurines is an ancient craft. The ancient Sumerians, Egyptians and The Indus valley all created these human forms which can tell us about the past.</li> </ul>
Teaching Ideas		
<p><b>Significant people, artworks and movements:</b></p> <p>Jivya Soma Mashe (Comparison with Lowey forms)</p> <p>LS Lowry</p> <p>Coming from the Mill by LS Lowry</p> <p>Coming Out of School by LS Lowry</p> <p>Family Group by LS Lowry</p> <p>Going to Work by LS Lowry</p> <p>industrial urban landscape</p> <p>The Arrest by LS Lowry</p>		

**Year 3 / 4 (Cycle A) – Beautiful Botanicals (Materials / textiles)**

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> <li>Create sketchbooks to record their observations and use them to review and revisit ideas.</li> <li>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</li> <li>Learn about great artists, architects and designers in history.</li> </ul>	<p><b>Paper, fabric, metal and plastic</b>  A loom is a piece of equipment that is used for making fabric by weaving wool or thread or other materials.  An embellishment is a decorative detail or feature, such as a silk flower, tassel or bow.  A warp thread runs vertically in a fabric.  A weft thread runs horizontally in a fabric.</p> <p><b>Cutting and joining textiles</b>  Weaving involves interlacing pieces of thread or yarn or other materials.</p>	<p>Accurate, bold, botanical art, bright, characteristic, colour, compare, comparison, complementary, contemporary, different, digital, graphic, harmonious, illustrative, line drawing, palette, ridged, rough, same, scientific, simplified, smooth, spiky, style, texture, traditional, vintage, water-colour, angle, botanical art, colour, composition, detail, form, illustration, line, pattern, shape, size, technique, texture, visual element, discussion, evaluation, improvement, success, colour swatch, information, observation, observational drawing, perspective, sketch, sketchbook, study, viewpoint, botanical, fern, frond, fruit, natural form, nature, plant, cloth, craft, fabric, interlace, loom, man-made, material, natural, pattern, thread, warp, weave, weaving, weft, woven, yarn, carve, design, ink, ink tray, lino, lino print, printmaking, roller, single-unit print, tool, two-colour print.</p> <p>I can statements:</p> <ul style="list-style-type: none"> <li>Weave natural or human-made materials on cardboard looms, making woven pictures or patterns.</li> <li>Cut and join wools, threads and other materials to a loom.</li> </ul> <p><b>Decorating and embellishing textiles</b></p> <ul style="list-style-type: none"> <li>Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>Paper, fabric, metal and plastic</p> <p><b>Skill</b></p> <p>Create a range of forms, shapes and textures using the properties of different types of paper and other materials.</p> <p><b>Core knowledge</b></p> <p>Texture is one of the seven visual elements of art. A texture can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy. Textures can be made using materials such as tissue paper, fabric and string.</p> <p>Forms are created as a three-dimensional object in space. Form is also one of the seven elements of art.</p> <p><b>Cutting and joining textiles</b></p>	<p><b>Paper, fabric, metal and plastic</b></p> <ul style="list-style-type: none"> <li>What is a loom and what is it used for?</li> <li>What is an embellishment?</li> <li>Which direction does the warp thread run?</li> <li>Which direction does a weft thread run?</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>What is weaving?</li> </ul>	<p>In the next module children will:</p> <p><b>Paper, fabric, metal and plastic</b></p> <p><b>Skill</b></p> <p>Use a range of stitches to add detail and texture to fabric or mixed-media collages.</p> <p><b>Core knowledge</b></p> <p>Stitches include running stitch, cross stitch and blanket stitch. Embroidery stitches, such as scatter stitches, satin stitch and back stitch, embellish fabric.</p> <p><b>Cutting and joining textiles</b></p> <p><b>Skill</b></p> <p>Hand sew a hem or seam using a running stitch.</p> <p><b>Core knowledge</b></p> <p>A hem runs along the edge of a piece of cloth or clothing. It is made by turning under a raw edge and sewing to give a neat and quality finish.</p>

<p><b>Skill</b> Use different methods of joining fabrics, including glue and running stitch.</p> <p><b>Core knowledge</b> A running stitch is a basic stitch used to join two pieces of fabric.</p> <p><b>Decorating and embellishing textiles</b></p> <p><b>Skill</b> Add simple decorative embellishments, such as buttons, prints, sequins and appliqué.</p> <p><b>Core knowledge</b> Embellishment is a decorative detail or feature added to something to make it more attractive.</p>		<p><b>Decorating and embellishing textiles</b></p> <p><b>Skill</b> Create detailed decorative patterns on fabric using printing techniques.</p> <p><b>Core knowledge</b> Block printing and fabric paint are used to create decorative, repeated patterns on fabrics.</p>
<b>Teaching Ideas</b>		
<p>Georg Dionysius Ehet: - Linnaean style of botanical illustrations</p> <p>Guiseppe Arcimboldi and Georgia O’Keafe - Drawing flowers, fruits and vegetables. - Compare arts and works.</p> <p>Katie Scott Elizabeth Rice (local botanical artist) Artist, botanical art, contemporary, illustrate, illustrator, traditional.</p>		

Year 3 / 4 (Cycle A) – Mosaic Masters ( <b>Comparison, Compare and Contrast</b> )		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to: Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Compare and contrast</b></p> <ul style="list-style-type: none"> <li>Some mosaics, such as Roman and Greek mosaics were made to represent everyday life and religious images. Some mosaics, such as Islamic mosaics are made to portray geometrical patterns.</li> <li>Artists famous for figure drawing LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Each artist has their own unique style.</li> <li>Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style. More contemporary botanical</li> </ul>	<p>Colour, compare, contrast, material, pattern, shape, subject, design, mosaic, pattern, shape, sketch, tesserae, examine, improve, design, sketch, swatch.</p> <p>I can statements:</p> <ul style="list-style-type: none"> <li>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</li> <li>I can name some artists famous for figure drawing LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael.</li> <li>I can comment on an artist’s own unique style, when looking at a piece of artwork by them.</li> </ul>

Learn about great artists, architects and designers in history.	<p>examples can include more simplified graphic or digital representations.</p> <ul style="list-style-type: none"> <li>Artists and art movement use different approaches to colour in their artworks. This is often to reflect a mood, or feeling, create an effect or reflect a particular art movement, for example Pop art.</li> <li>A botanical artist is someone who draws and paints plants and flowers in a realistic style.</li> </ul>	
<b>Prior Learning</b>	<b>Key Question(s):</b>	<b>Future Learning</b>
<p>In KS1 children should:</p> <p><b>Compare and contrast</b></p> <p><b>Skill</b></p> <p>Describe similarities and differences between artwork on a common theme.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Differences in still life art can include style, composition and use of colour.</li> <li>Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama all use flowers as inspiration for their artwork although their styles are different.</li> <li>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.</li> <li>An artist's use of colour is one way to compare and contrast works of art.</li> <li>Piet Mondrian is a significant artist who created artwork using blocks of primary colours.</li> <li>Wassily Kandinsky is a significant artist who created artwork using a range of hues.</li> </ul>	<p><b>Compare and contrast</b></p> <ul style="list-style-type: none"> <li>What do Roman and Greek did mosaics represent?</li> <li>What can Islamic mosaics portray?</li> <li>What are the traditional approaches to botanical art?</li> <li>What can contemporary botanical examples include?</li> <li>How and why do artists and art movement use different approaches to colour in their artworks?</li> <li>What is a botanical artist?</li> </ul>	<p>In the next module children will:</p> <p><b>Compare and contrast</b></p> <p><b>Skill</b></p> <p>Compare and contrast artwork from different times and cultures.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics</li> <li>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</li> <li>Aboriginal art uses warmer, earthy colours such as chocolate browns, oranges, deep rich reds and some lighter, brighter colours including yellows and creams. These colours represent both the climate and the resources available from the local environment.</li> <li>Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere.</li> <li>Animals have always been a favourite subject matter for artists. Some artists create realistic representations while some create more fantastical or abstract forms.</li> </ul>
<b>Teaching Ideas</b>		
<p>LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Each artist has their own unique style.</p> <p>Mosaic, Roman mosaic.</p>		

**Year 3 / 4 (Cycle B) – Contrast and Compliment (Creativity, creation Colour Theory)**

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to: Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Paint and colour</b></p> <ul style="list-style-type: none"> <li>• Warm colours are made using mostly reds and yellows although some warm colours such as a warm green are made using yellow and a small amount of blue.</li> <li>• Cool colours are made using mostly yellows and blues although some cool colours such as cool purple are made using blue and a small amount of red.</li> <li>• Analogous colours are groups of colours that are next to each other on the colour wheel.</li> <li>• Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel.</li> </ul> <p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• A sketch, drawing or model can be developed over time. This is a normal part of the artistic process.</li> </ul>	<p>Colour, colour family, colour theory, comparison, different, effect, evaluate, mood, similar, base colour, colour, composition, fine detail, pattern, shape, space, template, visual element, discussion, evaluate, feedback, improve, written review, colour mixing, layering, palette, sketchbook, translucency, watercolour paint, analogous colour, colour family, colour theory, colour wheel, complementary colour, cool colour, feeling, hue, mood, primary colour, secondary colour, tertiary colour, warm colour. Aboriginal art, compare, contrast, culture, dot painting, landscape, ochre, composition, experimentation, line, pattern, shape, technique, visual element, art critic, constructive feedback, discuss, evaluate, gallery, improve, written review, annotation, background, colour-swatch, colour theory, colour wheel, composition, cool colour, foreground, observation, warm colour.</p> <p>I can statements:</p> <p><b>Paint and Colour</b></p> <ul style="list-style-type: none"> <li>• Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> </ul> <p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In Year 3 children should: In the next module children will:</p> <p><b>Paint and colour</b></p> <p><b>Skill</b></p> <p>Identify, mix and use contrasting coloured paints.</p> <p><b>Core knowledge</b></p> <p>Contrasting colours, also called complementary colours are colours found on the opposite sides of the colour wheel. They provide maximum contrast to each other.</p>	<p><b>Paint and colour</b></p> <ul style="list-style-type: none"> <li>• Warm colours are made using mostly which colours?</li> <li>• Cool colours are made using mostly which colours?</li> <li>• What are analogous colours?</li> <li>• What are complementary colours?</li> </ul> <p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• What is a normal part of the artistic process linked to sketches, drawings or models?</li> </ul>	<p>In the next module in Year 5 children will:</p> <p><b>Paint and colour</b></p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Mix and use tints and shades of colours using a range of different materials, including paint.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• A tint is a colour mixed with white. A tint adds creates a lighter version of the colour. An example of a tint is pink.</li> <li>• A shade is a colour mixed with black. A shade creates a darker version of the colour. When mixing a shade, begin with the colour itself then add black one drop at a time.</li> </ul>

<p>Contrasting/complementary colours are, red and green, yellow and purple and orange and blue. Analogous colours are groups of colours that are next to each other on the colour wheel. Warm colours include red, yellow and orange. Tertiary colours are made by mixing equal amounts of a primary and secondary colour. Cool colours include blues, greens and some purples.</p> <p>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</p> <p>Artists and art movements use different approaches to colour in their artworks. This is often to reflect a mood or feeling, create an effect, or reflect a particular art movement, for example Pop art.</p> <p>When artists paint using complementary colours, they create a strong contrast which can make objects stand out or create a vibrant effect.</p> <p><b>Generation of ideas</b></p> <p><b>Skill</b></p> <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p><b>Core knowledge</b></p> <p>Artists often annotate their sketches to record information about important visual elements.</p>		<ul style="list-style-type: none"> <li>• A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</li> <li>• A tint is made by mixing a colour with white.</li> <li>• A tone is made by mixing a colour with grey.</li> <li>• A shade is made by mixing as colour with black.</li> <li>•</li> </ul> <p><b>Generation of ideas</b></p> <p><b>Skill</b></p> <p>Review and revisit ideas and sketches to improve and develop ideas.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• An art installation is a visual artwork, often created for indoor spaces, such as galleries and museums.</li> <li>• Most installations will start by the artist making preliminary sketches and models, before refining them to create ideas for a finished piece.</li> </ul>
<b>Teaching Ideas</b>		
Aboriginal art		

**Year 3 / 4 (Cycle B) – Warp and Weft (Textiles, **Compare and Contrast**)**

National Curriculum Objectives	Sticky Knowledge	Vocabulary
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<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Sticky Knowledge:</p> <p><b>Paper, fabric, metal and plastic</b></p> <ul style="list-style-type: none"> <li>Stitches include running stitch, cross stitch and blanket stitch.</li> <li>Embroidery stitches, such as scatter stitches, satin stitch and back stitch, embellish fabric.</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>A hem runs along the edge of a piece of cloth or clothing. It is made by turning under a raw edge and sewing to give a neat and quality finish.</li> </ul> <p><b>Decorating and embellishing textiles</b></p> <ul style="list-style-type: none"> <li>Block printing and fabric paint are used to create decorative, repeated patterns on fabrics.</li> </ul> <p><b>Compare and contrast</b></p> <ul style="list-style-type: none"> <li>The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics</li> <li>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</li> <li>Aboriginal art uses warmer, earthy colours such as chocolate browns, oranges, deep rich reds and some lighter, brighter colours including yellows and creams. These colours represent both the climate and the resources available from the local environment.</li> <li>Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere.</li> <li>Animals have always been a favourite subject matter for artists. Some artists create realistic representations while some create more fantastical or abstract forms.</li> </ul>	<p>Design, material, shape, symmetry, thread, warp, weave, weaving, weft, evaluate, feedback, improve, design, sketch.</p> <p>I can statements:</p> <p><b>Paper, fabric, metal and plastic</b></p> <ul style="list-style-type: none"> <li>Use a range of stitches to add detail and texture to fabric or mixed-media collages.</li> <li>I can name a range of stitches.</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>Hand sew a hem or seam using a running stitch.</li> </ul> <p><b>Decorating and embellishing textiles</b></p> <ul style="list-style-type: none"> <li>Create detailed decorative patterns on fabric using printing techniques.</li> </ul> <p><b>Compare and contrast</b></p> <ul style="list-style-type: none"> <li>Compare and contrast artwork from different times and cultures.</li> </ul>
Prior Learning	Key Question(s):	Future Learning



<p>Paper, fabric, metal and plastic</p> <p><b>Skill</b></p> <p>Weave natural or human-made materials on cardboard looms, making woven pictures or patterns.</p> <p><b>Core knowledge</b></p> <p>A loom is a piece of equipment that is used for making fabric by weaving wool or thread or other materials.</p> <p>An embellishment is a decorative detail or feature, such as a silk flower, tassel or bow.</p> <p>A warp thread runs vertically in a fabric.</p> <p>A weft thread runs horizontally in a fabric.</p> <p>Cutting and joining textiles</p> <p><b>Skill</b></p> <p>Cut and join wools, threads and other materials to a loom.</p> <p><b>Core knowledge</b></p> <p>Weaving involves interlacing pieces of thread or yarn or other materials.</p> <p>Decorating and embellishing textiles</p> <p><b>Skill</b></p> <p>Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.</p> <p>Compare and contrast</p> <p><b>Skill</b></p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p><b>Core knowledge</b></p> <p>Some mosaics, such as Roman and Greek mosaics were made to represent everyday life and religious images. Some mosaics, such as Islamic mosaics are made to portray geometrical patterns.</p> <p>Artists famous for figure drawing LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Each artist has their own unique style.</p> <p>Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style. More contemporary botanical examples can</p>	<p><b>Paper, fabric, metal and plastic</b></p> <ul style="list-style-type: none"> <li>What different stitches can you name?</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>What is a hem and how is it used?</li> </ul> <p><b>Decorating and embellishing textiles</b></p> <ul style="list-style-type: none"> <li>What is block printing?</li> </ul> <p><b>Compare and contrast</b></p> <ul style="list-style-type: none"> <li>Which civilisations used looms in the past?</li> <li>How have looms changed over time?</li> <li>What colours do aboriginal artists use?</li> <li>Why do artists use colours?</li> <li>How can animal paintings differ?</li> </ul>	<p>In the next module children will:</p> <p><b>Paper, fabric, metal and plastic</b></p> <p><b>Skill</b></p> <p>Make and use paper to explore traditional crafting techniques.</p> <p><b>Core knowledge</b></p> <p>Techniques used in paper craft include, folding, quilling, marbling and decoupage.</p> <p>Papermaking is the manufacture of paper. Almost all paper today, is made using industrial machinery; however, handmade paper remains a specialised craft.</p> <p>Hand crafted paper is often made using re-cycled paper.</p> <p>Other items such as seeds, flowers and lettering can be added for decoration.</p> <p><b>Cutting and joining textiles</b></p> <p><b>Skill</b></p> <p>Combine stitches and fabrics with imagination to create a mixed media collage.</p> <p><b>Core knowledge</b></p> <p>A collage is artwork made by sticking materials, such as scraps of paper or fabric, onto a background.</p> <p><b>Decorating and embellishing textiles</b></p> <p><b>Skill</b></p> <p>Use applique to add decoration to a product or artwork.</p> <p><b>Core knowledge</b></p> <p>Applique is a technique where pieces of material are attached to another material by stitching or gluing.</p> <p><b>Compare and contrast</b></p> <p><b>Skill</b></p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p><b>Core knowledge</b></p> <p>A Taotie is an ancient Chinese motif often found on objects such as masks and ritual vessels called dings.</p> <p>The forms were made with bronze using an ancient technique of piece mould casting.</p> <p>The Taotie is easily recognised by its characteristic use of lines, patterns and forms.</p> <p>When making land art, most artists will use materials from the local environment. Some artists will enhance a natural material by adding colour while some artists will use the</p>
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<p>include more simplified graphic or digital representations.</p> <p>Artists and art movement use different approaches to colour in their artworks. This is often to reflect a mood, or feeling, create an effect or reflect a particular art movement, for example Pop art.</p> <p>A botanical artist is someone who draws and paints plants and flowers in a realistic style.</p>		<p>natural textural or patterned qualities of the original material.</p> <p>Architecture is defined by different styles often linked to particular periods of time. Each period uses visual elements to create its own style.</p> <p>Different types of architectural design include examples such as, Classical architecture (c850 BC–cAD 470), Gothic architecture (1100–1500), Renaissance architecture (1400–1600), Baroque architecture (1600–1830) and Postmodern architecture (1960–1990).</p> <p>The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years.</p> <p>The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes.</p>
<b>Teaching Ideas</b>		

<b>Year 3 / 4 (Cycle B) – Vista (Landscape)</b>		
<b>National Curriculum Objectives</b>	<b>Sticky Knowledge</b>	<b>Vocabulary</b>
<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>• A viewfinder is a tool an artist uses to frame a view.</li> <li>• Composition is a term used to describe the arrangement of the visual elements in a painting.</li> <li>• Examples of landscape paintings include <i>Road before the Mountains: Sainte-Victoire</i>, by Paul Cézanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i>, by Vincent van Gogh; <i>Tahitian Mountains</i>, by Paul Gauguin; and <i>Mountains at Collioure</i>, by Andre Derain.</li> </ul>	<p>Compare, composition, technique, viewpoint, composition, landscape, line, proportion, shape, sketch, compare, describe, evaluate, improve, colour, combine, shade, sketch, tone, atmospheric perspective, landscape, scenery, colour, cool, in, pigment, warm, wash, watercolour, cross-hatch, hatch, line, shade, stipple, tone.</p> <p>I can statements:</p> <p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>• Choose an interesting or unusual perspective or viewpoint for a landscape.</li> <li>• Name some landscape artists.</li> </ul>
<b>Prior Learning</b>	<b>Key Question(s):</b>	<b>Future Learning</b>

<p>In KS1 children should:</p> <p><b>Landscapes</b></p> <p><b>Skill</b></p> <p>Draw, collage, paint or photograph an urban landscape.</p> <p><b>Core knowledge</b></p> <p>An urban landscape is a picture of a town or city.</p>	<ul style="list-style-type: none"> <li>• What is a viewfinder?</li> <li>• What does the term Composition is a term describe?</li> </ul>	<p>In the next module children will:</p> <p><b>Landscapes</b></p> <p><b>Skill</b></p> <p>Use a range of materials to create imaginative and fantasy landscapes.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Tints are often used in the backgrounds of landscape paintings.</li> <li>• Tones and shades are used for the middle and foreground.</li> <li>• Artists can use tints, tones and shades to give the impression of space in a landscape.</li> <li>• Landscape paintings have a foreground, a middle ground and a background.</li> <li>• The foreground shows features that are close. The middle ground and background show features in the distance.</li> <li>• When drawing a landscape, the artist needs to consider where the horizon should be positioned. The horizon is where the sky meets the Earth's surface.</li> <li>• Perspective is an important aspect of landscape drawing. A single line of perspective directs the viewers eye into the picture and creates the impression of depth and distance.</li> </ul>
<p><b>Teaching Ideas</b></p> <p>Landscape paintings include <i>Road before the Mountains: Sainte-Victoire</i>, by Paul Cézanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i>, by Vincent van Gogh; <i>Tahitian Mountains</i>, by Paul Gauguin; and <i>Mountains at Collioure</i>, by Andre Derain.</p> <p>Landscape</p> <p>A Meadow in the Mountains: Le Mas de Saint-Paul by Vincent van Gogh</p> <p>Mountains at Collioure by Andre Derain</p> <p>Road before the Mountains; Sainte-Victoire by Paul Cezanne</p> <p>Tahitian Mountains by Paul Gauguin</p>		

Year 3 / 4 (Cycle B) – Animal (Comparison, Compare and Contrast / Natural Art)		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p><b>Natural art</b></p> <ul style="list-style-type: none"> <li>• William Morris' designs consisted mainly of natural forms such as leaves, flowers, fruits and birds.</li> <li>• Animal patterns and nature have always been a source of inspiration for artists. They combine a</li> </ul>	<p>Colour, compare, contrast, different, form, purpose, shape, similar, theme, visual element, clay, join, roll, score, slip, challenge, change, compare, constructive feedback, discussion, effective, improve, reflect, success, 3-D form, clay, pinch, roll, score, sculpt, sculpture, smooth, colour, feather, fur, pattern, scale, shape, shell, texture, visual element, visual quality, anatomy, circle, detail, finish, hard pencil, line, outline, realistic, shading, shape, simplistic, sketchbook, soft pencil, triangle.</p>

<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p>range of textures, colours and shapes for an artist to explore.</p>	<p>I can statements:</p> <p><b>Natural art</b> Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p>
Prior Learning	Key Question(s):	Future Learning
<p>Compare and contrast</p> <p><b>Skill</b></p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Some mosaics, such as Roman and Greek mosaics were made to represent everyday life and religious images. Some mosaics, such as Islamic mosaics are made to portray geometrical patterns.</li> <li>Artists famous for figure drawing LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Each artist has their own unique style.</li> <li>Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style. More contemporary botanical examples can include more simplified graphic or digital representations.</li> <li>Artists and art movement use different approaches to colour in their artworks. This is often to reflect a mood, or feeling, create an effect or reflect a particular art movement, for example Pop art.</li> <li>A botanical artist is someone who draws and paints plants and flowers in a realistic style.</li> </ul>	<p><b>Natural art</b></p> <ul style="list-style-type: none"> <li>What does William Morris' designs consisted of mainly?</li> <li>Why have animal patterns and nature been a source of inspiration for artists?</li> </ul>	<p>In the next module children will:</p> <p>Compare and contrast</p> <p><b>Skill</b></p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A Taotie is an ancient Chinese motif often found on objects such as masks and ritual vessels called dings.</li> <li>The forms were made with bronze using an ancient technique of piece mould casting.</li> <li>The Taotie is easily recognised by its characteristic use of lines, patterns and forms.</li> <li>When making land art, most artists will use materials from the local environment. Some artists will enhance a natural material by adding colour while some artists will use the natural textural or patterned qualities of the original material.</li> <li>Architecture is defined by different styles often linked to particular periods of time. Each period uses visual elements to create its own style.</li> <li>Different types of architectural design include examples such as, Classical architecture (c850 BC–cAD 470), Gothic architecture (1100–1500), Renaissance architecture (1400–1600), Baroque architecture (1600–1830) and Postmodern architecture (1960–1990).</li> <li>The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years.</li> <li>The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes.</li> </ul>
Teaching Ideas		

**Year 3 / 4 (Cycle B) – Statues, Statuettes and figurines (Human form)**

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Human form</b></p> <ul style="list-style-type: none"> <li>A figure drawing is a drawing of the human form in any of its various shapes and postures, using any of the drawing media.</li> <li>Statues, statuettes and figurines have been used throughout history to represent religious and social narratives. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil.</li> <li>Statues, statuettes and figurines are forms of three-dimensional sculpture that depict the human form.</li> <li>The making of statues, statuettes and figurines is an ancient craft. The ancient Sumerians, Egyptians and The Indus valley all created these human forms which can tell us about the past.</li> </ul>	<p>Artistic feature, compare, contrast, material, property, purpose, sculpture, size, anatomically correct, character, figure drawing, form, human form, pose, posture, sculpture, shape, size, tone, constructive feedback, improvement, strength, success, weakness, 3-D, Feature, figurine, human form, statue, statuette, 3-D form, Carving, clay, cross-hatch, join, score, sculpting, sculpture, shape, slabbing, slip, smoothing, texture, twist, wire, wire frame, charcoal, ink, pen, pencil, sketch.</p> <p>I can statements:</p> <p><b>Human form</b></p> <ul style="list-style-type: none"> <li>Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points.</li> <li>I can name some significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil.</li> <li>Name some ancient civilisations that created statues, statuettes and/or figurines.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In Year 3 children should:</p> <p><b>Human form</b></p> <p><b>Skill</b></p> <p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay.</p> <p><b>Core knowledge</b></p> <p>Artists can draw figures using simple, fluid lines and shapes.</p> <p>A pose is a position a figure takes in order to be photographed, painted or drawn.</p>	<p><b>Human Form</b></p> <ul style="list-style-type: none"> <li>What is a figure drawing?</li> <li>How have statues, statuettes and figurines been used throughout history?</li> <li>What is a statue, statuette and/or figurine?</li> <li>How old is the making of statues, statuettes and figurines?</li> <li></li> </ul>	<p>In the next module children will:</p> <p><b>Human form</b></p> <p><b>Skill</b></p> <p>Explore and create expression in portraiture.</p> <p><b>Core knowledge</b></p> <p>Expressionism is a style of art aims to express the emotions of the subject rather than physical reality.</p>
Teaching Ideas		
<p>Antony Gormley &amp; Barbara Hepworth (sculptors)</p> <p>Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil.</p> <p>Examples of ancient Sumerians, Egyptians and The Indus valley statues, statuettes and/or figurines.</p> <p>Ancient civilisation, ancient Egypt, ancient Sumer, art, ceremonial, craftspeople, figurine, Indus Valley, low-relief, religion, sculpture, statue, statuette.</p>		

**Year 3 / 4 (Cycle B) – Islamic Art (Significant people, artwork and movements)**

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>LS Lowry (1887–1976) was a significant yet controversial artist who painted urban landscapes of Manchester showing the people who lived and worked there. Critics called his figures ‘matchstick men’ due to their elongated form.</li> <li><i>Coming Out of School</i> is a significant artwork by LS Lowry, which is based on his memories of a school in Lancashire and shows children and parents at the end of the school day.</li> <li>Katie Scott is an important contemporary printmaker and botanical artist.</li> </ul> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>A Bankura ghora (horse) is a terracotta horse crafted in the Panchmura Village in the Bankura District of West Bengal. The village is famous for its terracotta sculptures of horses.</li> <li>Islamic art describes the art created specifically in the service of the Muslim faith. It includes art and architecture.</li> <li>Significant landscape artists include Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet.</li> <li>Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst.</li> <li>The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals.</li> </ul>	<p>Abstract motif, design, figurative motif, geometric motif, geometric pattern, grid system, motif, pattern, star, tessellate, vegetal motif, compare, evaluate, improve, reflect, experiment, technique, alto-relief, bas-relief, carve, high relief, low relief, relief, score, sculpt, sculpture, slab.</p> <p>I can statements:</p> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>Work in the style of a significant artist, architect, culture or designer.</li> <li>I can name some characteristics of LS Lowry’s work.</li> </ul> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>Explain the significance of art, architecture or design from history and create work inspired by it.</li> <li>I can name some significant landscape artists e.g. Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet.</li> <li>I can name some significant animal artists e.g. George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst.</li> </ul>
Prior Learning	Key Question(s):	Future Learning

<p>In KS1 children should:</p> <p><b>Significant people, artwork and movements</b></p> <p><b>Skill</b></p> <p>Explain why a painting, piece of artwork, body of work or artist is important.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical portraits were the only way people could represent themselves to others before cameras were invented. They usually showed the monarch's power or personality rather than showing what they looked like in real life.</li> <li>Hans Holbein the Younger was a significant portrait artist of the Tudor period.</li> <li>Two important floral paintings are Sunflowers by Vincent van Gogh, and Flowers in a Blue Vase by Paul Cézanne.</li> <li>A still life is a composition made up of everyday or unusual objects.</li> <li>Significant still life artists include Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse.</li> </ul>	<p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>Why was LS Lowry (1887–1976) was a significant yet controversial artist?</li> <li>What style of artist is Katie Scott?</li> </ul> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>What is a Bankura ghora?</li> <li>What is Islamic art?</li> <li>What did the ancient Aztecs and Egyptian and Pre-historic civilisations create significant artworks of?</li> </ul>	<p>In the next module children will:</p> <p><b>Significant people, artwork and movements</b></p> <p><b>Skill</b></p> <p>Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The artistic genre of collage uses cut, torn, folded, crumpled, layered and glued paper to create different visual effects.</li> <li>Mixed media collage combines paper, fabric and other materials. An artist might also use 3-D objects, such as cogs, buttons, blocks and coins.</li> <li>Mixed media collage uses a range of different joining methods, including gluing, stitching and tying.</li> <li>Edvard Munch is a significant Expressionism artist. <i>The Scream</i> is one of his most familiar works and depicts the artist's feelings of anxiety.</li> <li>The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes.</li> <li>Pablo Picasso pioneered the use of continuous line drawing.</li> <li>Pablo Picasso would take a complex subject matter and simplify it into one single unbroken line. These drawings can look simple, however, capturing the essence of a shape or object in just one line can be challenging.</li> </ul>
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### Teaching Ideas

*Coming Out of School* is a significant artwork by LS Lowry.

The work of Katie Scott - contemporary printmaker and botanical artist.

Bankura ghora (horse) crafted in the Panchmura Village in the Bankura District of West Bengal. The village is famous for its terracotta sculptures of horses.

Islamic art describes

Significant landscape artists include Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet.

Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst.

The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals.

Arabesque, calligraphy, geometric pattern, Islamic art, Muslim, religious, secular.

### Year 5 / 6 (Cycle A) – Tints, Tones & Shades (Colour Theory)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
Pupils should be taught to:	Paint and colour	Tint, shade, tone, complementary, intense, muted, monochromatic, light, shadow, perspective, scale, vanishing point.



<p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<ul style="list-style-type: none"> <li>• A tint is a colour mixed with white. A tint adds creates a lighter version of the colour. An example of a tint is pink.</li> <li>• A shade is a colour mixed with black. A shade creates a darker version of the colour. When mixing a shade, begin with the colour itself then add black one drop at a time.</li> <li>• A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</li> <li>• A tint is made by mixing a colour with white.</li> <li>• A tone is made by mixing a colour with grey.</li> <li>• A shade is made by mixing as colour with black.</li> </ul>	<p>Colour, colour family, colour theory, comparison, different, effect, evaluate, mood, similar, base colour, colour, composition, fine detail, pattern, shape, space, template, visual element, discussion, evaluate, feedback, improve, written review, colour mixing, layering, palette, sketchbook, translucency, watercolour paint, analogous colour, colour family, colour theory, colour wheel, complementary colour, cool colour, feeling, hue, mood, primary colour, secondary colour, tertiary colour, warm colour, .</p> <p>I can statements:</p> <p><b>Paint and colour</b></p> <p>Mix colours to make a tint</p> <p>Mix colours to make a shade</p> <p>Mix colours to a tone.</p> <p>Mix colours to make tertiary colours</p> <p>Mix colours to match tints, tones and shades within a painting</p> <p>Draw a simple drawing using perspective</p> <p>I understand that items in the foreground should be larger than those in the distance when drawing in perspective.</p> <p>Mix and use tints and shades of colours using a range of different materials, including paint.</p>
Prior Learning	Key Question(s):	Future Learning
<p>In Years 3 &amp; 4 children should learn:</p> <ul style="list-style-type: none"> <li>• Analogous - colours next to one another in the colour wheel - harmonious</li> <li>• Complementary - colours opposite one another in the colour wheel - contrast</li> </ul>	<p><b>Paint and colour</b></p> <p>What colour is mixed with a colour to make a tint?</p> <p>What colour is mixed with a colour to make a shade?</p> <p>What colour is mixed with a colour to make a tone?</p> <p>What colour would you use to show light in a painting?</p> <p>What colour would you use to show shade in a painting?</p> <p>What is perspective?</p> <p>What is scale and how can it be used?</p>	<p>In the next module children will:</p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of colour and colour theory to create art.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</li> <li>• A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</li> <li>• A shade is a colour mixed with black.</li> <li>• The impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras.</li> <li>• Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue.</li> <li>• The Realism movement painted scenes from everyday life using a naturalistic colour palette.</li> <li>• The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks.</li> <li>• In abstract art, colour itself can be the focus of the artwork.</li> </ul>



		<ul style="list-style-type: none"> <li>• Artist Mark Rothko, used pure colour with no recognisable form in his paintings. The colours are used to evoke a mood or a feeling.</li> <li>• In some abstract compositions, the subject matter is represented as blocks of colour in a recognisable form.</li> <li>• Lucy Arnold is a contemporary fine artist and designer whose primary source of inspiration is nature. Her works are brightly coloured and bold.</li> <li>• The impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras.</li> <li>• Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue.</li> <li>• The Realism movement painted scenes from everyday life using a naturalistic colour palette.</li> <li>• The Expressionism movement distorted images using non-naturalistic blocks of colour.</li> <li>• The Enchanted Owl by Inuit artist uses striking pairs of colours to make it stand out. It was originally printed in both red and black, and in green and black.</li> <li>• The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks.</li> </ul>
<b>Teaching Ideas</b>		
Artists: Mondrian - primary, black and white Winslow Homer - tones, tints and shade (small elements of complementary colour) Alphonse Mulcher - analogous colours, small complementary colours)		

<b>Year 5 / 6 (Cycle A) – Taotie (Comparison, compare and contrast)</b>		
<b>National Curriculum Objectives</b>	<b>Sticky Knowledge</b>	<b>Vocabulary</b>
Pupils should be taught to:  Evaluate and analyse creative works using the language of art, craft and design.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	<b>Compare and contrast</b> <ul style="list-style-type: none"> <li>• A Taotie is an ancient Chinese motif often found on objects such as masks and ritual vessels called dings.</li> <li>• The forms were made with bronze using an ancient technique of piece mould casting.</li> <li>• The Taotie is easily recognised by its characteristic use of lines, patterns and forms.</li> </ul>	Compare, visual element, line drawing, sketchbook, discussion, forum, reflect, cast, clay, flatten, imprint, mould, piece-mould casting, plaster, press, push, silicone, tissue paper, casting, paper casting.
		I can statements:  <b>Compare and contrast</b>  Describe and discuss how different artists and cultures have used a range of visual elements in their work.

<p>Learn about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> <li>• When making land art, most artists will use materials from the local environment. Some artists will enhance a natural material by adding colour while some artists will use the natural textural or patterned qualities of the original material.</li> <li>• Architecture is defined by different styles often linked to particular periods of time. Each period uses visual elements to create its own style.</li> <li>• Different types of architectural design include examples such as, Classical architecture (c850 BC–cAD 470), Gothic architecture (1100–1500), Renaissance architecture (1400–1600), Baroque architecture (1600–1830) and Postmodern architecture (1960–1990).</li> <li>• The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years.</li> <li>• The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes.</li> </ul>	
Prior Learning	Key Question(s):	Future Learning
<ul style="list-style-type: none"> <li>• In Years 3 &amp; 4 children should learn:</li> <li>• <b>Compare and contrast</b></li> <li>• <b>Skill</b></li> <li>• Compare and contrast artwork from different times and cultures.</li> <li>• <b>Core knowledge</b></li> <li>• The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern looms use new technology to make a wide range of natural and synthetic fabrics</li> </ul>	<p><b>Compare and contrast</b></p> <ul style="list-style-type: none"> <li>• What is a Taotie?</li> <li>• What is a Taotie made from?</li> <li>• What ancient technique does Taotie use?</li> <li>• How is a Taotie easily recognised?</li> <li>• How is architecture defined?</li> <li>• What did The Expressionist art movement portray and what types of lines and colours were used?</li> </ul>	<p>In the next module children will:</p> <p><b>Compare and contrast</b></p> <p><b>Skill</b></p> <p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>• Art works can be compared by mood, emotional response and meaning as well as more obvious visual elements.</li> <li>• Horizon is the line where the sky meets the land or water within a painting. The height of the horizon will affect the placement of the vanishing point as well as the scene's eye level.</li> <li>• The vanishing point is the place where parallel lines appear to come together in the distance.</li> <li>• Abstract art rejects of three-dimensional perspective, often representing objects on a single, flat plane.</li> </ul>

<ul style="list-style-type: none"> <li>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.</li> <li>Aboriginal art uses warmer, earthy colours such as chocolate browns, oranges, deep rich reds and some lighter, brighter colours including yellows and creams. These colours represent both the climate and the resources available from the local environment.</li> <li>Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere.</li> <li>Animals have always been a favourite subject matter for artists. Some artists create realistic representations while some create more fantastical or abstract forms.</li> </ul>		
<b>Teaching Ideas</b>		
<p>Artists:</p> <p>Bronze, casting, Shang Dynasty, taotie relief.</p> <p>Different types of architectural design include examples such as, Classical architecture (c850 BC–cAD 470), Gothic architecture (1100–1500), Renaissance architecture (1400–1600), Baroque architecture (1600–1830) and Postmodern architecture (1960–1990).</p> <p>The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years.</p> <p>The Expressionist art movement and examples.</p>		

<b>Year 5 / 6 (Cycle A) – Line, light and shadows (Creativity, Creation)</b>		
<b>National Curriculum Objectives</b>	<b>Sticky Knowledge</b>	<b>Vocabulary</b>
<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>An art installation is a visual artwork, often created for indoor spaces, such as galleries and museums.</li> <li>Most installations will start by the artist making preliminary sketches and models, before refining them to create ideas for a finished piece.</li> </ul>	<p>Line, shape, visual element, continuous line drawing, explore, instruction, method, preliminary sketch, sketchbook, subject matter, technique, visual element, critique, improvement, success, improve, practise, refine, sketchbook, sketching, technique, black and white photograph, colour photograph, composition, contrast, flower, form, fruit, leaf, light, natural form, natural object, pattern, photography, shadow, shape, shell, texture, tone, vegetable, 3-D form, contour line, cross-hatch, detailed drawing, form, hard pencil, ink, ink wash, light, line, mark, marker, outline, pen,</p>

Learn about great artists, architects and designers in history.		scribble, shade, shading technique, shadow, sketch, smudge, soft pencil, stipple.
		I can statements: <b>Generation of ideas</b>  Review and revisit ideas and sketches to improve and develop ideas.
<b>Prior Learning</b>	<b>Key Question(s):</b>	<b>Future Learning</b>
In Years 5 children should learn: <b>Generation of ideas</b> <b>Skill</b> Create a series of sketches over time to develop ideas on a theme or mastery of a technique. <b>Core knowledge</b> A sketch, drawing or model can be developed over time. This is a normal part of the artistic process.	<b>Generation of ideas</b> <ul style="list-style-type: none"> <li>What is an art installation?</li> <li>How do most installations start by the artist?</li> </ul>	In the next module children will: <b>Generation of ideas</b> <b>Skill</b> Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art. <b>Core knowledge</b> Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art. Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others. Sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork. A thumbnail sketch is a small quick drawing that can help you to plan out a larger painting or drawing.
<b>Teaching Ideas</b>		
<b>Significant artists, artworks and movements:</b> Various art installations. Pablo Picasso Rembrandt Harmenszoon van Rijn		

Year 5 / 6 (Cycle A) – Nature's Art Creativity, Creation		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
Pupils should be taught to: Evaluate and analyse creative works using the language of art, craft and design.  Create sketchbooks to record their observations and use them to review and revisit ideas.	<b>Natural art</b> <ul style="list-style-type: none"> <li>A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones.</li> <li>Photographs can be converted to line drawings using graphics software.</li> </ul>	Impact, material, meaning, opinion, texture, discussion, exploration, approach, evaluate, evaluation, idea, method, low relief sculpture, relief sculpture, sculpture, colour, Earth art, Earthwork, form, land art, local environment, natural form, natural material, pattern, shape, visual element.
		I can statements: <b>Natural art</b>

<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>		<p>Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p>
Prior Learning	Key Question(s):	Future Learning
<p>In Years 3 &amp; 4 children should learn:</p> <p><b>Natural art</b></p> <p><b>Skill</b></p> <p>Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p> <p><b>Core knowledge</b></p> <p>William Morris' designs consisted mainly of natural forms such as leaves, flowers, fruits and birds. Animal patterns and nature have always been a source of inspiration for artists. They combine a range of textures, colours and shapes for an artist to explore.</p>	<p><b>Nature's Art</b></p> <ul style="list-style-type: none"> <li>• A black and white image can also be called what?</li> <li>• A photograph can be deconstructed into a scene that then reduces it to what?</li> <li>• How can photographs be converted to line drawings?</li> </ul>	<p>In the next module children will:</p> <p><b>Natural art</b></p> <p><b>Skill</b></p> <p>Create art inspired by or giving an environmental message.</p> <p><b>Core knowledge</b></p> <p>Environmental artists use recycled materials to create their art. The use of recycled materials can give a message about the importance of recycling but can also portray important messages about damage to the environment or how human behaviour is impacting the world. Environmental art addresses social and political issues relating to natural and urban environments.</p>
Teaching Ideas		
<p><b>Significant artists, artworks and movements:</b></p> <p>Andy Goldsworthy art installation</p> <p>Examples of landscape paintings include <i>Road before the Mountains: Sainte-Victoire</i>, by Paul Cézanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i>, by Vincent van Gogh; <i>Tahitian Mountains</i>, by Paul Gauguin; and <i>Mountains at Collioure</i>, by Andre Derain.</p>		

Year 5 / 6 (Cycle A) – Mixed Media (Materials)		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and</p>	<p><b>Paper, fabric, metal and plastic</b></p> <ul style="list-style-type: none"> <li>• Techniques used in paper craft include, folding, quilling, marbling and decoupage.</li> <li>• Papermaking is the manufacture of paper. Almost all paper today, is made using industrial machinery; however, handmade paper remains a specialised craft.</li> </ul>	<p>Abstract, photo collage, pictorial, surrealism, compare, evaluation, abstract, collage, colour, cut, decoupage, figurative, fold, layer, marbling, mould, origami, paper, papercraft, papermaking, papier-mâche, pulp, quilling, stick, stitch, surreal, texture, thickness.</p>
		<p>I can statements:</p>

<p>sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> <li>Hand crafted paper is often made using re-cycled paper. Other items such as seeds, flowers and lettering can be added for decoration.</li> </ul> <p><b>Paper, fabric, metal and plastic</b></p> <ul style="list-style-type: none"> <li>Embellishments such as stitching, glitter, felt and pen work can be added to a mixed media collage to add details and create interesting effects.</li> <li>Materials can be joined by tying, gluing, knotting, twisting and threading.</li> <li>Re-cycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new art works.</li> <li>Materials can be joined by tying, gluing, knotting, twisting and threading.</li> <li>Recycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new artworks.</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>A collage is artwork made by sticking materials, such as scraps of paper or fabric, onto a background.</li> </ul> <p><b>Decorating and embellishing textile</b></p> <ul style="list-style-type: none"> <li>Applique is a technique where pieces of material are attached to another material by stitching or gluing.</li> </ul>	<p><b>Paper, fabric, metal and plastic</b> Make and use paper to explore traditional crafting techniques.</p> <p><b>Paper, fabric, metal and plastic</b> Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</p> <p><b>Cutting and joining textiles</b> Combine stitches and fabrics with imagination to create a mixed media collage.</p> <p><b>Cutting and joining textiles</b> Pin and tack fabrics in preparation for sewing and more complex pattern work.</p> <p><b>Decorating and embellishing textiles</b> Use applique to add decoration to a product or artwork.</p> <p>Use different methods of fastening for function and decoration, including press studs, Velcro and buttons.</p>
Prior Learning	Key Question(s):	Future Learning
<p>In Years 3 &amp; 4 children should learn:</p> <p><b>Paper, fabric, metal and plastic</b></p> <p><b>Skill</b></p> <p>Use a range of stitches to add detail and texture to fabric or mixed-media collages.</p> <p><b>Core knowledge</b></p> <p>Stitches include running stitch, cross stitch and blanket stitch.</p> <p>Embroidery stitches, such as scatter stitches, satin stitch and back stitch, embellish fabric.</p> <p><b>Cutting and joining textiles</b></p> <p><b>Skill</b></p> <p>Hand sew a hem or seam using a running stitch.</p> <p><b>Core knowledge</b></p> <p>A hem runs along the edge of a piece of cloth or clothing. It is made by turning under a raw edge and sewing to give a neat and quality finish.</p>	<p><b>Paper, fabric, metal and plastic</b></p> <ul style="list-style-type: none"> <li>What techniques can be used in paper craft?</li> <li>Hand crafted paper is normally made from what?</li> <li>What can be used to decorate hand crafted paper?</li> </ul> <p><b>Paper, fabric, metal and plastic</b></p> <ul style="list-style-type: none"> <li>What are embellishments?</li> <li>How can materials can be joined?</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>What is a collage?</li> </ul> <p><b>Decorating and embellishing textile</b></p> <ul style="list-style-type: none"> <li>What is an applique?</li> </ul>	<p>In the next module children will:</p> <p><b>Paper, fabric, metal and plastic</b></p> <p><b>Skill</b></p> <p>Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</p> <p><b>Core knowledge</b></p> <p>Embellishments such as stitching, glitter, felt and pen work can be added to a mixed media collage to add details and create interesting effects.</p> <p>Materials can be joined by tying, gluing, knotting, twisting and threading.</p> <p>Re-cycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new art works.</p> <p>Materials can be joined by tying, gluing, knotting, twisting and threading.</p> <p>Recycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new artworks.</p>

<b>Decorating and embellishing textiles</b> <b>Skill</b> Create detailed decorative patterns on fabric using printing techniques. <b>Core knowledge</b> Block printing and fabric paint are used to create decorative, repeated patterns on fabrics.		<b>Cutting and joining textiles</b> <b>Skill</b> Pin and tack fabrics in preparation for sewing and more complex pattern work. <b>Decorating and embellishing textiles</b> <b>Skill</b> Use different methods of fastening for function and decoration, including press studs, Velcro and buttons.
<b>Teaching Ideas</b>		
<b>Significant artists, artworks and movements:</b> Merz pictures by Kurt Schwitters Sorrow of the King by Henri Matisse		

Year 5 / 6 (Cycle A) – Expression (Human form)		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
Pupils should be taught to: Evaluate and analyse creative works using the language of art, craft and design.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  Learn about great artists, architects and designers in history.  Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	<b>Human Form</b> <ul style="list-style-type: none"> <li>Expressionism is a style of art aims to express the emotions of the subject rather than physical reality.</li> </ul>	Brushstroke, colour, compare, effect, emotion, feeling, study, subject matter, evaluate, feedback, expression, Expressionist, facial feature, portrait, portraiture, self-portrait, atmosphere, colour theory, complementary colour, contrasting colour, cool, Expressionist, Expressive, intense, mood, non-naturalistic, primary colour, secondary colour, shade, sombre, textural, tint, tone, vibrant, warm, overlay, text.
		I can statements:  <b>Human Form</b> Explore and create expression in portraiture.
Prior Learning	Key Question(s):	Future Learning
In Years 3 & 4 children should learn: <b>Skill</b> Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. <b>Core knowledge</b>	What is Expressionism? What does Expressionism particularly express or focus on?	In the next module children will: <b>Skill</b> Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. <b>Core knowledge</b> Distortion is an alteration to an original shape. Abstraction refers to art that doesn't depict the world realistically. Exaggeration is the depiction of something that is larger than in real life.

<p>A figure drawing is a drawing of the human form in any of its various shapes and postures, using any of the drawing media.</p> <p>Statues, statuettes and figurines have been used throughout history to represent religious and social narratives. Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil.</p> <p>Statues, statuettes and figurines are forms of three-dimensional sculpture that depict the human form.</p> <p>The making of statues, statuettes and figurines is an ancient craft. The ancient Sumerians, Egyptians and The Indus valley all created these human forms which can tell us about the past.</p>		
<b>Teaching Ideas</b>		
Artists:		

<b>Year 5 / 6 (Cycle B) – Tints, Tones and Shades (Colour Theory)</b>		
<b>National Curriculum Objectives</b>	<b>Sticky Knowledge</b>	<b>Vocabulary</b>
<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Paint and colour</b></p> <ul style="list-style-type: none"> <li>• A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.</li> <li>• A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</li> <li>• A shade is a colour mixed with black.</li> <li>• The impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras.</li> </ul>	<p>Composition, detail, fantasy, foreground, horizon, landscape, perspective, real, scale, sketch, discussion, evaluate, feedback, improve, cityscape, coastal landscape, colour, depth, fantasy landscape, horizon, landscape, light, middle ground, mid space, outline, perspective, real landscape, scale, shade, sky, tint, tone, atmosphere, black, colour, colour theory, darkness, effect, grey, hue, Impressionist, landscape art, light, lightness, mixing palette, shade, shadow, sketchbook, tint, tone, vibrancy, white. Creative, detail, personal, social, theme, adapt, constructive feedback, effect, evaluate, exhibition plaque, meaning, refine, reflection, annotation, artistic process, chart, colour study, develop, gather, montage, mood board, record, sketchbook, analogous colour, art movement, colour, colour palette, colour theory, complementary colour, cool colour, Express-</p>



	<ul style="list-style-type: none"> <li>Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue.</li> <li>The Realism movement painted scenes from everyday life using a naturalistic colour palette.</li> <li>The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks.</li> <li>In abstract art, colour itself can be the focus of the artwork.</li> <li>Artist Mark Rothko, used pure colour with no recognisable form in his paintings. The colours are used to evoke a mood or a feeling.</li> <li>In some abstract compositions, the subject matter is represented as blocks of colour in a recognisable form.</li> <li>Lucy Arnold is a contemporary fine artist and designer whose primary source of inspiration is nature. Her works are brightly coloured and bold.</li> </ul>	<p>sionism, Fauvism, hue, Impressionism, Naturalistic, non-naturalistic, primary colour, Realism, secondary colour, shade, tertiary colour, tint, tone, vivid colours, warm colour.</p> <p>I can statements:</p> <p><b>Paint and colour</b></p> <ul style="list-style-type: none"> <li>Use knowledge of colour and colour theory to create art.</li> <li>I can comment on impressionist pieces of work and the colours used.</li> <li>I can comment on Fauvist artists work and comment on the colours used.</li> <li>I can comment on the Realism movement scenes and the content of their everyday life and use of a naturalistic colour palette.</li> <li>I can comment on the vibrant and bright colours used by the Pop art movement.</li> <li>I can comment on the colours used in abstract art.</li> <li>I can comment on the striking colours in The Enchanted Owl by Inuit artist</li> </ul>
<b>Prior Learning</b>	<b>Key Question(s):</b>	<b>Future Learning</b>
<p>In the next module in Year 5 children will:</p> <p><b>Paint and colour</b></p> <p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Mix and use tints and shades of colours using a range of different materials, including paint.</li> </ul> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A tint is a colour mixed with white. A tint adds creates a lighter version of the colour. An example of a tint is pink.</li> <li>A shade is a colour mixed with black. A shade creates a darker version of the colour. When mixing a shade, begin with the colour itself then add black one drop at a time.</li> <li>A tone is a colour mixed with grey. The colour stays the same, only less vibrant.</li> <li>A tint is made by mixing a colour with white.</li> </ul>	<p><b>Paint and colour</b></p> <ul style="list-style-type: none"> <li>What colour is mixed with another to make a tint?</li> <li>What colour is mixed with another to make a shade?</li> <li>What colour is mixed with another to make a tone?</li> <li>How does the artist Mark Rothko use colour?</li> <li>What is Lucy Arnold's primary source of inspiration (contemporary fine artist and designer)?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<ul style="list-style-type: none"> <li>• A tone is made by mixing a colour with grey.</li> <li>• A shade is made by mixing as colour with black.</li> </ul>		
<b>Teaching Ideas</b>		
<p><b>Paint and colour</b></p> <p>Artist <i>Mark Rothko</i>, used pure colour with no recognisable form in his paintings. The colours are used to evoke a mood or a feeling.</p> <p>In some abstract compositions, the subject matter is represented as blocks of colour in a recognisable form.</p> <p><i>Lucy Arnold</i> is a contemporary fine artist and designer whose primary source of inspiration is nature. Her works are brightly coloured and bold.</p> <p>The impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras.</p> <p>Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue.</p> <p>The Realism movement painted scenes from everyday life using a naturalistic colour palette.</p> <p>The Expressionism movement distorted images using non-naturalistic blocks of colour.</p> <p>The <i>Enchanted Owl</i> by Inuit artist uses striking pairs of colours to make it stand out. It was originally printed in both red and black, and in green and black.</p> <p>The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks.</p>		

Year 5 / 6 (Cycle B) – Trailblazers, Barrier Breakers (Creativity, Generation of ideas)		
National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art.</li> <li>• Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others.</li> <li>• Sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork.</li> <li>• A thumbnail sketch is a small quick drawing that can help you to plan out a larger painting or drawing.</li> </ul>	<p>Analysis, colour, compare, composition, effect, meaning, technique, theme, composition, sketch, sketchbook, improve, progress, reflect, digital mood board, montage, mood board, colour, element, form, line, pattern, replica, sketchbook, texture, visual.</p> <p>I can statements:</p> <p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.</li> </ul>
Prior Learning	Key Question(s):	Future Learning

<p>In previous learning: <b>Generation of ideas</b> <b>Skill</b> Review and revisit ideas and sketches to improve and develop ideas. <b>Core knowledge</b> An art installation is a visual artwork, often created for indoor spaces, such as galleries and museums. Most installations will start by the artist making preliminary sketches and models, before refining them to create ideas for a finished piece.</p>	<ul style="list-style-type: none"> <li>• What can sketchbooks contain?</li> <li>• How can sketchbooks be a significant tool for artists?</li> <li>• What helps an artist to develop a more refined and polished piece of artwork?</li> <li>• What is a thumbnail sketch?</li> <li>• How can a thumbnail sketch help an artist?</li> </ul>	<p>In the next module children will: <b>Generation of ideas</b> <b>Skill</b> Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art. <b>Core knowledge</b> Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art. Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others. Sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork. A thumbnail sketch is a small quick drawing that can help you to plan out a larger painting or drawing.</p>
<b>Teaching Ideas</b>		
<p><b>Significant artists, artwork and movements:</b> Another Call from Africa by Turgo Bastien Forever Free by Edmonia Lewis Nelson's Ship in a Bottle by Yinka Shonibare No Woman; No Cry by Chris Ofili Peter's Sitters 3 by Hurvin Anderson Students Aspire by Elizabeth Catlett The Banjo Lesson by Henry Ossawa Tanner The Fontenelles at the Poverty Board by Gordon Parks The Harp by Augusta Savage Vanishing Point 7 by Barbara Walker</p>		

<b>Year 5 / 6 (Cycle B) – Inuit (Creativity, generation of ideas, significant people, artworks and movements)</b>		
<b>National Curriculum Objectives</b>	<b>Sticky Knowledge</b>	<b>Vocabulary</b>
<p>Pupils should be taught to: Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and</p>	<p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art.</li> <li>• Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others.</li> </ul>	<p>Colour, compare, contrast, preference, style, theme, change, evaluate, improve, result, colour, form, montage, observation, pattern, shape, 3-D form, carve, sculpture, soapstone, abstract, colour, Inuit-inspired print, line, pattern, shape, sketchbook, stylised, ink, paint, print, printmaking, stencil, stencilling technique, stencil print.</p> <p>I can statements: <b>Generation of ideas</b></p>

<p>sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> <li>• Sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork.</li> <li>• A thumbnail sketch is a small quick drawing that can help you to plan out a larger painting or drawing.</li> </ul> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• The artistic genre of collage uses cut, torn, folded, crumpled, layered and glued paper to create different visual effects.</li> <li>• Mixed media collage combines paper, fabric and other materials. An artist might also use 3-D objects, such as cogs, buttons, blocks and coins.</li> <li>• Mixed media collage uses a range of different joining methods, including gluing, stitching and tying.</li> <li>• Edvard Munch is a significant Expressionism artist. <i>The Scream</i> is one of his most familiar works and depicts the artist's feelings of anxiety.</li> <li>• The Expressionist art movement used jagged, distorted lines and contrasting colours to paint compositions which portrayed instability and emotionally charged scenes.</li> <li>• Pablo Picasso pioneered the use of continuous line drawing.</li> <li>• Pablo Picasso would take a complex subject matter and simplify it into one single unbroken line. These drawings can look simple, however, capturing the essence of a shape or object in just one line can be challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.</li> </ul> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• Investigate and develop artwork using the characteristics of an artistic movement or methodology or genre.</li> <li>• I can comment on Edvard Munch's significant Expressionist artwork of <i>The Scream</i></li> <li>• I can comment on the lines and colours used by artists in The Expressionist art movement.</li> <li>• I can comment on the lines drawings of Pablo Picasso.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In Years 3 &amp; 4 children should learn:</p> <p><b>Skill</b></p> <p>Explore and create expression in portraiture.</p> <p><b>Core knowledge</b></p> <p>Expressionism is a style of art aims to express the emotions of the subject rather than physical reality.</p> <p><b>Significant people, artwork and movements</b></p> <p><b>Skill</b></p>	<p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• What can sketchbooks contain?</li> <li>• How can sketchbooks be a significant tool for artists?</li> <li>• What helps an artist to develop a more refined and polished piece of artwork?</li> <li>• What is a thumbnail sketch?</li> <li>• How can a thumbnail sketch help an artist?</li> </ul>	<p>In the next module children will:</p> <p><b>Significant people, artwork and movements</b></p> <p><b>Skill</b></p> <p>Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks.</p> <p><b>Core knowledge</b></p>

<p>Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p><b>Core knowledge</b></p> <p>A Bankura ghora (horse) is a terracotta horse crafted in the Panchmura Village in the Bankura District of West Bengal. The village is famous for its terracotta sculptures of horses.</p> <p>Islamic art describes the art created specifically in the service of the Muslim faith. It includes art and architecture.</p> <p>Significant landscape artists include Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet.</p> <p>Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst.</p> <p>The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals.</p>	<p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• What is a collage?</li> <li>• What does mixed media collage mean?</li> <li>• What joining methods can be used in mixed media collages?</li> <li>• What does Edvard Munch's <i>The Scream</i> depict?</li> <li>• What is a line drawing?</li> <li>• Which artist is famous for pioneering continuous line drawings?</li> </ul>	<p>Abstract art uses simple shapes to represent objects and landscapes. Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley.</p> <p>Abstraction by shape is a technique artists use to represent objects using shape only.</p> <p>The Woodcutter by Kazimir Malevich, uses simple shapes to represent the woodcutter.</p> <p>Inuits have been expert carvers for thousands of years. They carve art objects from materials such as bone, ivory and wood. Birds, bears and other land animals are the common artistic subject matter.</p> <p>Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things.</p> <p>Significant Inuit artists include Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.</p> <p>Significant artworks by black artists include <i>Forever Free</i> (1867) by Edmonia Lewis, <i>The Banjo Lesson</i> (1893) by Henry Ossawa Tanner and <i>No Woman, No Cry</i> (1998) by Chris Ofili. Each tells a story about aspects of Black history and social issues.</p> <p>The Enchanted Owl is a significant example of an Inuit print, created by Inuit artist Kenojuak Ashevak in 1960.</p> <p>Abstract art uses simple shapes to represent objects and landscapes. Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley.</p> <p>Abstraction by shape is a technique artists use to represent objects using shape only.</p> <p>Kenojuak Ashevak was An important Canadian Inuit artist. Her drawings and prints used of simple, stylized motifs and Inuit culture and folklore.</p> <p><i>Guernica</i> (1937) is a large oil painting by Spanish artist Pablo Picasso.</p> <p><i>Guernica</i> is one of his best-known art works. It is regarded by many art critics as the most powerful anti-war painting in history.</p>
<p><b>Teaching Ideas</b></p>		
<p><b>Significant artists, artwork and movements:</b></p> <p>Mixed media collages.</p> <p>Edvard Munch is a significant Expressionism artist - <i>The Scream</i>.</p> <p>The Expressionist art movement</p> <p>Pablo Picasso - use of continuous line drawing.</p> <p>Pablo Picasso</p> <p>David Ruben Piqtoukun</p> <p>Inuit art</p> <p>Inuit community</p> <p>Jessie Oonark</p>		

Karoo Ashevak  
 Lucy Tasseor Tutsweetak  
 Pitseolak Ashoona  
 The Enchanted Owl by Kenojuak Ashevak

**Year 5 / 6 (Cycle B) – Environmental Artists (Nature's Art)**

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Natural art</b></p> <ul style="list-style-type: none"> <li>Environmental artists use recycled materials to create their art.</li> <li>The use of recycled materials can give a message about the importance of recycling but can also portray important messages about damage to the environment or how human behaviour is impacting the world.</li> <li>Environmental art addresses social and political issues relating to natural and urban environments.</li> </ul> <p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>Tints are often used in the backgrounds of landscape paintings.</li> <li>Tones and shades are used for the middle and foreground.</li> <li>Artists can use tints, tones and shades to give the impression of space in a landscape.</li> <li>Landscape paintings have a foreground, a middle ground and a background.</li> <li>The foreground shows features that are close. The middle ground and background show features in the distance.</li> <li>When drawing a landscape, the artist needs to consider where the horizon should be positioned. The horizon is where the sky meets the Earth's surface.</li> <li>Perspective is an important aspect of landscape drawing. A single line of perspective directs the viewers eye into the picture and creates the impression of depth and distance.</li> </ul>	<p>Compare, meaning, message, theme, adaptation, change, design, reflect, sketch, discussion, experimentation, exploration, information, inspiration, montage, research, 3-D form, sculpture, environmental art, land art, meaning, message.</p> <p>I can statements:</p> <p><b>Natural art</b></p> <ul style="list-style-type: none"> <li>Create art inspired by or giving an environmental message.</li> </ul> <p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>Use a range of materials to create imaginative and fantasy landscapes.</li> </ul>
Prior Learning	Key Question(s):	Future Learning

<p>In Years 3 &amp; 4 children should learn:</p> <p><b>Natural art</b></p> <p><b>Skill</b></p> <p>Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p> <p><b>Core knowledge</b></p> <p>A black and white image deconstructs a scene and reduces it to its lines, shapes, forms and tones. Photographs can be converted to line drawings using graphics software.</p> <p><b>Concept/Aspect</b></p> <p><b>Landscapes</b></p> <p><b>Skill</b></p> <p>Choose an interesting or unusual perspective or viewpoint for a landscape.</p> <p><b>Core knowledge</b></p> <p>A viewfinder is a tool an artist uses to frame a view. A viewfinder is a tool an artist uses to frame a view. Composition is a term used to describe the arrangement of the visual elements in a painting. Examples of landscape paintings include <i>Road before the Mountains: Sainte-Victoire</i>, by Paul Cézanne; <i>A Meadow in the Mountains: Le Mas de Saint-Paul</i>, by Vincent van Gogh; <i>Tahitian Mountains</i>, by Paul Gauguin; and <i>Mountains at Collioure</i>, by Andre Derain.</p>	<p><b>Natural art</b></p> <ul style="list-style-type: none"> <li>• What materials do Environmental artists use to create their art?</li> <li>• What message can the use of recycled materials give?</li> <li>• What issues does Environmental art address?</li> </ul> <p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>• Where are tints often used in landscape paintings?</li> <li>• Where are tones and shades used in landscape paintings?</li> <li>• Why do artists use tints, tones and shades in landscape paintings?</li> <li>• What three sections do landscape paintings have, and what is shown in each section?</li> <li>• The position of what, needs to be considered when drawing a landscape?</li> <li>• A single line of perspective directs what, and creates what in a picture?</li> </ul>	<p>In the next module children will:</p> <p><b>Landscapes</b></p> <p><b>Skill</b></p> <p>Create landscape art with or without typical perspective.</p> <p><b>Core knowledge</b></p> <p>Landscape paintings have a foreground, a middle ground and a background.</p> <p>The foreground shows features that are close. The middle ground and background show features in the distance.</p> <p>When drawing a landscape, the artist needs to consider where the horizon should be positioned. The horizon is where the sky meets the Earth's surface.</p> <p>Perspective is an important aspect of landscape drawing. A single line of perspective directs the viewers eye into the picture and creates the impression of depth and distance.</p>
<b>Teaching Ideas</b>		
<p><b>Significant artists, artwork and movements:</b></p> <p>Antony Gormley</p> <p>Chris Jordan</p> <p>Edith Meusnier</p> <p>John Akomfrah</p> <p>Olafur Eliasson</p>		

Year 5 / 6 (Cycle B) – Distortion and Abstraction <b>(Significant people, artwork and movements)</b>		
National Curriculum Objectives	Sticky Knowledge	Vocabulary

<p>Pupils should be taught to: Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Learn about great artists, architects and designers in history.</p>	<p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• Distortion is an alteration to an original shape.</li> <li>• Abstraction refers to art that doesn't depict the world realistically.</li> <li>• Exaggeration is the depiction of something that is larger than in real life.</li> </ul> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• Abstract art uses simple shapes to represent objects and landscapes. Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley.</li> <li>• Abstraction by shape is a technique artists use to represent objects using shape only.</li> <li>• Inuits have been expert carvers for thousands of years. They carve art objects from materials such as bone, ivory and wood. Birds, bears and other land animals are the common artistic subject matter.</li> <li>• Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things.</li> </ul>	<p>Abstract art, abstraction, analyse, colour, distortion, line, shape, adaptation, evaluation, feedback, reflection, portrait, colour, colour palette, Orphism, Shape.</p> <p>I can statements:</p> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</li> <li>• Explain the significance of different artworks and artists from a range of times and cultures and use elements of these to create their own artworks.</li> <li>• I can comment on Kenojuak Ashevak's The Enchanted Owl.</li> <li>• I can comment on Pablo Picasso's Guernica (1937).</li> <li>• I can comment on the work of significant Inuit artists include Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.</li> <li>• I can comment on the work of significant artworks by black artists include Forever Free (1867) by Edmonia Lewis, The Banjo Lesson (1893) by Henry Ossawa Tanner and No Woman, No Cry (1998) by Chris Ofili. Each tells a story about aspects of Black history and social issues.</li> <li>• I can comment on the artwork The Woodcutter by Kazimir Malevich.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In Years 3 &amp; 4 children should learn:</p> <p><b>Skill</b></p> <p>Explore and create expression in portraiture.</p> <p><b>Core knowledge</b></p> <p>Expressionism is a style of art aims to express the emotions of the subject rather than physical reality.</p>	<p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• What is distortion?</li> <li>• What is abstraction?</li> <li>• What is exaggeration?</li> </ul> <p><b>Significant people, artwork and movements</b></p> <ul style="list-style-type: none"> <li>• What does abstract art use simple shapes to represent?</li> <li>• Abstraction by shape is a technique artists use to represent objects using what only?</li> <li>• What materials have Inuit artist used for their carving?</li> <li>• What is an important subject matter for Inuit artists that demonstrates the respect and significance that they give to the matter?</li> </ul>	<p>In the next module children will:</p>
Teaching Ideas		



**Significant artists, artwork and movements:**

Abstract art

Cubism

Orphism

Pablo Picasso

Robert and Sonia Delaunay

Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley.

Kenojuak Ashevak – The Enchanted Owl (1960).

Significant Inuit artists include Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.

Significant artworks by black artists include Forever Free (1867) by Edmonia Lewis, The Banjo Lesson (1893) by Henry Ossawa Tanner and No Woman, No Cry (1998) by Chris Ofili. Each tells a story about aspects of Black history and social issues.

Kazimir Malevich - The Woodcutter

**Year 5 / 6 (Cycle B) – Bees, Beetles and Butterflies** **Creativity, Generation of ideas**

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<p>Pupils should be taught to: Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art.</li> <li>• Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others.</li> <li>• Sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork.</li> <li>• A thumbnail sketch is a small quick drawing that can help you to plan out a larger painting or drawing.</li> </ul>	<p>Mixed media collage, evaluation, exhibition, annotation, colour swatch, sketchbook, sketching, colour, colour palette, contemporary, digital painting, illustration, painting, watercolour paint, collage, decorative stitching, embellishment, mixed media, mixed media collage, observational drawing, Andy Warhol, Pop Art, print.</p> <p>I can statements: <b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.</li> </ul> <p><b>Cutting and joining textiles</b></p> <ul style="list-style-type: none"> <li>• Pin and tack fabrics in preparation for sewing and more complex pattern work.</li> </ul>
Prior Learning	Key Question(s):	Future Learning
<p>In previous learning: <b>Generation of ideas</b> <b>Skill</b> Review and revisit ideas and sketches to improve and develop ideas. <b>Core knowledge</b> An art installation is a visual artwork, often created for indoor spaces, such as galleries and museums.</p>	<p><b>Generation of ideas</b></p> <ul style="list-style-type: none"> <li>• What can sketchbooks contain?</li> <li>• Why are sketchbooks a significant tool for artists?</li> <li>• What is a necessary part of the artistic process?</li> <li>• How can sketchbooks help develop a piece of artwork?</li> <li>• What is a thumbnail sketch?</li> </ul>	<p>In the next module children will:</p>

Most installations will start by the artist making preliminary sketches and models, before refining them to create ideas for a finished piece.		
<b>Teaching Ideas</b>		
<b>Significant artists, artwork and movements:</b> Andy Warhol		