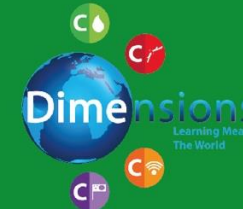




Art & Design



National Curriculum Aims

The national curriculum for art and design aims to ensure that all pupils:

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

Expected covered content from Key Stage 1

Pupils should be taught:

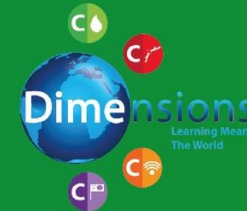
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the 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.

Actual coverage in Key Stage 2

Pupils should be taught:	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas 	T1 – ThAFo T4 – UTC	T3 – LaO	T4 – FoB	T1 – AWOBI
<ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	T1 – ThAFo T3 – AvS T4 – UTC	T1 – LS T3 – LaO	T1 – MC T3 – YNI T4 – FoB	T1 – AWOBI T3 – WotW T6 – IhaD
<ul style="list-style-type: none"> • about great artists, architects and designers in history 	T1 – ThAFo	T4 – PoP	T6 – CFWM:Af	T6 – IhaD



Art & Design



Knowledge Building

Techniques

Techniques are the procedures and methods by which an artist defines themselves. Most artists will specialise in one technique, and, for some, it is this that makes their work well-known. It is by learning about and exploring these techniques that pupils become aware that art has many styles and forms, and techniques are chosen for specific purposes.

Tools

It is by using different **tools** that artists can develop their chosen techniques. Painters require brushes and paint, photographers need cameras etc. By knowing about a range of tools used to produce art, pupils will appreciate how artists can perform certain techniques. Some tools are chosen with exacting purposes in mind, but tools can be mixed to create new techniques, styles and forms e.g. sand animation art.

People

For tools and techniques to be used, there obviously needs to be **people** using them. These people are known as artists and architects. By being able to recognise the art produced by both **people groups** and **individuals**, pupils can then start to recognise how the cultural, geographical, historical and social backgrounds of these artists influences their work.

Art and Design Vocabulary

The language of art and design can be broken down into different categories such as: the language of **form and technique**, for example, stippling, etching, painting, drawing, sculpture, photography; the language of **tools**, e.g. brush, camera, chisel, clay, paint, pastels; the language of **style or movements** as in cubism, abstract, expressionism and pop art. Having an expansive art and design vocabulary is important for children so they can talk about their own work, as well as art produced by skilled artists.

Architecture

Architecture is an aspect of art that focuses on the design of buildings. It is included in the art curriculum so that children are aware that art and design doesn't just focus on painting or drawing. **Architecture** reflects a range of styles across different eras and developing knowledge about them will help pupils become aware of how architecture shapes landscapes, making some places easily recognisable, which links directly to human geography.

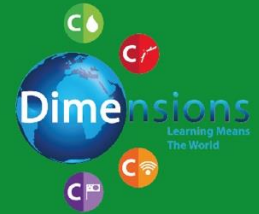
Cultural Understanding

The production of art dates back as far as when humankind started thinking creatively. It has always been a way of displaying and interpreting the world around us. Artists have come from many different backgrounds and **cultures**. By having an **understanding** of an artist's **culture**, we can then understand what they are trying to show. It is important that pupils recognise that art can be found everywhere and is deeply subjective; what they like to look at may not be the same as their peers. They will know that artists come from across the globe, and many use their environment, culture or religion (or a combination of all three) to influence the art they produce.





Art & Design



End Goals

Adventurers / LKS2

Our aim in teaching art in Adventurers is to deepen their awareness of art as an identifying feature of different cultures and religions, as well as building on techniques and use of tools from Pathfinders. In this phase, pupils should be able to choose from a range of paintbrushes and understand how varying brush sizes can make an impact on what a painting looks like. They should also be able to vary the lines they use when drawing buildings, portraits and landscapes to give their work greater impact. As well as using lines more effectively, pupils should have been introduced to the concept that artists, specifically painters and illustrators, can follow rules to guide their work, for example, the 'rule of thirds' for landscapes. The techniques used in sculpting with clay will have been improved by using 'slip' to make sculptures stronger and using papier mache as another tool for sculpting 3D forms. In this phase, art as an identifying feature of culture and religion appear regularly. Pupils will be aware of the use of mandalas in Buddhism and geometric patterns that appear in Islamic art. In contrast, they should understand the significance of tattooing as an art form in Central America and Mexico during the Mayan period and how the comic book artwork of Jack Kirby and his Marvel characters has had a cultural impact. In Lightning Speed, pupils will have looked at the work of Gutenberg and how printing is not only an artform but has many practical uses.

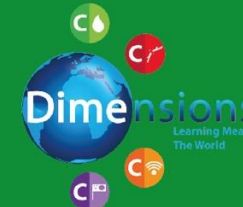
Navigators / UKS2

Our aim in teaching art in Navigators is to challenge pupils in their selection of tools and techniques so that their own works makes more of an impact, and in their understanding of how art can reflect culture and historical events. Throughout this phase, pupils should be able to draw upon the skills and techniques they have used to produce work that is effective and personalised. Pupils will expand their knowledge of colour through, not only mixing, but manipulating contrasting and complementary colours within their work. They will have created sculptures using more complex techniques with clay, such as slab work, and will have needed to delve deeper into their imaginations to create sculptures using small, everyday materials i.e. paper clips. Pupils should be able to evaluate and critique art, not only produced by professional artists, but by themselves and their peers, giving intelligent and supportive feedback using a wide range of art and design vocabulary. Pupils should recognise when research is required when creating art of a certain style and be aware of the reasons why art is important, making links with historical and cultural events. By the end of this phase, pupils should be able to produce art using a wide range of techniques, select tools for specific purposes and have a developed sense of imagination, whilst being able to link work to a range of historical, social and cultural contexts.





Art & Design



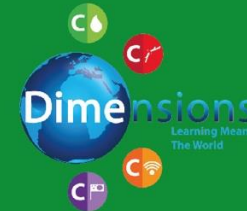
ADVENTURERS (Year 3 & 4)







Knowledge Building					
Techniques	Tools	People	Art and Design Vocabulary	Architecture	Cultural Understanding
Know how different techniques are used to create effects e.g. relief printing	Know how using different art tools can create different effects e.g. use of various brush sizes	Know some of the key ideas, techniques and practices of a variety of artists (art and craft)	Understand key vocabulary relating to a range of different art techniques	Know the names of some famous architects and give examples of their work	Understand that art is an identifying feature of different cultures and religions
Art & Design Skills Progression Adventurers Yr3/4					
<p>Ar30 <i>Drawing</i> Experiment with different grades of pencil and other implements</p> <p>Ar32 <i>Printing</i> Explore pattern and shape, creating designs for printing</p> <p>Ar33 <i>Textiles/Collage</i> Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Ar34 <i>Modelling and Sculpting</i> Research, plan, design and make models</p> <p>Ar35 Find out about artists, architects and designers</p> <p>Ar36 <i>Drawing</i> Use their sketchbook to observe, collect and record visual information from different sources</p> <p>Ar37 <i>Printing</i> Observe and discuss the processes used to produce a simple print</p> <p>Ar38 <i>Drawing</i> Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Ar39 <i>Drawing</i> Draw independently for sustained period</p> <p>Ar40 Plan, refine and alter their work as necessary</p> <p>Ar41 <i>Painting</i> Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Ar42 <i>Painting</i> Mix a variety of colours and know which primary colours make secondary colours</p> <p>Ar43 <i>Printing</i> Print using variety of materials, objects and techniques including layering</p> <p>Ar44 <i>Textiles/Collage</i> Use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining</p> <p>Ar45 <i>Modelling and Sculpting</i> Work with a degree of independence</p> <p>Ar46 <i>Modelling and Sculpting</i> Construct a simple clay base for extending and modelling other shapes</p> <p>Ar47 <i>Modelling and Sculpting</i> Make a simple papier mache object</p> <p>Ar48 Design and create images and artefacts in response to their personal ideas</p>			<p>Ar49 <i>Drawing</i> Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media</p> <p>Ar50 <i>Painting</i> Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</p> <p>Ar51 <i>Printing</i> Research, create and refine a print using a variety of techniques</p> <p>Ar52 <i>Printing</i> Explore resist painting including marbling and silkscreen</p> <p>Ar54 Find out about artists, architects and designers</p> <p>Ar55 <i>Drawing</i> Use research to inspire drawings from memory and imagination</p> <p>Ar56 <i>Drawing</i> Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary</p> <p>Ar57 <i>Textiles/Collage</i> Match the correct tool to the material</p> <p>Ar58 <i>Modelling and Sculpting</i> Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed</p> <p>Ar59 <i>Drawing</i> Make informed choices in drawing including use of paper and media</p> <p>Ar60 <i>Drawing</i> Collect images and information independently in a sketchbook</p> <p>Ar61 <i>Painting</i> Make and match colours with increasing accuracy</p> <p>Ar62 <i>Painting</i> Use more specific colour language e.g. tint, tone, shade, hue</p> <p>Ar63 <i>Painting</i> Plan and create different effects and textures with paint</p> <p>Ar64 <i>Printing</i> Select broadly the kinds of material to print with in order to achieve the desired effect</p> <p>Ar65 <i>Textiles/Collage</i> Choose collage or textiles as a means of extending work already achieved</p> <p>Ar66 <i>Modelling and Sculpting</i> Show an understanding of shape, space and form</p> <p>Ar67 <i>Modelling and Sculpting</i> Plan, design, make and adapt models using a variety of materials</p> <p>Ar68 <i>Modelling and Sculpting</i> Talk about their work, understanding that it has been sculpted, modelled or constructed</p> <p>Ar69 Design and create images and artefacts for clearly defined purposes</p>		





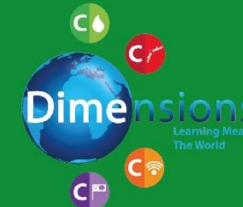
Art & Design



Knowledge Progression Term 1 & Term 2	
Adventurers 1 / Year 3	Adventurers 2 / Year 4
<p>That's All, Folks! (Term 1)</p> <p> As pupils should now be able to correctly hold and control a paintbrush, they will be introduced to a wider range of brushes and explore using them in different tasks. Pupils will develop their painting technique by using the brushes to produce different effects, including those of stippling and pointillism. Pupils will also be introduced to Jack Kirby, a famous comic artist. They should recognise some of his work and use him as an inspiration to produce their own.</p> <p>Painting</p> <p>Skills Development</p> <ul style="list-style-type: none"> To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks <p>Concepts</p> <p>NC - To create sketch books to record their observations and use them to review and revisit ideas</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>NC - To know about great artists, architects and designers</p> <ul style="list-style-type: none"> To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks To identify that Jack Kirby is famous for his comic book style To learn that Jack Kirby was the creator of Captain America and many more Marvel characters To know that various methods can be used to create comic art 	<p>Lightning Speed (Term 1)</p> <p> Pupils will revisit the printing techniques developed in Pathfinders and will go on to develop them by exploring the use of line to produce effective printing patterns. Pupils will also be reminded of vocabulary previously introduced to them.</p> <p>Pupils will discuss the uses of printing by looking at the work of Gutenberg. They will improve their printing skills by producing book covers and using marbling techniques to make end papers.</p> <p>Printing</p> <p>Skills Development</p> <ul style="list-style-type: none"> To know about a range of lines and marks that create different effects when printing <p>Concepts</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To know about a range of lines and marks that create different effects when printing To learn a range of printing techniques that were used from both Ancient and Modern times e.g. 'wood block'
<p> Lindow Man (Term 2)</p> <p>No Art & Design in this Project</p> <p> Rocky the Findosaur (Term 2)</p> <p>No Art & Design in this Project</p>	<p> Out and About (Term 2)</p> <p>No Art & Design in this Project</p> <p> May the Force Be With You (Term 2)</p> <p>No Art & Design in this Project</p>



Art & Design

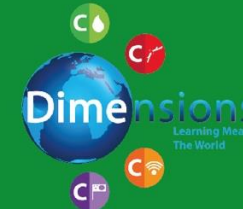


Knowledge Progression Term 3 & Term 4







Adventurers 1 / Year 3	Adventurers 2 / Year 4
<p data-bbox="499 371 719 392">Athens v Sparta (Term 3)</p> <div data-bbox="129 419 188 480"></div> <p data-bbox="210 416 1099 517">In this unit, pupils will refine their clay moulding technique with the introduction of 'slip'. Slip will be used to join coils of clay together, in order for the pupils to make simple clay pots with lids. Pupils will also find out about the cultural importance of Greek pottery in conveying stories and messages and use original designs to inspire their own.</p> <p data-bbox="114 547 376 568">Skills Development - 3D Form</p> <ul data-bbox="114 572 439 593" style="list-style-type: none"> To know how to make a coil pot <p data-bbox="114 627 197 647">Concepts</p> <p data-bbox="114 652 992 700">NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul data-bbox="114 705 848 753" style="list-style-type: none"> To know how to make a coil pot To identify different variations of pottery design from the past to modern times 	<p data-bbox="1520 371 1740 392">Law and Order (Term 3)</p> <div data-bbox="1137 419 1196 480"></div> <p data-bbox="1137 416 2123 541">Pupils will know that lines are a key aspect of drawing and, in this unit, further explore how using a variety of line drawing techniques can be effective and eye-catching. Pupils will be encouraged to talk in more depth and with wider artistic vocabulary about their own art and that of others. Pupils will use line to draw buildings, noting some architectural features before deepening their understanding of effective drawing techniques through the 'rule of thirds' in drawing landscapes.</p> <p data-bbox="1137 572 1391 593">Skills Development - Drawing</p> <ul data-bbox="1137 598 1798 619" style="list-style-type: none"> To know that line can be used effectively as a visual element in drawing <p data-bbox="1137 652 1216 673">Concepts</p> <p data-bbox="1137 678 1973 699">NC - To create sketch books to record their observations and use them to review and revisit ideas</p> <p data-bbox="1137 703 2011 751">NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul data-bbox="1137 756 2107 884" style="list-style-type: none"> To know that line can be used effectively as a visual element in drawing To know the rule of thirds is a set of guidelines used to composing artwork for 2D mediums, such as photography, drawing and painting To know that artists use the rule of thirds when creating landscapes, but that it can also be used for subject matter, still life, figures and portraits
<p data-bbox="490 914 730 935">Under the Canopy (Term 4)</p> <div data-bbox="129 962 188 1023"></div> <p data-bbox="210 956 1072 1029">Pupils will use drawing techniques developed over the course of this phase and earlier to create observational drawings using pastels as their tool. Pupils will notice that pastels can be hard to work with so will need to adapt their technique as appropriate.</p> <p data-bbox="114 1034 1059 1082">As well as drawing, pupils will explore the art of tattooing as an artform, recognising that it has a long cultural history in central America and is used as a sign of courage.</p> <p data-bbox="114 1139 378 1160">Concepts - Drawing / Painting</p> <p data-bbox="114 1165 956 1185">NC - To create sketch books to record their observations and use them to review and revisit ideas</p> <p data-bbox="114 1190 992 1238">NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul data-bbox="114 1243 1068 1375" style="list-style-type: none"> To know how to make close observational drawings To know how to use oil pastels in drawing To know that body art, in the form of tattooing, was being used in the 16th century in Mexico and Central America To identify different methods of body and face painting 	<p data-bbox="1507 914 1747 935">Picture Our Planet (Term 4)</p> <div data-bbox="1137 962 1196 1023"></div> <p data-bbox="1137 956 2123 1056">Pupils will be introduced to the work of Romero Britto, a Brazilian artist who is well-known for his bright and vibrant collage-like artwork. Pupils will use his work to inspire their own colourful textile collage piece. Pupils will need to identify fabrics that would be the most suitable for their design by discussing their features. They will be introduced to the technique of layering to produce interesting art pieces.</p> <p data-bbox="1137 1114 1469 1134">Skills Development - Textiles / Collage</p> <ul data-bbox="1137 1139 1565 1160" style="list-style-type: none"> To know how to cut, layer and join materials <p data-bbox="1137 1193 1216 1214">Concepts</p> <p data-bbox="1137 1219 1630 1240">NC - To know about great artists, architects and designers</p> <ul data-bbox="1137 1244 2119 1318" style="list-style-type: none"> To know how to cut, layer and join materials To learn about Romero Britto and discuss the key features of his work e.g. bright colours, abstract form, bold lines



Art & Design



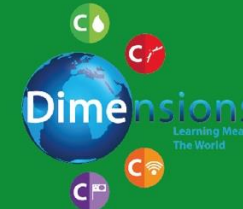
Knowledge Progression Term 5 & Term 6

Adventurers 1 / Year 3	Adventurers 2 / Year 4
 <p>Three Giant Steps (Term 5)</p> <p>No Art & Design in this Project</p>  <p>Saxon King (Term 5)</p> <p>No Art & Design in this Project</p>	 <p>Window on the World (Term 5)</p> <p>No Art & Design in this Project</p>  <p>Viking Warrior (Term 5)</p> <p>No Art & Design in this Project</p>
<p>Come Fly With Me! Africa (Term 6)</p>  <p>Pupils will develop their sculpting skills through the use of another medium, papier maché. Taking inspiration from Julie Taymor's 'Lion King' masks, pupils will follow instructions to produce their own.</p> <p>Concepts - 3D Form</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn how to make an animal mask To know that Julie Taymor is famous for making all the 'Lion King' show masks / puppets 	<p>Cry Freedom (Term 6)</p>  <p>Pupils will learn about graffiti and how it is viewed in society. Looking specifically at the use of this art medium in political activism, they are introduced to Banksy, a renowned graffiti artist. They will use their sketchbooks to create images that portray slave labour which they then add a slogan to. They then create stencils which they experiment with spray or stipple painting.</p> <p>Concepts - Mixed Media</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To learn about the role of graffiti as an artform and a political tool in society (as well as a discouraged form of vandalism) To learn about Banksy and how he uses graffiti to speak out on issues such as greed, poverty and slave labour





Art & Design



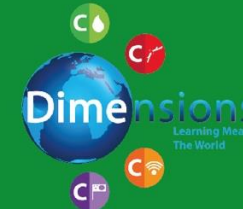
Key Vocabulary Term 1 & Term 2

Adventurers 1 / Year 3		Adventurers 2 / Year 4	
That's All, Folks! (Term 1)		Lightning Speed (Term 1)	
brush technique	character design	printing	Gutenberg
brush stroke	applied technique	Lino press	stamp
sketchbook	comic art	ink	printing press
stippling pointillism	layer	roller	relief print
Jack Kirby		crosshatch	marbling
		non-porous	book covers
Lindow Man (Term 2)		Out and About (Term 2)	
No art & design in this Project		No art & design in this Project	
Rocky the Findosaur (Term 2)		May the Force Be With You (Term 2)	
No art & design in this Project		No art & design in this Project	





Art & Design



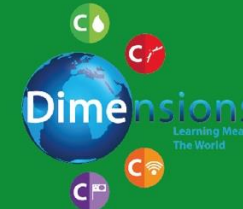
Key Vocabulary Term 3 & Term 4

Key Vocabulary Term 3 & Term 4	
Adventurers 1 / Year 3	Adventurers 2 / Year 4
Athens v Sparta (Term 3)	Law and Order (Term 3)
coil pot slip clay cross-hatching clay guide pottery	landscapes line photography portrait rule of thirds still life Van Gogh
Under the Canopy (Term 4)	Picture Our Planet (Term 4)
dye observational drawing oil painting oil pastel tattooing	abstract form fray layering line Romero Britto





Art & Design



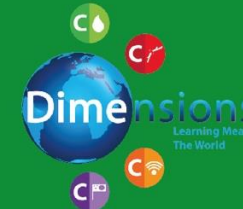
Key Vocabulary Term 5 & Term 6

Adventurers 1 / Year 3		Adventurers 2 / Year 4	
Three Giant Steps (Term 5)		Window on the World (Term 5)	
No art & design in this Project		No art & design in this Project	
Saxon King (Term 5)		Viking Warrior (Term 5)	
No art & design in this Project		No art & design in this Project	
Come Fly With Me! Africa (Term 6)		Cry Freedom (Term 6)	
Julie Taymor puppet mask Lion King papier maché 3D design model		graffiti spray paint stipple stencil acetate vandalism political activist	





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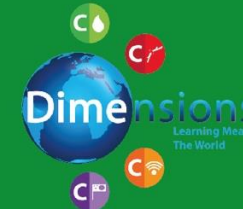
NAVIGATORS (Year 5 & 6)

Knowledge Building					
Techniques	Tools	People	Art and Design Vocabulary	Architecture	Cultural Understanding
Know which art techniques to choose for specific purposes	Know which art tools to choose specific purposes and how to use them safely	Know about the influence of different historical cultural and social contexts on artists	Know and use a wide range of art and design vocabulary in critiques	Know how architecture shapes communities and landscapes	Know what art reflects and influences culture and vice versa
Art & Design Skills Progression Navigators Yr5/6					
<p>Ar70 <i>Drawing</i> Research and use a variety of source materials for their work</p> <p>Ar71 <i>Drawing</i> Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape</p> <p>Ar72 <i>Painting</i> Work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideas</p> <p>Ar73 <i>Drawing</i> Work in a sustained and independent way from observation, experience and imagination</p> <p>Ar75 Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes</p> <p>Ar76 <i>Drawing</i> Use a sketchbook to develop ideas</p> <p>Ar77 <i>Painting</i> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Ar78 <i>Painting</i> Create imaginative work from a variety of sources</p> <p>Ar82 <i>Textiles/Collage</i> Join fabrics in different ways, including stitching</p> <p>Ar84 <i>3D-Form</i> Use recycled, natural and man-made materials to create sculpture</p> <p>Ar85 <i>3D-Form</i> Plan a sculpture through drawing and other preparatory work</p> <p>Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials</p>			<p>Ar87 <i>Drawing</i> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Ar88 <i>Painting</i> Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Ar89 <i>Painting</i> Work from a variety of sources, including some researched independently</p> <p>Ar90 <i>Modelling and Sculpting</i> Explore further the use for clay e.g. slabs, coils, slips, etc.</p> <p>Ar91 Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities</p> <p>Ar93 Analyse and comment on ideas and methods</p> <p>Ar94 <i>Drawing</i> Demonstrate a wide variety of ways to make different marks with dry and wet media</p> <p>Ar95 <i>Drawing</i> Develop ideas using different or mixed media, using a sketchbook</p> <p>Ar97 <i>Painting</i> Create shades and tints using black and white. Work from a variety of sources, including some researched independently</p> <p>Ar98 <i>Painting</i> Show an awareness of how paintings are created</p> <p>Ar99 <i>Printing</i> Describe varied technique</p> <p>Ar100 <i>Printing</i> Show confidence in printing on paper or fabric</p> <p>Ar102 <i>Textiles/Collage</i> Use different techniques, colours and textures when designing and making pieces of work</p> <p>Ar103 <i>Modelling and Sculpting</i> Create sculpture and constructions with increasing independence</p>		





Art & Design



Knowledge Progression Term 1 & Term 2

Navigators 1 / Year 5

Mission Control (Term 1)



In this unit, pupils will extend their knowledge of the planets, Sun and Moon through their art. Pupils will be familiar with mixing primary colours to make secondary and adding white or black to create shades.

They will improve their technique of colour mixing by now working with complementary and contrasting colours, as well as hue and tones. They will apply these techniques to produce paintings of the planets, Sun and Moon, observing carefully the colours seen on each. In addition to colour mixing, pupils will embed their understanding of creating texture by adding materials to their paints.

Painting

Concepts

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To learn about primary and secondary colours and what they can be used for e.g. warm colours, cold colours, complementary colours
- To learn about colour wheels, including tints, tones, shades and hues
- To understand when you apply paint and materials (e.g. sand, sugar grit) to different types of paper, it will create different textures

The Rescuers (Term 2)

No Art & Design in this Project

Go With The Flow (Term 2)

No Art & Design in this Project

Navigators 2 / Year 6

A World of Bright Ideas (Term 1)



Pupils should now be fairly confident with the technique of printing using rollers and their own print plates. In this unit, pupils will develop their technique further by exploring using two colours and stencils to make a more complex design.

As well as improving printing techniques, pupils will look at branding and how brand logos can be considered a form of art that plays a role in our culture.

Printing

Skills Development

- To know how to create a two-colour relief print with a stencil

Concepts

NC - To create sketch books to record their observations and use them to review and revisit ideas

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know how to create a two-colour relief print with a stencil
- To know why logos are important in branding
- To know the features of a strong brand image

True Crime? (Term 2)

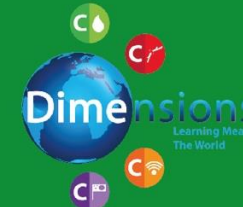
No Art & Design in this Project

Time Team (Term 2)

No Art & Design in this Project



Art & Design



Knowledge Progression Term 3 & Term 4

Navigators 1 / Year 5

You're Not Invited (Term 3)



Pupils will secure their skills in working with clay in this unit. In Adventurers, pupils used slip to join two or more pieces of clay together. Now, they will use cross-hatching to ensure more secure joins and use clay guides to ensure that a piece of clay is flat and level. Pupils will then study some of the designs on Roman mosaics to inspire their own decoration noting some of the significant features of Roman design.

Concepts - 3D Form

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know how to make a slab pot
- To know that Roman mosaics were common forms of decoration during the reign of the Roman Empire
- To learn about the significance of Roman mosaic art and their designs

Full of Beans (Term 4)



Pupils will have had the opportunity to draw with various tools and refine their technique in Adventurers. They will now explore reasons why people draw and be introduced to the vocabulary of 'observation', 'experience' and 'imagination'. They will use viewfinders as a tool to aid observational drawing and be encouraged to use the range of techniques they have learnt in the past. Pupils will also explore how a picture can be created with only one colour by mixing a variety of shades to create areas of light and dark.

Skills Development - Drawing

- To explore different drawing stimuli

Concepts

NC - To create sketch books to record their observations and use them to review and revisit ideas

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know that different drawing implements to create light and dark effects
- To investigate the colour green and understand links e.g. green can symbolise love, associated with Venus
- To know how to create different shades and tones of green

Navigators 2 / Year 6

Wars of the World (Term 3)



In Adventurers, pupils explored techniques of joining fabrics together to create textile collages. Now in Navigators, pupils will develop their technique further by using needle and thread to stitch fabric together. Not only is this an art technique, but a useful life skill. Pupils will use stitching techniques to produce a poppy collage, whilst learning about the cultural significance of the poppy after World War I and into present day.

Skills Development - Collage

- To know about exploring fabrics by stitching

Concepts

NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know about exploring fabrics by stitching
- To learn about the significance of the poppy during World War I as a representation of sacrifice made by the soldiers
- To learn about the 5000 poppies project, which involved hand-knitted poppies that were donated from around the world and displayed at Federation Square, Melbourne to represent the fallen soldiers

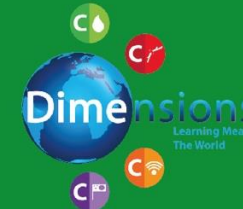
Global Warning (Term 4)



No Art & Design in this project



Art & Design



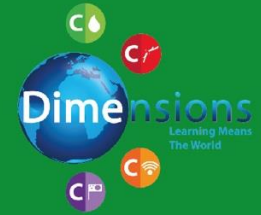
Knowledge Progression Term 5 & Term 6

Navigators 1 / Year 5	Navigators 2 / Year 6
<div data-bbox="114 387 176 475" data-label="Image"> </div> <p>Been Around the World (Term 5)</p> <p>No Art & Design in this Project</p> <div data-bbox="114 523 210 603" data-label="Image"> </div> <p>British Bulldog (Term 5)</p> <p>Choosing one of five stimuli images provided, pupils will sketch shapes and add colour to create a Moroccan painting similar to the style of Winston Churchill.</p> <p>Concept - Painting</p> <ul style="list-style-type: none"> To know that as well as a politician, Winston Churchill was an accomplished painter 	<div data-bbox="1133 387 1196 475" data-label="Image"> </div> <p>In Your Element (Term 5)</p> <p>No Art & Design in this Project</p> <div data-bbox="1133 523 1220 603" data-label="Image"> </div> <p>Pharaoh Queen (Term 5)</p> <p>No Art & Design in this Project</p>
<div data-bbox="125 855 188 919" data-label="Image"> </div> <p>Come Fly With Me! America (Term 6)</p> <p>Pupils will develop their ability to work with different artistic tools in this unit. Pupils will learn about different types of paint and expand their vocabulary further. They will also experiment with how these paint types can be used on a range of surfaces to produce different textures.</p> <p>Pupils will be introduced to Jackson Pollock, a famous abstract expressionist artist. They will talk about how his artwork makes them feel and use some of his techniques of painting to music to recreate their own Pollock-style pieces.</p> <p>Skills Development - Painting</p> <ul style="list-style-type: none"> To learn about different types of paint and explore their capabilities on a range of surfaces <p>Concepts</p> <p>NC - To know about great artists, architects and designers</p> <ul style="list-style-type: none"> To learn about different types of paint and explore their capabilities on a range of surfaces To know that Jackson Pollock is famous for abstract art To understand that his paintings are not meant to represent specific objects / people To identify their own feelings and emotions when looking at his paintings 	<div data-bbox="1133 855 1196 919" data-label="Image"> </div> <p>"I Have a Dream..." (Term 6)</p> <p>Pupils will explore another approach to sculpture through the use of everyday items, specifically paper clips. They will use the work of Pietro D'Angelo, an Italian figurative sculpture who uses wire mesh to produce his sculptures. Pupils will be encouraged to sketch ideas, produce a sculpture and then critique their own and others' work.</p> <p>Concepts - 3D Form</p> <p>NC - To know about great artists, architects and designers</p> <p>NC - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> To know that Pietro D'Angelo is an artist that creates paper clip sculptures To understand the properties and capabilities of wire e.g. mesh, paper clips, garden wire





Art & Design



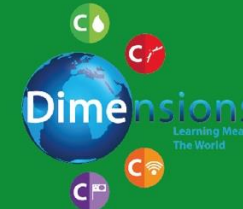
Key Vocabulary Term 1 & Term 2

Navigators 1 / Year 5			Navigators 2 / Year 6		
Mission Control			A World of Bright Ideas		
cold colours	hue	tint	brand image		
colour wheel	primary colours	tone	indentation		
complementary	secondary colours	warm colours	logo		
colours	shade		printing plate		
contrasting colours	texture		printing tile		
			processes		
			stencil		
The Rescuers (Term 2)			True Crime? (Term 2)		
No art & design in this Project			No art & design in this Project		
Go With the Flow (Term 2)			Time Team (Term 2)		
No art & design in this Project			No art & design in this Project		





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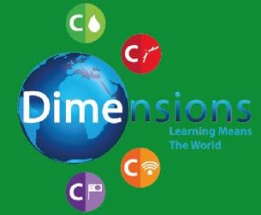
Key Vocabulary Term 3 & Term 4

Key Vocabulary Term 3 & Term 4	
Navigators 1 / Year 5	Navigators 2 / Year 6
You're Not Invited (Term 3)	Wars of the World (Term 3)
mosaic art slab pot clay guides cross-hatching rollers wire cutter	fabrics thread stitching installation
Full of Beans (Term 4)	Global Warning (Term 4)
hue shade tone	No art & design in this project





Art & Design



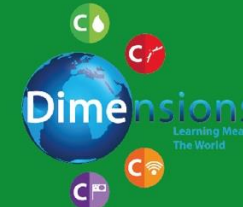
Key Vocabulary Term 5 & Term 6	
Navigators 1 / Year 5	Navigators 2 / Year 6
Been Around the World (Term 5)	In Your Element (Term 5)
No art & design in this Project	No art & design in this Project
British Bulldog (Term 5)	Pharaoh Queen (Term 5)
landscape colour mixing vibrancy sketch	No art & design in this Project
Come Fly With Me! America (Term 6)	"I Have a Dream..." (Term 6)
abstract art surface acrylic paint texture Jackson Pollock watercolour paint mask poster paint powder paint	manipulate paper clip sculptures Pietro D'Angelo wire





Art & Design

Composites and Components – Skills and Knowledge

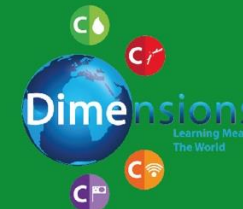


Term 1 – That's All Folks!

<p>Year 3</p> <p>To create sketch books to record their observations and use them to review and revisit ideas (NC)</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)</p> <p>To know about great artists, architects and designers (NC)</p>	Composites & Components	Components
	To experiment with different grades of pencil and other implements (Drawing)	To know that pencils make marks using graphite lead To know that pencil leads are graded from hard to soft, using codes e.g. 2B To know that B leads are softer and H leads are harder To be able to compare drawings created using different pencils To be able to compare drawing with pencils against other mediums, such as charcoal, identifying the different effects they produce
	To use their sketchbook to observe, collect and record visual information from different sources (Drawing)	To be able to look closely at objects before starting to sketch To remember to look up often at the objects they are drawing to ensure a true likeness To know that the whole object doesn't need to be sketched but selected areas can be focused on To be able to use photos or video stills as well as physical objects when sketching
	To use different media to achieve variations in line, texture, tone, colour, shape and pattern (Drawing)	To know that tone refers to the lightness or darkness of a colour To be able to select from pencils, pastels, pens, chalks and charcoals as drawing mediums to achieve desired effects To be able to consider which mediums are best for a given task To be able to use a combination of mediums to achieve a desired effect
	To draw independently for a sustained period of time (Drawing)	To be able to work on one sketch for a period of time, adding to it or making edits
	To explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media (Drawing)	To know that lines are used to create pattern, shape and texture in drawings To be able to experiment with different types of lines in order to build up a picture To be able to observe works of art that use various types of line, such as 'Starry Night' by Van Gogh
	To use research to inspire drawings from memory and imagination (Drawing)	To be able to take or use photographs of objects to refer back to when drawing To use images from the past to inform ideas To be able to reference the ideas and designs of others that have inspired an imaginative drawing
	To collect images and information independently in a sketchbook (Drawing)	To know that sketchbooks can be used to collect ideas and they do not need to be neat and tidy for all work To be able to sketch ideas into a sketchbook with some simple notes and annotations to act as reminders To be able to use sketchbooks as an archive for work and start to refer back to ideas from previous learning to help with current tasks
	To mix a variety of colours and know which primary colours make secondary colours (Painting)	To know that secondary colours are colour resulting from the mixing of two primary colours To be able to take small amounts of paint when mixing initially to start to build up the secondary colour required To know the importance of keeping brushes separate and well-cleaned between mixing and using colours
	To make and match colours with increasing accuracy (Painting)	To be able to confidently name primary and secondary colours and know how to mix secondary colours To be able to add white or black to colours in small amounts to change the tint or shade To be able to think of ways colours can be adjusted if too much of one colour or grey shade (white or black) is added
	To use more specific colour language e.g. tint, tone, shade, hue (Painting)	To know that a tint is created by mixing colour with white to make it lighter To know that shade is created by mixing a colour with black to make it darker To know that a tone is used to describe how light or dark a colour is To know that hue is another term for a pure colour e.g. the colours olive, lime, sage and emerald all have a green hue, where green is the dominant colour
	To plan, refine and alter their work as necessary (General)	To know that some malleable materials can be reformed and changed, such as clay
	To find out about artists, architects and designers (General)	To be able to use skills from computing to research artists, architects and designers To be able to discuss the art of Julie Taymor and how her masks play a pivotal role in the Lion King stage show To know about the work of Romero Britto, a Brazilian artist
	To design and create images and artefacts for clearly defined purposes (General)	To be able to discuss the potential uses of, or purpose for an image or artefact before beginning to make it To be able to regularly refer back to the task or objective given to ensure clear focus To be able to regularly refer back to a design to inform the creation of a product



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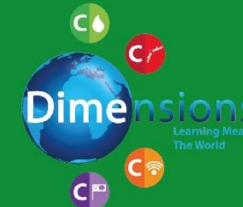


Term 3 – Athens v Sparta

Year 3 To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)	Composites & Components	Components
	To research, plan, design and make models (Modelling & Sculpting)	To be able to use transferable research skills to find what they are looking for To be able to sketch some ideas and plans before embarking on the making process To be use their designs to complete the final model
	To work with a degree of independence (Modelling & Sculpting)	To be able to keep workspaces relatively tidy and clean To be able to show responsibility in setting up, working on task and clearing away To be able to share tools and materials with others sensibly To be able to select a suitable amount of clay and water for slip
	To construct a simple clay base for extending and modelling other shapes (Modelling & Sculpting)	To be able to roll and press out a desired shape for a base, using a guide to ensure even thickness To understand that a good, firm base will help with building stronger sculptures
	To make a simple papier mache object (Modelling & Sculpting)	To know that papier mache is a technique for modelling 3D objects and is made using a mixture of paper and a 'glue with water' solution To be able to follow instructions for making papier mache To be able to form the papier mache mixture into the desired shape To be able to paint and decorate the object once it has dried completely
	Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed (Modelling & Sculpting)	To be able to use vocabulary that refers to sculpting, modelling and construction To be able to use vocabulary that refers to the use of clay such as slip, base, roll, mould To be able to give constructive feedback, especially when discussing aspects that are not to their own personal taste To consider ways in which someone else may suggest they can improve their work To be able to reflect honestly on their work, especially when identifying challenging aspects or outcomes that did not meet expectations
	To show an understanding of shape, space and form (Modelling & Sculpting)	To know that shape is defined as the form of an object or its outline and that everything we see in the world has a shape To know that space is an empty area or place and that spaces in sculpting can refer to areas that can be filled or where items can be put e.g. the space inside a clay pot To know that form is another word for a structure or shape To be able to use shapes and spaces to create forms in sculpting
	To talk about their work, understanding that it has been sculpted, modelled or constructed (Modelling & Sculpting)	To know that sculpture is the art of making statues or models by carving, chiselling or moulding To know that modelling can be used as a guide before making a sculpture or object as full size To know that construction is the act or process of building To use pieces of sculpture to construct a completed model, such as putting together a number of rolled 'worm-like' pieces together to build up a clay pot
	To design and create images and artefacts in responses to their personal ideas (General)	To be able to select an idea they like above other ideas To be able to build on an initial idea with more detailed sketches, with annotations To be able to make small models of their ideas before deciding upon a 'best' one
	To design and create images and artefacts for clearly defined purposes (General)	To be able to discuss the potential uses of, or purpose for an image or artefact before beginning to make it To be able to regularly refer back to the task or objective given to ensure clear focus To be able to regularly refer back to a design to inform the creation of a product



Art & Design

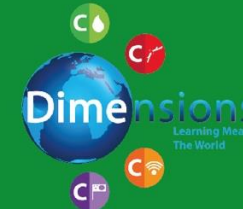


Term 4 – Under the Canopy

Composites & Components		Components
Year 3 To create sketch books to record their observations and use them to review and revisit ideas (NC) To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)	To experiment with different grades of pencil and other implements (Drawing)	To know that pencils make marks using graphite lead To know that pencil leads are graded from hard to soft, using codes e.g. 2B To know that B leads are softer and H leads are harder To be able to compare drawings created using different pencils To be able to compare drawing with pencils against other mediums, such as charcoal, identifying the different effects they produce
	To use their sketchbook to observe, collect and record visual information from different sources (Drawing)	To be able to look closely at objects before starting to sketch To remember to look up often at the objects they are drawing to ensure a true likeness To know that the whole object doesn't need to be sketched but selected areas can be focused on To be able to use photos or video stills as well as physical objects when sketching
	To use different media to achieve variations in line, texture, tone, colour, shape and pattern (Drawing)	To know that tone refers to the lightness or darkness of a colour To be able to select from pencils, pastels, pens, chalks and charcoals as drawing mediums to achieve desired effects To be able to consider which mediums are best for a given task To be able to use a combination of mediums to achieve a desired effect
	To explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media (Drawing)	To know that lines are used to create pattern, shape and texture in drawings To be able to experiment with different types of lines in order to build up a picture To be able to observe works of art that use various types of line, such as 'Starry Night' by Van Gogh
	To use research to inspire drawings from memory and imagination (Drawing)	To be able to take or use photographs of objects to refer back to when drawing To use images from the past to inform ideas To be able to reference the ideas and designs of others that have inspired an imaginative drawing
	To make informed choices in drawing including use of paper and media (Drawing)	To know the different characteristics of drawing materials e.g. charcoals and pastels will smudge whereas standard HB pencils won't To understand the different characteristics of paper types e.g. tracing paper, sugar paper etc.
	To collect images and information independently in a sketchbook (Drawing)	To know that sketchbooks can be used to collect ideas and they do not need to be neat and tidy for all work To be able to sketch ideas into a sketchbook with some simple notes and annotations to act as reminders To be able to use sketchbooks as an archive for work and start to refer back to ideas from previous learning to help with current tasks
	To work confidently on a range of scales e.g. thin brush on small picture etc (Painting)	To be able to independently choose brushes that are suited to the task To be able to change brushes during a painting task to suit different parts of a picture
	To show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks (Painting)	To be able to do some preliminary sketches and small areas of painting as a draft to try out new techniques or ideas To be able to select brushes and paints with some independence and thought, according to the chosen style of painting To start to be able to use minor mistakes and failed experimentation as catalysts for new ideas
	To design and create images and artefacts in responses to their personal ideas (General)	To be able to select an idea they like above other ideas To be able to build on an initial idea with more detailed sketches, with annotations To be able to make small models of their ideas before deciding upon a 'best' one
	To design and create images and artefacts for clearly defined purposes (General)	To be able to discuss the potential uses of, or purpose for an image or artefact before beginning to make it To be able to regularly refer back to the task or objective given to ensure clear focus To be able to regularly refer back to a design to inform the creation of a product



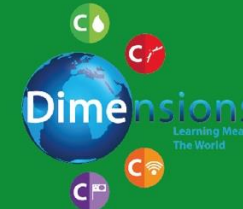
Art & Design



Term 6 – Come Fly With Me! Africa		
Composites & Components		
Components		
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)	To research, plan, design and make models (Modelling & Sculpting)	To be able to use transferable research skills to find what they are looking for To be able to sketch some ideas and plans before embarking on the making process To be use their designs to complete the final model
	To work with a degree of independence (Modelling & Sculpting)	To be able to keep workspaces relatively tidy and clean To be able to show responsibility in setting up, working on task and clearing away To be able to share tools and materials with others sensibly To be able to select a suitable amount of clay and water for slip
	To make a simple papier mache object (Modelling & Sculpting)	To know that papier mache is a technique for modelling 3D objects and is made using a mixture of paper and a ‘glue with water’ solution To be able to follow instructions for making papier mache To be able to form the papier mache mixture into the desired shape To be able to paint and decorate the object once it has dried completely
	Through observation, talk about their own and others’ work, understanding that it has been sculpted, modelled or constructed (Modelling & Sculpting)	To be able to use vocabulary that refers to sculpting, modelling and construction To be able to use vocabulary that refers to the use of clay such as slip, base, roll, mould To be able to give constructive feedback, especially when discussing aspects that are not to their own personal taste To consider ways in which someone else may suggest they can improve their work To be able to reflect honestly on their work, especially when identifying challenging aspects or outcomes that did not meet expectations
	To show an understanding of shape, space and form (Modelling & Sculpting)	To know that shape is defined as the form of an object or its outline and that everything we see in the world has a shape To know that space is an empty area or place and that spaces in sculpting can refer to areas that can be filled or where items can be put e.g. the space inside a clay pot To know that form is another word for a structure or shape To be able to use shapes and spaces to create forms in sculpting
	To talk about their work, understanding that it has been sculpted, modelled or constructed (Modelling & Sculpting)	To know that sculpture is the art of making statues or models by carving, chiselling or moulding To know that modelling can be used as a guide before making a sculpture or object as full size To know that construction is the act or process of building To use pieces of sculpture to construct a completed model, such as putting together a number of rolled ‘worm-like’ pieces together to build up a clay pot
	To match the correct tool to the material (Textiles / Collage)	To know that some fabrics need sharper scissors, such as fabric scissors, for cutting To be able to use appropriate glues, as well as stitching, to attach two or more fabrics together
	To plan, refine and alter their work as necessary (General)	To know that some malleable materials can be reformed and changed, such a clay
	To design and create images and artefacts for clearly defined purposes (General)	To be able to discuss the potential uses of, or purpose for an image or artefact before beginning to make it To be able to regularly refer back to the task or objective given to ensure clear focus To be able to regularly refer back to a design to inform the creation of a product



Art & Design

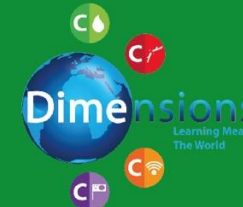


Term 1 – Lightning Speed		
Year 4	Composites & Components	Components
	To explore pattern and shape, creating design for printing (Printing)	To understand that marks made in a printing template e.g. polystyrene tile need to be made deeply and clearly To know that patterns should not be too complicated on a small stencil to ensure a clear print
	To observe and discuss the processes used to produce a simple print (Printing)	To be able to discuss the process used when printing e.g. using polystyrene printing tiles, marking out a pattern and rolling with ink before pressing onto paper To be able to share their favourite aspects of their print as well as things they could have made clearer or have better detail
	To print using a variety of materials, objects and techniques including layering (Printing)	To know that multi-layering is a printing technique To know that paint must be left to dry thoroughly before printing the next layer
	To explore resist printing including marbling and silkscreen (Printing)	To know that marbling is a method of decorating paper to make it look similar to rock, marble, by using ink suspended in a thickened liquid To know that silkscreen printing is the process of pressing ink through a silk sheet underneath a stencil and onto fabric or paper To be able to use marbling and silkscreen inks safely and understand that inks can stain
	To select broadly the kinds of material to print with in order to achieve the desired effect (Printing)	To understand the relationship between materials used for print and the outcome achieved
	To design and create images and artefacts in responses to their personal ideas (General)	To be able to select an idea they like above other ideas To be able to build on an initial idea with more detailed sketches, with annotations To be able to make small models of their ideas before deciding upon a 'best' one





Art & Design

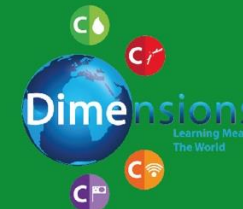


Term 3 – Law and Order

Year 4	Composites & Components		Components
	To create sketch books to record their observations and use them to review and revisit ideas (NC)	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)	To experiment with different grades of pencil and other implements (Drawing)
			To know that pencils make marks using graphite lead To know that pencil leads are graded from hard to soft, using codes e.g. 2B To know that B leads are softer and H leads are harder To be able to compare drawings created using different pencils To be able to compare drawing with pencils against other mediums, such as charcoal, identifying the different effects they produce
			To use their sketchbook to observe, collect and record visual information from different sources (Drawing)
			To be able to look closely at objects before starting to sketch To remember to look up often at the objects they are drawing to ensure a true likeness To know that the whole object doesn't need to be sketched but selected areas can be focused on To be able to use photos or video stills as well as physical objects when sketching
			To use different media to achieve variations in line, texture, tone, colour, shape and pattern (Drawing)
			To know that tone refers to the lightness or darkness of a colour To be able to select from pencils, pastels, pens, chalks and charcoals as drawing mediums to achieve desired effects To be able to consider which mediums are best for a given task To be able to use a combination of mediums to achieve a desired effect
			To draw independently for a sustained period of time (Drawing)
			To be able to work on one sketch for a period of time, adding to it or making edits
			To explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media (Drawing)
			To know that lines are used to create pattern, shape and texture in drawings To be able to experiment with different types of lines in order to build up a picture To be able to observe works of art that use various types of line, such as 'Starry Night' by Van Gogh
			To use research to inspire drawings from memory and imagination (Drawing)
			To be able to take or use photographs of objects to refer back to when drawing To use images from the past to inform ideas To be able to reference the ideas and designs of others that have inspired an imaginative drawing
			To alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary (Drawing)
			To be able to develop the use of captions and annotations to show changes and edits to sketches
			To make informed choices in drawing including use of paper and media (Drawing)
			To know the different characteristics of drawing materials e.g. charcoals and pastels will smudge whereas standard HB pencils won't To understand the different characteristics of paper types e.g. tracing paper, sugar paper etc.
			To collect images and information independently in a sketchbook (Drawing)
			To know that sketchbooks can be used to collect ideas and they do not need to be neat and tidy for all work To be able to sketch ideas into a sketchbook with some simple notes and annotations to act as reminders To be able to use sketchbooks as an archive for work and start to refer back to ideas from previous learning to help with current tasks
			To find out about artists, architects and designers (General)
			To be able to use skills from computing to research artists, architects and designers To be able to discuss the art of Julie Taymor and how her masks play a pivotal role in the Lion King stage show To know about the work of Romero Britto, a Brazilian artist



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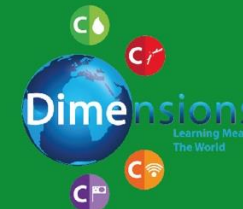


Term 4 – Picture Our Planet		
Year 4 To know about great artists, architects and designers (NC)	Composites & Components	Components
	To experiment with a range of media e.g. overlapping, layering etc. (Textiles / Collage)	To be able to discuss the qualities of different fabrics To be able to use a cutting template to measure against fabrics with accuracy To know that contrasting colours are colours from different halves of the colour wheel, such as red and blue To be able to select fabrics of contrasting colours
	To use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining (Textiles / Collage)	To know that quilting is the process of stitching together multiple pieces (usually square) of fabric to form a larger piece known as a quilt To know that weaving is to pass threads or strips of fabric over and under one another To be able to select suitable materials for weaving e.g. satin is very slippery and doesn't weave well with other slippery fabrics To know that embroidery is the art of sewing designs onto cloth To know that applique is the process of cutting out shapes from one type of material and applying them to another piece of fabric To be able to start to thread a needle with supervision
	To match the correct tool to the material (Textiles / Collage)	To know that some fabrics need sharper scissors, such as fabric scissors, for cutting To be able to use appropriate glues, as well as stitching, to attach two or more fabrics together
	To choose collage textiles as a mean of extending work already achieved (Textiles / Collage)	To show an awareness of the potential of the uses of some materials To know how to refine and alter ideas and explain choices when extending their work To be able to analyse their work in order to adapt, extend and justify the changes
	To use their sketchbook to observe, collect and record visual information from different sources (Drawing)	To be able to look closely at objects before starting to sketch To remember to look up often at the objects they are drawing to ensure a true likeness To know that the whole object doesn't need to be sketched but selected areas can be focused on To be able to use photos or video stills as well as physical objects when sketching
	To find out about artists, architects and designers (General)	To be able to use skills from computing to research artists, architects and designers To be able to discuss the art of Julie Taymor and how her masks play a pivotal role in the Lion King stage show To know about the work of Romero Britto, a Brazilian artist
	To find out about artists, architects and designers (General)	To be able to use skills from computing to research artists, architects and designers To be able to discuss the art of Julie Taymor and how her masks play a pivotal role in the Lion King stage show To know about the work of Romero Britto, a Brazilian artist
	To design and create images and artefacts for clearly defined purposes (General)	To be able to discuss the potential uses of, or purpose for an image or artefact before beginning to make it To be able to regularly refer back to the task or objective given to ensure clear focus To be able to regularly refer back to a design to inform the creation of a product





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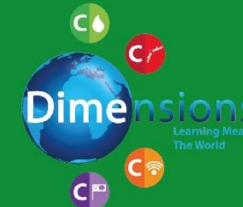


Term 6 – Cry Freedom		
Year 4	Composites & Components	
	Components	
	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)	To use different media to achieve variations in line, texture, tone, colour, shape and pattern (Drawing)
		To know that tone refers to the lightness or darkness of a colour To be able to select from pencils, pastels, pens, chalks and charcoals as drawing mediums to achieve desired effects To be able to consider which mediums are best for a given task To be able to use a combination of mediums to achieve a desired effect
		To use research to inspire drawings from memory and imagination (Drawing)
		To be able to take or use photographs of objects to refer back to when drawing To use images from the past to inform ideas To be able to reference the ideas and designs of others that have inspired an imaginative drawing
		To find out about artists, architects and designers (General)
		To be able to use skills from computing to research artists, architects and designers To be able to discuss the art of Julie Taymor and how her masks play a pivotal role in The Lion King stage show To know about the work of Romero Britto, a Brazilian artist
		To plan, refine and alter their work as necessary (General)
		To know that some malleable materials can be reformed and changed, such as clay
		To design and create images and artefacts in responses to their personal ideas (General)
		To be able to select an idea they like above other ideas To be able to build on an initial idea with more detailed sketches, with annotations To be able to make small models of their ideas before deciding upon a 'best' one
		To find out about artists, architects and designers (General)
		To be able to use skills from computing to research artists, architects and designers To be able to discuss the art of Julie Taymor and how her masks play a pivotal role in The Lion King stage show To know about the work of Romero Britto, a Brazilian artist
		To design and create images and artefacts for clearly defined purposes (General)
		To be able to discuss the potential uses of, or purpose for an image or artefact before beginning to make it To be able to regularly refer back to the task or objective given to ensure clear focus To be able to regularly refer back to a design to inform the creation of a product





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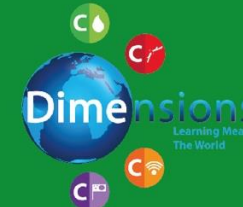


Term 1 – Mission Control		
Year 5 To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)	Composites & Components	Components
	To work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideas (Painting)	To be able to experiment with different paint types such as watercolours, poster, powder and acrylic and be able to discuss the suitability and possible disadvantages of each paint type To know that paint does not have to always be applied to paper and share ideas of other materials that could be used such as fabric, cardboard, sandpaper etc. To be able to experiment with various brushstrokes and techniques previously learnt to generate a range of textures and visual effects
	To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours (Painting)	To be able to confidently select primary colours to mix together to make secondary colours To know that warm colours are generally red through to yellow and cold colours are blues and greens To know that complementary colours are colours that are directly opposite each other on a colour wheel and, when placed next to each other, produce the greatest contrast To know that the term 'contrasting colours' can mean the same as complementary colours
	To create imaginative work from a variety of sources (Painting)	To be able to show a transference of skills in drawing from different sources such as experience, observation and imagination into painting To be able to share where inspiration for work has come from
	To carry out preliminary studies, test media and materials and mix appropriate colours (Painting)	To understand the importance of preliminary studies in guiding ideas before starting the main piece of artwork To be able to consider the colour palette before starting painting or colouring so that considered choices are made To recall and knowledgeably mix primary colours to make secondary and to add white or black to make shades and tints
	To work from a variety of sources, including some researched independently (Painting)	To be able to talk about the art of Jackson Pollock and recognise some of his techniques
	To choose appropriate paint, paper and implements to adapt and extend their work (Painting)	To be able to experiment with different paint types such as watercolours, poster, powder and acrylic and be able to discuss some of the suitability and disadvantages of each paint type To know that paint does not have to always be applied to paper and share ideas of other materials that could be used such as fabric, cardboard, sandpaper etc. To be able to choose paints and surface types, based on experimentation, that would work best for the assigned task
	To create shades and tints using black and white (Painting)	To know that black makes shades To know that white makes tints
	To show an awareness of how paintings are created (Painting)	To know that paintings require studies and sketches before being started as a complete work To know that artists look at the work of others and the world around them to inspire their own work To be able to use studies and sketches before starting their own final piece
	To compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes (General)	To be able to articulate what they like about their own work and that of others To be able to offer constructive feedback such as "I like...but I think... could have been improved because..." To be able to think back to the initial brief and idea at several stages of the sketch, design and make processes





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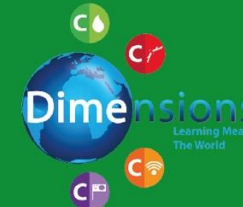


Term 3 – You're Not Invited		
Year 5	Composites & Components	
	Components	
	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)	To plan a sculpture through drawing and other preparatory work (3D Form)
		To be able to use images of Roman mosaics to inspire design ideas To be able to make preparatory sketches of ideas, with notes to support making process To be able to collect materials and tools selectively and share materials with others
		To explore further use of clay e.g. slabs, coils, slips etc (Modelling & Sculpting)
		To be able to recall how to make slip and use to join two pieces of clay together To be able to use crosshatching on a clay slab to make surfaces more adhesive when slip is applied To be able to roll out clay using guides to ensure an equal thickness To be able to cut out clay pieces to make even sides and join with slip
		To create sculpture and constructions with increasing independence (Modelling & Sculpting)
		To be able to use clay modelling skills with increasing independence to make slab pots with different base shapes
	To compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes (General)	To be able to articulate what they like about their own work and that of others To be able to offer constructive feedback such as "I like...but I think... could have been improved because..." To be able to think back to the initial brief and idea at several stages of the sketch, design and make processes
	To design and create image and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials (General)	To be able to share clear intentions of their images and artefacts with an adult before starting the project To be able to select materials and tools with purpose and be selective over their choices i.e. not take everything because they might need it To be able to discuss how their work can be made personal to them and develop their own personal approach
	To analyse and comment on ideas and methods (General)	To be able to ask questions regarding the art styles and techniques that are being studied To be able to hold discussions, share ideas and listen to the opinions of others when discussing art and artistic methods





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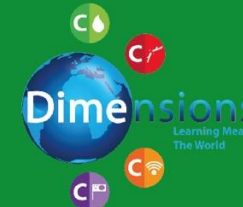


Year 5	Term 4 – Full of Beans		
	Composites & Components		Components
	<p>To create sketch books to record their observations and use them to review and revisit ideas (NC)</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)</p>	To research and use a variety of source material for their work (Drawing)	To use other artists' work as inspiration for their own
		To explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape (Drawing)	<p>To know that tone refers to how light or dark a colour or shade is</p> <p>To be able to experiment with lines to create more complex patterns and shapes</p> <p>To be able to manipulate lines with smudging (if using charcoal, for example) or cross-hatching to create texture</p>
		To work in a sustained and independent way from observation, experience and imagination (Drawing)	<p>To know that art sources come from observation, experience and imagination</p> <p>To recognise the difference between drawing from observation, experience and imagination</p> <p>To know that observational drawings are those done from looking at a physical object or scene at the current time</p> <p>To know that experiential drawings are those done of things that the pupils have knowledge of but they can't actually see at the time of drawing</p> <p>To know that imaginative drawings are those that are done of things that are made up in their imagination</p> <p>To be able to combine all three sources into one image</p>
		To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape (Drawing)	<p>To be able to use all, or a combination of, the elements effectively in their artwork</p> <p>To be able to focus on one colour (green) and experiment with how lines, patterns and textures can change perspective and shading</p> <p>To be able to recognise differences between each element and begin to understand the importance of each in drawing and sketching</p>
		To demonstrate a wide variety of ways to make different marks with dry and wet media (Drawing)	<p>To know that dry media are materials such as pencil, chalk and charcoal</p> <p>To know that wet media includes pens and ink</p>
		To develop ideas using different or mixed media, using a sketchbook (Drawing)	<p>To be able to use wet and dry media in sketchbooks</p> <p>To be able to select materials to stick into sketchbooks to enhance ideas, especially when planning with textiles or collage</p>
		To design and create image and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials (General)	<p>To be able to share clear intentions of their images and artefacts with an adult before starting the project</p> <p>To be able to select materials and tools with purpose and be selective over their choices i.e. not take everything because they might need it</p> <p>To be able to discuss how their work can be made personal to them and develop their own personal approach</p>
		To analyse and comment on ideas and methods (General)	<p>To be able to ask questions regarding the art styles and techniques that are being studied</p> <p>To be able to hold discussions, share ideas and listen to the opinions of others when discussing art and artistic methods</p>





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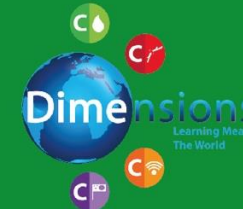


Term 4 – Come Fly With Me! America			
Composites & Components		Components	
Year 5 To know about great artists, architects and designers (NC)	To work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideas (Painting)	To be able to experiment with different paint types such as watercolours, poster, powder and acrylic and be able to discuss the suitability and possible disadvantages of each paint type To know that paint does not have to always be applied to paper and share ideas of other materials that could be used such as fabric, cardboard, sandpaper etc. To be able to experiment with various brushstrokes and techniques previously learnt to generate a range of textures and visual effects	
	To create imaginative work from a variety of sources (Painting)	To be able to show a transference of skills in drawing from different sources such as experience, observation and imagination into painting To be able to share where inspiration for work has come from	
	To carry out preliminary studies, test media and materials and mix appropriate colours (Painting)	To understand the importance of preliminary studies in guiding ideas before starting the main piece of artwork To be able to consider the colour palette before starting painting or colouring so that considered choices are made To recall and knowledgeably mix primary colours to make secondary and to add white or black to make shades and tints	
	To work from a variety of sources, including some researched independently (Painting)	To be able to talk about the art of Jackson Pollock and recognise some of his techniques	
	Choose appropriate paint, paper and implements to adapt and extend their work (Painting)	To be able to experiment with different paint types such as watercolours, poster, powder and acrylic and be able to discuss some of the suitability and disadvantages of each paint type To know that paint does not have to always be applied to paper and share ideas of other materials that could be used such as fabric, cardboard, sandpaper etc. To be able to choose paints and surface types, based on experimentation, that would work best for the assigned task	
	Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes (General)	To be able to articulate what they like about their own work and that of others To be able to offer constructive feedback such as "I like...but I think... could have been improved because..." To be able to think back to the initial brief and idea at several stages of the sketch, design and make processes	
	Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities (General)	To be able to use research skills to find out about notable artists To be able to make notes, sketches and annotations, sometimes all together to show their research To recognise work by Jackson Pollock and Pietro D'Angelo To be able to share their thoughts on work by both artists in a constructive way	
	Analyse and comment on ideas and methods (General)	To be able to ask questions regarding the art styles and techniques that are being studied To be able to hold discussions, share ideas and listen to the opinions of others when discussing art and artistic methods	





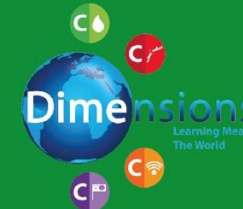
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Year 6	Term 1 – A World of Bright Ideas	
	Composites & Components	Components
	To create sketch books to record their observations and use them to review and revisit ideas (NC)	
	To improve their mastery of art and design techniques, including drawing, painting and sculpture (NC)	



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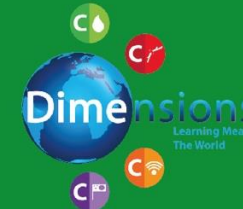


Term 3 – Wars of the World		
Year 6	Composites & Components	
	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (NC)	Components
		<p>To join fabrics in different ways, including stitching (Textiles / Collage)</p> <p>To be able to follow instructions on threading a needle and have a go independently To have a go at stitching two pieces of fabric together before assessing their levels of success To be able to attach a button to a piece of fabric To be aware that some of these skills require patience and practice is needed To be able to transfer skills during practice a larger make e.g. making a fabric poppy</p>
		<p>To show awareness of the potential of the uses of materials (Textiles / Collage)</p> <p>To know that hard wearing fabrics such as canvas, denim or corduroy are useful for making bags To know that some fabrics can fray, and they will need to secure the edges, so this does not happen To be able to say how some materials are made, such a cotton</p>
		<p>To use different techniques, colours and texture when designing and making pieces of work (Textiles / Collage)</p> <p>To be able to recall and use skills taught across each year, such as stitching two pieces together or attaching buttons To be able to select materials that complement each other</p>
		<p>To design and create image and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials (General)</p> <p>To be able to share clear intentions of their images and artefacts with an adult before starting the project To be able to select materials and tools with purpose and be selective over their choices i.e. not take everything because they might need it To be able to discuss how their work can be made personal to them and develop their own personal approach</p>





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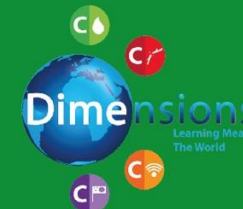


Term 6 – I Have a Dream...		
Year 6	Composites & Components	
	<p>To know about great artists, architects and designers (NC)</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture (NC)</p>	Components
		<p>To plan a sculpture through drawing and other preparatory work (3D Form)</p>
		<p>To be able to use images of Roman mosaics to inspire design ideas To be able to make preparatory sketches of ideas, with notes to support making process To be able to collect materials and tools selectively and share materials with others</p>
		<p>To create sculpture and constructions with increasing independence (3D Form)</p>
		<p>To be able to use clay modelling skills with increasing independence to make slab pots with different base shapes</p>
		<p>To compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes (General)</p>
		<p>To be able to articulate what they like about their own work and that of others To be able to offer constructive feedback such as "I like...but I think... could have been improved because..." To be able to think back to the initial brief and idea at several stages of the sketch, design and make processes</p>
		<p>To design and create image and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials (General)</p>
		<p>To be able to share clear intentions of their images and artefacts with an adult before starting the project To be able to select materials and tools with purpose and be selective over their choices i.e. not take everything because they might need it To be able to discuss how their work can be made personal to them and develop their own personal approach</p>
		<p>To analyse and comment on ideas and methods (General)</p>

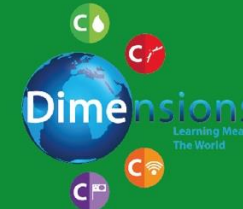




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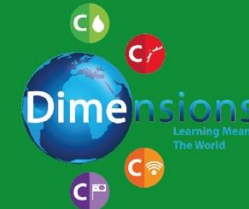


Art & Design Skills	Year 3								Year 4								
	That's All Folks	Window Man	Rocky the Dinosaur	Athens Vs Sparta	Under the Canopy	Three Giant Steps	Saxon King	Come Fly With Me	Lightening Speed	Out and About	May The Force Be With You	Law and Order	Picture our Planet	Window on the World	Viking Warrior	Cry Freedom	Seasons around the world
Ar30 Drawing Experiment with different grades of pencil and other implements																	
Ar32 Printing Explore pattern and shape, creating designs for printing																	
Ar33 Textiles/Collage Experiment with a range of media e.g. overlapping, layering etc.																	
Ar34 Modelling and Sculpting Research, plan, design and make models																	
Ar35 Find out about artists, architects and designers																	
Ar36 Drawing Use their sketchbook to observe, collect and record visual information from different sources																	
Ar37 Printing Observe and discuss the processes used to produce a simple print																	
Ar38 Drawing Use different media to achieve variations in line, texture, tone, colour, shape and pattern																	
Ar39 Drawing Draw independently for sustained period																	
Ar40 Plan, refine and alter their work as necessary																	
Ar41 Painting Work confidently on a range of scales e.g. thin brush on small picture etc.																	
Ar42 Painting Mix a variety of colours and know which primary colours make secondary colours																	
Ar43 Printing Print using variety of materials, objects and techniques including layering																	
Ar44 Textiles/Collage Use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining																	
Ar45 Modelling and Sculpting Work with a degree of independence																	
Ar46 Modelling and Sculpting Construct a simple clay base for extending and modelling other shapes																	
Ar47 Modelling and Sculpting Make a simple papier mache object																	
Ar48 Design and create images and artefacts in response to their personal ideas																	
Ar49 Drawing Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media																	

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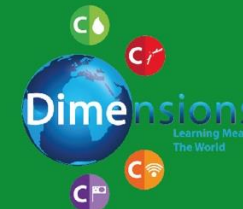
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Art & Design Skills	Year 5								Year 6							
	Mission Control	The Rescuers	Go with the Flow	You're not Invited	Full of Beans	Been around the world	British Bulldog	Come Fly With Me	A World of Bright Ideas	True Crime?	Time Team	Wars of the World	Global Warning	In Your Element	Pharaoh Queen	I Have a Dream...
Ar70 <i>Drawing</i> Research and use a variety of source materials for their work																
Ar71 <i>Drawing</i> Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape																
Ar72 <i>Painting</i> Work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideas																
Ar73 <i>Drawing</i> Work in a sustained and independent way from observation, experience and imagination																
Ar75 Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes																
Ar76 <i>Drawing</i> Use a sketchbook to develop ideas																
Ar77 <i>Painting</i> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours																
Ar78 <i>Painting</i> Create imaginative work from a variety of sources																
Ar82 <i>Textiles/Collage</i> Join fabrics in different ways, including stitching																
Ar84 <i>3D-Form</i> Use recycled, natural and man-made materials to create sculpture																
Ar85 <i>3D-Form</i> Plan a sculpture through drawing and other preparatory work																
Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials																
Ar87 <i>Drawing</i> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape																
Ar88 <i>Painting</i> Carry out preliminary studies, test media and materials and mix appropriate colours																
Ar89 <i>Painting</i> Work from a variety of sources, including some researched independently																
Ar90 <i>Modelling and Sculpting</i> Explore further the use for clay e.g. slabs, coils, slips, etc.																
Ar91 Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities																
Ar93 Analyse and comment on ideas and methods																
Ar94 <i>Drawing</i> Demonstrate a wide variety of ways to make different marks with dry and wet media																



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Ar95 <i>Drawing</i> Develop ideas using different or mixed media, using a sketchbook																	
Ar97 <i>Painting</i> Create shades and tints using black and white. Work from a variety of sources, including some researched independently																	
Ar98 <i>Painting</i> Show an awareness of how paintings are created																	
Ar99 <i>Printing</i> Describe varied technique																	
Ar100 <i>Printing</i> Show confidence in printing on paper or fabric																	
Ar102 <i>Textiles/Collage</i> Use different techniques, colours and textures when designing and making pieces of work																	
Ar103 <i>Modelling and Sculpting</i> Create sculpture and constructions with increasing independence																	

