

## Art and Design Curriculum

### Year A - YEAR 1/2

	Autumn	Spring	Summer
Art focus	Craft and Design	Painting and Mixed Media	Sculpture and 3D
<b>Key Skills and Techniques</b>	<p>Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Responding to a simple design brief with a range of ideas.</p> <p>Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Talking about art they have seen using some appropriate subject vocabulary.</p> <p>Making links between pieces of art.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Beginning to talk about how they could improve their own work.</p>	<p>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</p> <p>Further developing mark-making within a greater range of media, demonstrating increased control.</p> <p>Developing observational skills to look closely and reflect surface texture through mark-making.</p> <p>Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint.</p> <p>Creating a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects.</p> <p>Talking about art they have seen using some appropriate subject vocabulary.</p> <p>Making links between pieces of art.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Beginning to talk about how they could improve their own work.</p>	<p>Using their hands to manipulate a range of modelling materials, including paper and card.</p> <p>Exploring how to join and fix materials in place.</p> <p>Creating 3D forms to make things from their imagination or recreate things they have seen.</p> <p>Selecting colours, shapes and materials to suit ideas and purposes.</p> <p>Designing and making something that is imagined or invented.</p> <p>Beginning to develop skills such as measuring materials, cutting, and adding decoration.</p> <p>Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</p> <p>Describing and comparing features of their own work and others' artwork.</p>
<b>Key Knowledge</b>	<p>To know that patterns can be made using shapes.</p> <p>To know that patterns can be used to add detail to an art work.</p>	<p>To know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>To know that colours can be mixed to 'match' real life objects or to create things from your imagination.</p> <p>To know that 'composition' means how things are arranged on the page.</p> <p>To know that collage materials can be shaped to represent shapes in an image.</p> <p>To know that shapes can be organic (natural) and irregular.</p> <p>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>To know that patterns can be used to add detail to an artwork.</p> <p>To know that collage materials can be chosen to represent real-life textures.</p> <p>To know that collage materials can be overlapped and overlaid to add texture.</p>	<p>To know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>
<b>Tasks</b>	Kapow: Map it Out (Year 2)	Kapow: Life in Colour (Year 2)	Kapow: Paper Play (Year 1)
<b>Vocabulary</b>	abstract composition	mixing combining	artist carving

	<p>curator  abstract  composition  curator  design  design brief  evaluate  felt  fibre  gallery  imaginary  inspired  landmarks  mosaic  overlap  pattern  shape  stained glass  texture  viewfinder</p>	<p>primary colour  secondary colour  texture  collage  overlap  detail  surface</p>	<p>concertina  curve  cylinder  imagine  loop  mosaic  overlap  sculpture  spiral  three dimensional (3D)  tube  zig-zag</p>
<p><b>Outcomes:  Art and Design  Knowledge and  Assessment</b></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Sort map images into groups, explaining their choices.</li> <li>Draw a map of their journey to school, including key landmarks and different types of mark-making.</li> <li>Follow instructions to make a piece of felt that holds together and resembles their map.</li> <li>Decide how to place 'jigsaw' pieces to create an abstract composition.</li> <li>Make choices about which details from their map to include in a stained glass.</li> <li>Cut cellophane shapes with care and arrange them into a pleasing composition.</li> <li>Design a print with simple lines and shapes, making improvements as they work.</li> <li>Follow a process to make and print from a polystyrene tile.</li> <li>Choose a favourite artwork, justifying their choice.</li> <li>Annotate their favourite artwork with relevant evaluation points.</li> <li>Take an active part in decisions around how to display their artworks in the class gallery.</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Name the primary and secondary colours.</li> <li>Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</li> <li>Describe the colours and textures they see.</li> <li>Try different tools to recreate a texture and decide which tool works best.</li> <li>Show they can identify different textures in a collaged artwork.</li> <li>Apply their knowledge of colour mixing to match colours effectively.</li> <li>Choose collage materials based on colour and texture.</li> <li>Talk about their ideas for an overall collage.</li> <li>Try different arrangements of materials, including overlapping shapes.</li> <li>Give likes and dislikes about their work and others'.</li> <li>Describe ideas for developing their collages.</li> <li>Choose materials and tools after trying them out.</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Roll paper tubes and attach them to a base securely.</li> <li>Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>Shape paper strips in a variety of ways to make 3D drawings.</li> <li>Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</li> <li>Create a tree of life sculpture that includes several different techniques for shaping paper.</li> <li>Work successfully with others, sustaining effort over a time.</li> <li>Paint with good technique, ensuring good coverage.</li> </ul>

Year B YEAR 1/2

	Autumn	Spring	Summer
Art Focus	Painting and Mixed Media	Sculpture and 3D	Drawing
<b>Key Skills and Techniques</b>	<p>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces.</p> <p>Explore colour mixing.</p> <p>Selecting colours, shapes and materials to suit ideas and purposes.</p> <p>Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.</p>	<p>Developing understanding of sculpture to construct and model simple forms.</p> <p>Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Developing basic skills for shaping and joining clay, including exploring surface texture.</p> <p>Following a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Talking about art they have seen using some appropriate subject vocabulary.</p> <p>Explaining their ideas and opinions about their own and other's art work, giving reasons.</p>	<p>Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Developing observational skills to look closely and reflect surface texture through mark-making.</p> <p>Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</p> <p>Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Describing and comparing features of their own work and other's art work.</p>
<b>Key Knowledge</b>	<p>To know that the primary colours are red, yellow and blue.</p> <p>To know that primary colours can be mixed to make secondary colours.</p> <p>To know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>To know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>To know that a clay surface can be decorated by pressing into it or by joining pieces on.</p> <p>To know that patterns can be made using shapes.</p> <p>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p> <p>To know that patterns can be used to add detail to an artwork.</p>	<p>To know that an outline is a joined up line that shows a 2D shape.</p> <p>To know that drawing tools can create different marks.</p> <p>To know that you can draw different types of lines.</p> <p>To know that texture means 'what something feels like'.</p> <p>To know that different marks can be used to represent the textures of objects.</p> <p>To know that different drawing tools make different marks.</p> <p>To know that things we see have darker and lighter areas.</p>
<b>Tasks</b>	Kapow: Colour Splash (Year 1)	Kapow: Clay Houses (Year 2).	Kapow: Make your Mark (Year 1).
<b>Vocabulary</b>	<p>blend</p> <p>hue</p> <p>kaleidoscope</p> <p>pattern</p> <p>mix</p> <p>primary colour</p> <p>print</p> <p>secondary colour</p> <p>shade</p> <p>shape</p> <p>space</p> <p>texture</p> <p>thick</p>	<p>casting</p> <p>ceramic</p> <p>cut</p> <p>detail</p> <p>flatten</p> <p>glaze</p> <p>impressing</p> <p>in relief</p> <p>join</p> <p>negative space</p> <p>pinch pot</p> <p>plaster</p> <p>roll</p> <p>score</p> <p>sculptor</p> <p>sculpture</p> <p>shape</p> <p>slip</p> <p>smooth</p> <p>surface</p> <p>three dimensional</p> <p>thumb pot</p>	<p>D shape</p> <p>3D shape</p> <p>abstract</p> <p>chalk</p> <p>charcoal</p> <p>circle</p> <p>continuous</p> <p>cross-hatch</p> <p>diagonal</p> <p>dots</p> <p>firmly</p> <p>form</p> <p>horizontal</p> <p>lightly</p> <p>line</p> <p>mark making</p> <p>narrative</p> <p>observe</p> <p>optical art</p> <p>pastel</p> <p>printing</p> <p>shade</p> <p>shadow</p> <p>straight</p> <p>texture</p>

			vertical wavy
<b>Outcomes: Art and Design Knowledge and Assessment</b>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Name the primary colours.</li> <li>• Explore coloured materials to mix secondary colours.</li> <li>• Mix primary colours to make secondary colours.</li> <li>• Apply paint consistently to their printing materials to achieve a print.</li> <li>• Use a range of colours when printing.</li> <li>• Mix five different shades of a secondary colour.</li> <li>• Decorate their hands using a variety of patterns.</li> <li>• Mix secondary colours with confidence to paint a plate.</li> <li>• Describe their finished plates.</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.</li> <li>• Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</li> <li>• Roll a smooth tile surface.</li> <li>• Join clay shapes and make marks in the tile surface to create a pattern.</li> <li>• Draw a house design and plan how to create the key features in clay.</li> <li>• Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Show knowledge of the language and literacy to describe lines.</li> <li>• Show control when using string and chalk to draw lines.</li> <li>• Experiment with a range of mark-making techniques, responding appropriately to music.</li> <li>• Colour neatly and carefully, featuring a range of different media and colours.</li> <li>• Apply a range of marks successfully to a drawing.</li> <li>• Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</li> </ul>

## Year A - YEAR 3/4

	Autumn	Spring	Summer
Art focus	<b>Drawing</b>	<b>Painting and Mixed Media</b>	<b>Craft and Design</b>
<b>Key Skills and Techniques</b>	<p>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently using a range of materials, selecting and using these appropriately with more independence.</p> <p>Drawing with expression and beginning to experiment with gestural and quick sketching.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Confidently explaining their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Using sketchbooks as part of the problem-solving process and making changes to improve their work.</p>	<p>Generating ideas from a range of stimuli.</p> <p>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Confidently using a range of materials, selecting and using these appropriately with more independence.</p> <p>Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Selecting and using a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task.</p> <p>Mixing colours with greater accuracy and beginning to consider how colours can be used expressively.</p> <p>Using mixed media techniques to make different surfaces for painting and drawing.</p> <p>Using subject vocabulary to describe and compare creative works.</p>	<p>Carrying out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Drawing with expression and beginning to experiment with gestural and quick sketching.</p> <p>Using mixed media techniques to make different surfaces for painting and drawing.</p> <p>Learning a new making technique (paper making) and applying it as part of their own project. Investigating the history of a craft technique and sharing that knowledge in a personal way.</p> <p>Designing and making creative work for different purposes, evaluating the success of the techniques used.</p> <p>Using their own experiences to explain how art works may have been made.</p>

<b>Key Knowledge</b>	<p>To know that different drawing tools can create different types of lines.</p> <p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps.</p> <p>To know that shading helps make drawn objects look more three dimensional.</p> <p>To know that 'tone' in art means 'light and dark'.</p>	<p>To know that using light and dark colours next to each other creates contrast.</p> <p>To know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>To know that different drawing tools can create different types of lines.</p>	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>
<b>Tasks</b>	<p>Kapow: Growing Artists (Year 3).</p>	<p>Kapow: Prehistoric Art (Year 3).</p>	<p>Kapow: Egyptian Scrolls (Year 3).</p>
<b>Vocabulary</b>	<p>abstract arrangement blend botanical botanist composition cut dark even expressive form frame frottage geometric gestural grip light line magnified organic object pressure rubbing scale scientific shading shape smooth</p>	<p>charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone</p>	<p>ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material painting papyrus pattern process scale scroll sculpture shape technique zine</p>
<b>Outcomes: Art and Design Knowledge and Assessment</b>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Know the difference between organic and geometric shapes.</li> <li>• Use simple shapes to form the basis of a detailed drawing.</li> <li>• Use shading to demonstrate a sense of light and dark in their work.</li> <li>• Shade with a reasonable degree of accuracy and skill.</li> <li>• Blend tones smoothly and follow the four shading rules.</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise the processes involved in creating prehistoric art.</li> <li>• Explain approximately how many years ago prehistoric art was produced.</li> <li>• Use simple shapes to build initial sketches.</li> <li>• Create a large scale copy of a small sketch.</li> <li>• Use charcoal to recreate the style of cave artists.</li> <li>• Demonstrate good understanding of colour mixing with natural pigments.</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise and discuss the importance of Ancient Egyptian art.</li> <li>• Consider the suitability of a surface for drawing.</li> <li>• Record colours, patterns and shapes through observational drawing.</li> <li>• Choose and use tools and materials confidently.</li> <li>• Begin to experiment with drawing techniques.</li> <li>• Create a selection of sketches that show idea exploration.</li> <li>• Produce a final design with a clear purpose.</li> <li>• Follow instructions with minimal support.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collect a varied range of textures using frottage.</li> <li>• Use tools competently, being willing to experiment.</li> <li>• Generate ideas mostly independently and make decisions to compose an interesting frottage image.</li> <li>• Make considered cuts and tears to create their ideas.</li> <li>• Understand how to apply tone, with some guidance about where to use it.</li> <li>• Draw a framed selection of an image onto a large scale with some guidance.</li> <li>• Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the differences between prehistoric and modern paint.</li> <li>• Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.</li> <li>• Successfully make positive and negative handprints in a range of colours.</li> <li>• Apply their knowledge of colour mixing to make natural colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate the process and outcome of their work.</li> <li>• Produce a complete painted or drawn piece from a design idea.</li> <li>• Use colours and materials appropriately, showing an understanding of effective composition.</li> <li>• Have a clear idea of the subject of their zine, including a range of images and information.</li> </ul>
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## Year B - YEAR 3/4

	Autumn	Spring	Summer
Art focus	<b>Sculpture and 3D</b>	<b>Drawing</b>	<b>Craft and Design</b>
<b>Key Skills and Techniques</b>	<p>Working selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p>Exploring how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p> <p>Showing an understanding of appropriate finish and presenting work to a good standard.</p> <p>Responding to a stimulus and beginning to make choices about materials and techniques used to work in 3D.</p> <p>Using subject vocabulary confidently to describe and compare creative works.</p> <p>Using their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome.</p> <p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Evaluating their work more regularly and independently during the planning and making process.</p>	<p>Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>Using growing knowledge of different drawing materials, combining media for effect.</p> <p>Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>Showing an understanding of appropriate finish and presenting work to a good standard. Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>Designing and making art for different purposes and beginning to consider how this works in creative industries.</p> <p>Using subject vocabulary confidently to describe and compare creative works.</p> <p>Using their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Building a more complex vocabulary when discussing their own and others' art.</p>

			Evaluating their work more regularly and independently during the planning and making process.
<b>Key Knowledge</b>	To know that simple 3D forms can be made by creating layers, by folding and rolling materials. To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).	To know how to use basic shapes to form more complex shapes and patterns. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. To know that tone can be used to create contrast in an artwork.	To know how to use basic shapes to form more complex shapes and patterns. To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.
<b>Tasks</b>	Kapow: Mega Materials (year 4).	Kapow: Power Prints (Year 4)	Kapow: Fabric of Nature (year 4)
<b>Vocabulary</b>	abstract carving ceramics figurative form found objects hollow join mesh model organic shape pliers quarry sculpture secure surface template texture three-dimensional (3D) tone two-dimensional (2D) typography visualisation weaving welding	abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry three dimensional (3D) tone viewfinder wax-resist	batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme
<b>Outcomes: Art and Design Knowledge and Assessment</b>	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>• Try drawing in an unfamiliar way and take risks in their work.</li> <li>• Use familiar shapes to create simple 3D drawings and describe the shapes they use.</li> <li>• Draw a simple design with consideration for how its shape could be cut from soap.</li> <li>• Transfer a drawn idea successfully to a soap carving.</li> <li>• Make informed choices about their use of tools.</li> </ul>	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>• Create several pencil tones when shading and create a simple 3D effect.</li> <li>• Explore the effect of holding a pencil in different ways and applying different pressures.</li> <li>• Use charcoal and rubber to show areas of light and dark in their drawings.</li> <li>• Demonstrate an awareness of the relative size of the objects they draw.</li> </ul>	Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>• Describe objects, images and sounds with relevant subject vocabulary.</li> <li>• Create drawings that replicate a selected image.</li> <li>• Select imagery and colours to create a mood board with a defined theme and colour palette.</li> <li>• Complete four drawings, created with confident use of materials and tools to add colour.</li> </ul>

	<ul style="list-style-type: none"> <li>• Successfully bend wire to follow a simple template, adding details for stability and aesthetics.</li> <li>• Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.</li> <li>• Show they are considering alternative ways to display their sculpture when photographing it.</li> <li>• Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.</li> <li>• Describe how their work has been influenced by the work of El Anatsui.</li> </ul>	<ul style="list-style-type: none"> <li>• Use scissors with care and purpose to cut out images.</li> <li>• Try out multiple arrangements of cut images to decide on their composition.</li> <li>• Use different tools to create marks and patterns when scratching into a painted surface.</li> <li>• Show some awareness of how to create contrast by including areas with more and less marks.</li> <li>• Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.</li> <li>• Work co-operatively to create a joint artwork, experimenting with their methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the work of William Morris, using subject vocabulary to describe his work and style.</li> <li>• Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.</li> <li>• Identify and explain where a pattern repeats.</li> <li>• Follow instructions to create a repeating pattern, adding extra detail.</li> <li>• Understand different methods of creating printed fabric in creative industries.</li> <li>• Use sketchbooks to evaluate patterns.</li> <li>• Produce ideas to illustrate products using their designs.</li> </ul>
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## Year A - YEAR 5/6

	Autumn	Spring	Summer
Art focus	<b>Craft and Design</b>	<b>Sculpture and 3D</b>	<b>Painting and Mixed Media</b>
<b>Key Skills and Techniques</b>	<p>Apply an understanding of composition to create an effective photomontage poster.</p> <p>Apply understanding of abstract art through photography.</p> <p>Demonstrate an understanding of design choices made for effect using digital photography techniques.</p> <p>Apply an understanding of photography to design and recreate a famous painting.</p> <p>Demonstrate observation and proportion to create art in a photorealistic style.</p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Combining a wider range of media, e.g. photography and digital art effects.</p> <p>Investigating how scale, display location and interactive elements impact 3D art.</p> <p>Planning a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>Persevering when constructions are challenging and working to problem solve more independently.</p> <p>Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey.</p> <p>Applying known techniques with a range of media, selecting these independently in response to a stimulus.</p> <p>Applying paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</p> <p>Developing an artwork from a drawing or other initial stimulus. Exploring how collage can extend original ideas.</p> <p>Combining a wider range of media, e.g. photography and digital art effects.</p> <p>Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>



<b>Key Knowledge</b>	<p>To know the features of a camera, including the macro and normal lens functions.</p> <p>To know how to use a camera to create a range of different effects.</p> <p>To know how to manipulate a photograph and change it for specified purposes.</p>	<p>To know that an art installation is often a room or environment in which the viewer ‘experiences’ the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p> <p>To know how to create texture on different materials.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p> <p>To know that different marks and lines can be used to create specific effects.</p> <p>To know that artists create pattern to add expressive detail and texture to art works.</p>
<b>Tasks</b>	Kapow: Photo Opportunity (Year 6)	Kapow: Interactive installation (Year 5)	Kapow: Portraits (Year 5)
<b>Vocabulary</b>	album arrangement cityscape composition Dada digital editing emulate focus frame grid image layout macro monochromatic monochrome photography photomontage photorealism photorealistic portrait pose prop proportion recreate replacement saturation software	analyse art medium atmosphere concept culture display elements evaluate experience features influence installation art interact interactive location mixed media performance art props revolution scale scaled down special effects stencil three dimensional	art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer
<b>Outcomes: Art and Design Knowledge and Assessment</b>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>● Explain how a new image can be created using a combination of other images.</li> <li>● Understand what photomontage is and recognise how artists use photography.</li> <li>● Select relevant images and cut them with confidence and a level of control.</li> <li>● Demonstrate a competent knowledge of effective composition, discussing their ideas.</li> <li>● Use recording devices and available software with confidence.</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>● Group images together, explaining their choices.</li> <li>● Answer questions about a chosen installation thoughtfully and generate their own questions.</li> <li>● Show that they understand what installation art means.</li> <li>● Justify their opinions of installation artworks.</li> <li>● Evaluate their box designs, considering how they might appear as full-sized spaces.</li> <li>● Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.</li> <li>● Create an installation plan, model or space.</li> </ul>	<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>● Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>● Try a variety of materials and compositions for the backgrounds of their drawings.</li> <li>● Communicate to their partner what kind of photo portrait they want.</li> <li>● Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.</li> <li>● Create a successful print.</li> <li>● Use some Art vocabulary to talk about and compare portraits.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate a confident understanding of Edward Weston’s style through their artistic choices.</li> <li>• Discuss the features of a design, e.g. explaining what is effective about a composition.</li> <li>• Select a suitable range of props, considering the design brief and their initial ideas.</li> <li>• Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects.</li> <li>• Use editing software to change their image, reflecting an artist’s style.</li> <li>• Choose a suitable painting and suggest appropriate ways to recreate it photographically with props.</li> <li>• Set up a composition and think about a space that will provide good lighting levels.</li> <li>• Take a portrait that is focused and appropriately framed.</li> <li>• Draw an accurately measured grid, with some support, understanding how it can support them with their drawing.</li> <li>• Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned.</li> <li>• Create a final painting or drawing with tonal differences that create a photo-realistic effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their creations and the changes they made as they worked.</li> <li>• Describe how their space conveys a particular message or theme.</li> <li>• Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.</li> <li>• Show they have considered options for how to display their installation best e.g. lighting effects.</li> <li>• Present information about their installation clearly in the chosen format.</li> <li>• Justify choices made, explaining how they improve the viewer experience or make it interactive.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key facts using a website as a reference.</li> <li>• Explain their opinion of an artwork.</li> <li>• Experiment with materials and techniques when adapting their photo portraits.</li> <li>• Create a self-portrait that aims to represent something about them.</li> <li>• Show they have considered the effect created by their choice of materials and composition in their final piece.</li> </ul>
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## Year B - YEAR 5/6

	Autumn	Spring	Summer
Art focus	Craft and Design	Painting and Mixed Media	Drawing
Key Skills and Techniques	<p>Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. Combining a wider range of media, e.g. photography and digital art effects.</p> <p>Designing and making art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>Extending ideas for designs through sketchbook use and research, justifying choices made during the design process. Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe</p>	<p>Understand how to analyse a famous painting.</p> <p>Understand how to find meaning in painting.</p> <p>Apply drama techniques to explore the meaning of a painting.</p> <p>Apply interpretation skills to analyse and respond to an abstract painting.</p> <p>Understand how art can tell stories or portray messages.</p> <p>Develop starting points for creative outcomes.</p> <p>Demonstrate an understanding of painting techniques to make personal choices.</p>	<p>Explore expressive drawing techniques.</p> <p>Consider how symbolism in art can convey meaning.</p> <p>Apply understanding of the drawing technique chiaroscuro.</p> <p>Evaluate the context and intention of street art.</p> <p>Apply an understanding of impact and effect to create a powerful image.</p>

	how the cultural and historical context may have influenced their creative work.		
<b>Key Knowledge</b>	<p>To know that architects design buildings for a purpose which can be practical, aesthetic or both.</p> <p>To recognise how shape (2D and 3D), space, perspective and proportion can be used in a design process.</p> <p>To know key architectural buildings of the world and their locations and impact.</p>	<p>To describe the main features of a piece of art, using artistic terminology and to recognise the techniques that have been used.</p> <p>To be able to describe a personal response to a painting, for example, how does it make them feel? Does it remind them of anything? What is interesting and why?</p> <p>To begin to interpret the artist's meaning behind the piece of work and what messages are being communicated by the piece.</p> <p>To evaluate a piece of art – what is successful or unsuccessful in the piece and why.</p> <p>To be inspired by a piece of art and to use techniques to create own artwork to convey a message, feeling or meaning.</p>	<p>To know that art can take a written form and to evaluate the styles of Chiaroscuro, graffiti and guerrilla art.</p> <p>To recognise the importance of impact and effect to create a powerful image</p> <p>To know that a variety drawing techniques can be applied to the written word.</p>
<b>Tasks</b>	Kapow: Architecture (year 5)	Kapow: Artist Study (Year 6)	Kapow: Make My Voice Heard (year 6)
<b>Vocabulary</b>	<p>abstract</p> <p>annotate</p> <p>architect</p> <p>architectural</p> <p>architecture</p> <p>birds eye view</p> <p>built environment</p> <p>commemorate</p> <p>composition</p> <p>crop</p> <p>design</p> <p>design brief</p> <p>design intention</p> <p>elevation</p> <p>evaluate</p> <p>external</p> <p>form</p> <p>futuristic</p> <p>individuality</p> <p>interpret</p> <p>legacy</p> <p>literal</p> <p>monoprint</p> <p>monument</p> <p>observational drawing</p> <p>organic</p> <p>perspective</p> <p>pressure</p>	<p>abstract</p> <p>analyse</p> <p>artist</p> <p>compose</p> <p>compositions</p> <p>convey</p> <p>evaluation</p> <p>inference</p> <p>interpret</p> <p>justify</p> <p>meaning</p> <p>medium</p> <p>mixed media</p> <p>narrative</p> <p>respond</p> <p>tableau</p> <p>technique</p> <p>thought-provoking</p> <p>translate</p>	<p>aesthetic</p> <p>audience</p> <p>character traits</p> <p>chiaroscuro</p> <p>commissioned</p> <p>composition</p> <p>expressive</p> <p>graffiti</p> <p>guerilla</p> <p>imagery</p> <p>impact</p> <p>interpretation</p> <p>mark making</p> <p>mural</p> <p>representative</p> <p>street art</p> <p>symbol</p> <p>symbolic</p> <p>technique</p> <p>tone</p> <p>tonal</p>

<p><b>Outcomes: Art and Design Knowledge and Assessment</b></p>	<p>Pupils who are <b>secure</b> will be able to:</p> <p>Sketch a house from first-hand or second-hand observation. Use basic shapes to place key features and form the composition, measuring to work out proportions. Notice small details to incorporate into the drawing by observing. Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. Follow steps to create a print with clear lines, with some smudging. Purposefully evaluate their work, demonstrating what went well and what could be improved. Create a building design based on a theme or set purpose. Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser's work and recognise his style. Create a factual presentation about Hundertwasser in a visually pleasing way. Show understanding of what a monument is for by designing a monument that symbolises a person or event. Describe their monument and explain their choices. Give constructive feedback to others about their monument designs.</p>	<p>Pupils who are <b>secure</b> will be able to:</p> <p>Understand a narrative and use descriptive language to tell a story. Suggest ideas for the meaning behind a picture. Identify different features within a painting and use the formal elements to describe it. Be creative and imaginative in finding their own meaning in a painting. Use their own art or personal experiences to justify their ideas. Read a picture well and see beyond the first glance, analysing and evaluating it successfully. Reflect on personal experiences to convey through their own piece of abstract art. Contribute to discussions to either the class, group or talk partner. Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. Select an appropriate artist. Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. Experiment and revisit ideas, drawing on creative experiences. Work in a sustained way to complete a piece, making evaluations at each stage.</p>	<p>Pupils who are <b>secure</b> will be able to:</p> <p>Collect a good range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of art. Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes, with little support. Create a tile that is full of pattern, symbols and colours that represents themselves. Discuss ideas to create light and dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities and differences between different styles of art. Form their own opinions about what art is, justifying their ideas. Identify a cause and decide what message they want to convey. Understand artist choices to convey a message. Review sketchbook and creative work to develop a drawn image. Review and revisit ideas to develop their work.</p>
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