



Grange Primary Academy

The best in everyone™

Part of United Learning

Art and Design End of Year Expectations

Overview: Whole School

*Expected Equivalent Time – 1 hr per week. Be prepared and watch the video to prepare for each lesson.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Exploring Media and Materials</p> <p>Explores colour and how colour can be changed</p> <p>To experiment with colour and explore how they can make it darker or lighter and mix two primary colours to make a secondary colour.</p> <p>Mark Making with a variety of materials</p> <p>Understands they can use lines to enclose a space, and then begin to use these shapes to represent objects</p> <p>Using language to describe the similarities and differences of materials.</p> <p>Beginning to be interested in and describe the texture of things, and being able to explain their selection.</p> <p>Being Imaginative</p> <p>Capturing experiences and responses with a range of media....paint and other materials</p>	<p>Formal Elements of Art (5 lessons)</p> <p>1 - Shape: Abstract Compositions</p> <p>Creating abstract art inspired by artist Beatriz Milhazes</p> <p>2 – Line: Exploring Line</p> <p>Creating shapes using string before drawing from observation.</p> <p>3 – Line: Making Waves</p> <p>Creating a class piece of art inspired by music.</p> <p>4- Colour Making Colours</p> <p>Making secondary colours using play-doh</p> <p>5 -Colour: Painting with Colour</p> <p>Putting into practice colour mixing skills to create work inspired by Jasper Johns.</p>	<p>Formal Elements of Art (5 lessons)</p> <p>1-Pattern – Repeating Patterns</p> <p>Identifying and painting repeating patterns</p> <p>2- Texture: Taking Rubbings</p> <p>Taking rubbings of different textures</p> <p>3- Texture: Frottage</p> <p>Creating art from rubbings inspired by artist Max Ernst</p> <p>4- TONE: 3D Pencil Drawings</p> <p>Learning to use pencils to create different tones</p> <p>5- TONE 3D Colour Drawing</p> <p>Creating tonal drawings of the solar system</p>	<p>Formal Elements of Art (5 lessons)</p> <p>1-Shape: Seeing simple shapes</p> <p>Identifying, drawing and labelling shapes around the school.</p> <p>2- SHAPE: Geometry</p> <p>Identifying geometric shapes within an object and sketching</p> <p>3-SHAPE: Working with Wire</p> <p>Creating a wire sculpture</p> <p>4- TONE: the four rules of shading</p> <p>5- TONE: Shading from light to dark</p>	<p>Formal Elements of Art (5 lessons)</p> <p>1-Tecture: Charcoal Mark</p> <p>Creating drawing to represent words and phrases</p> <p>2-Texture and Pattern</p> <p>Playdough printing working with clay tools and creating prints</p> <p>3- Pattern: Stamp printing</p> <p>making stamps from geometric shapes to create prints.</p> <p>4-Pattern: Reflection and Symmetry</p> <p>Creating patterns using symmetry and reflection</p> <p>5-Pattern: Flower of life Printing</p> <p>Creating a geometric pattern with a compass</p>	<p>Formal Elements of Art (5 lessons)</p> <p>1-House Drawing</p> <p>Drawing from observation</p> <p>2-House Monoprints</p> <p>Creating a monoprint from observation</p> <p>3-Hundertwasser House</p> <p>Transforming buildings in a style inspired by the artist Hundertwsser</p> <p>4-Be an architect</p> <p>Designing a building in an architectural style.</p> <p>5- Monument</p> <p>Designing a monument to symbolise a building in an architectural style.</p>	<p>Art and Design Skills</p> <p>1-Painting: Impressionism</p> <p>Investigating great impressionist paintings</p> <p>2-Drawing: Zentangle Patterns</p> <p>Using drawing for relaxation</p> <p>3-Craft: Zentangle printing</p> <p>Creating patterns using their zentangle designs</p> <p>4-Design: Making a hat</p> <p>Creating 3D sculptural forms using basic art materials, correcting and improving outcomes.</p> <p>5-Learning about...the work of Edward Hopper</p> <p>Discussing line, form, colour and patterns in Hoppers work.</p>

Spring	<p>Exploring Media and Materials</p> <p>Exploring what happens when they mix colours The children are able to tell you what colours you need to make a different colour.</p> <p>Experimenting to create different textures Understands that different media can be combined to create new effects</p> <p>Manipulates materials to achieve a planned effect Using our learnt knowledge to achieve finishes such as fold, fringe, and scrunch.</p> <p>Being Imaginative</p> <p>Create simple representations of events, people, and objects The children will be able draw simple drawings and explain and begin to label what they have done.</p> <p>Choose colours to use for a purpose Children understand that colours represent objects in life</p>	<p>Art and Design Skills (5 lessons)</p> <p>Generating ideas in response to artists work, colour mixing, painting, drawing and experimenting with media and lego printing.</p> <p>1-Learning about...the artist Loius Wain Learning about the work of the artist and responding visually and verbally, generating ideas in response to the artists work, and evaluating the work of others through discussion.</p> <p>2-Painting: Colour Mixing Developing skill and control with painting, mixing and applying colour, understanding how art relates to the world around us, the significance of using colour by artists, using the language of art when evaluating.</p> <p>3- Craft: Printing Using materials and print making techniques, colour, shape, form, and pattern. Evaluating the strengths and weaknesses of their work.</p> <p>4- Drawing: Experimenting with media</p>	<p>Art and Design Skills (6 lessons)</p> <p>1-Drawing for fun Creating a piece of art on a theme of their choice</p> <p>2-Drawing: Shading Creating drawings through the application of tone and shading</p> <p>3- Craft: Clay Creating repeating patterns using clay</p> <p>4- Design: Clarice Cliff Plates Designing a ceramic plate in the style of Clarice Cliff</p> <p>5- Craft: Weaving a picture Creating a weave to an animal shape design</p> <p>6-Painting: Rollercoaster Rode Developing painting skills</p>	<p>Art and Design Skills (6 lessons)</p> <p>1-Craft and Design: craft puppets (3 lessons) Designing and making 3D puppets</p> <p>4 -Painting: tints and shades Painting templates in light and dark tones</p> <p>5-Drawing: My Toy Story Drawing toys from observation</p> <p>6 – Learning about...Carl Giles Drawing cartoon characters on the theme of 'family';</p>	<p>Art and Design skills (6 lessons)</p> <p>1-Learning about...The role of a curator in an art gallery Learning how to present and display works of art, learning how to present, speak and listen as an artist.</p> <p>2-Design – Optical illusions Create an image using a form of printing</p> <p>3-Design: Willow Pattern Creating chinoiserie plate design</p> <p>4-Craft: Soap sculpture Creating 3D sculptures inspired by Barbara Hepworth</p> <p>5- Drawing: Still Life Still life drawing – developing techniques using drawing materials, using a pencil in different ways for tone and line.</p> <p>6-Painting: Paul Cezanne Painting in the style of the artist Paul Cezanne</p>	<p>Art and Design Skills (6 lessons)</p> <p>1 & 2 Packaging Collage Studying familiar packaging to inspire art</p> <p>3-Drawing: Picture the Poet Creating visual representations of poetry</p> <p>4 – Drawing: A Walking Line Drawing using observation, imagination and creativity. Responding to a famous quote by Paul Klee.</p> <p>5 – Design: Little Inventors Designing a new invention – using sketchbooks to record observations.</p> <p>6 – Learning about...How Artists work Creating original art, developing skills in chosen medium.</p>	<p>Make my voice heard (5 lessons)</p> <p>Making skills Creating 3D forms in clay. Developing drawing and painting skills</p> <p>Formal Elements Developing an understanding of line, tone and 3D form.</p> <p>Generating Ideas Designing ideas for the fourth plinth in Trafalgar square.</p> <p>Knowledge of Artists Learning about Kathe Kolwitz's portraits, Picasso's compositions, Wallinger's sculptures and Graffiti.</p> <p>Evaluating Correcting and improving outcomes. Understanding the role of art in wider society.</p>
--------	---	--	--	---	--	--	--

	<p>i.e green for a tree in Summer, but brown for the leaves in Autumn</p>	<p>Drawing geometric shapes inspired by the artist Kandinsky. Drawing using 2D geometric shapes.</p> <p>5- Design: Lego Printing 2D artwork using printing methods. Creating original patterns and designs. Line, form, colour and pattern.</p>					
--	---	--	--	--	--	--	--

Summer	<p>Exploring Media and Materials</p> <p>Explore a variety of materials, tools and techniques</p> <p>The children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children develop their own ideas</p> <p>Through their own explorations they find out and make decisions about how media and materials can be combined and changed.</p> <p>Children use what they have learnt about media and materials in original ways</p> <p>The children will learn to represent their own ideas, thoughts, and feelings through art.</p> <p>Evaluating their work</p> <p>They can talk about their own work, recognising the differences between them and the strengths of others.</p>	<p>Landscapes using different media (5 lessons)</p> <p>Exploring great art to inspire a seaside themed collage and a textured piece.</p> <p>Making Skills</p> <p>creating textures and mixing colours</p> <p>Formal Elements</p> <p>Making colours lighter or darker</p> <p>Generating ideas</p> <p>through class discussion</p> <p>Knowledge of artists</p> <p>Similarities and differences between works of art</p> <p>Evaluating</p> <p>making connections from artists' work to their own.</p>	<p>Human Form – Collage, portraits and sculpture (5 lessons)</p> <p>Use human form as a basis for making art</p> <p>Making Skills</p> <p>Creating 2D art to explore their feelings about the world around them</p> <p>Formal Elements</p> <p>Creating textures learning about tone and colour</p> <p>Generating ideas</p> <p>Studying natural forms in the world around them and relating it to their own artwork</p> <p>Knowledge of artists</p> <p>Understanding the development of the art forms</p> <p>Evaluating</p> <p>Describing the strengths and weaknesses of works of art.</p>	<p>Prehistoric Art (5 lessons)</p> <p>Drawing, painting and working with charcoal – painting animal designs inspired by cave artists including a class creation and creating paints</p> <p>Making Skills</p> <p>Explore unusual mediums. Simplifying to abstract form developing drawing and painting skills</p> <p>Formal Elements</p> <p>Developing understanding of colour, line, and form.</p> <p>Generating ideas</p> <p>Expressing their thoughts and ideas about prehistoric art.</p> <p>Knowledge of artists</p> <p>Learning how prehistoric artists created painting materials</p> <p>Evaluating –</p> <p>Understanding and reflecting on why early humans created art.</p>	<p>Every picture tells a story (5 Lessons)</p> <p>Analysing famous artists works – Learning how great works of art tell stories via role play, games and analysis</p> <p>Formal Elements</p> <p>Describing the formal elements in the artists work. Engaging in critical question and answer sessions through works of art.</p> <p>Generating Ideas</p> <p>Expressing thoughts and feelings through art</p> <p>Knowledge of Artists</p> <p>Learning how artists tell stories in their work, recreating famous works of art, studying it in depth.</p> <p>Evaluating</p> <p>Describing paintings using the correct language of art, critically analysing them.</p> <p>Using art to tell stories.</p>	<p>Every picture tells a story (5 lessons)</p> <p>Analysing famous artists' works – creating art with messages using cultural art forms</p> <p>Making Skills</p> <p>Improving their control of 2D and 3D materials to suit a purpose</p> <p>Formal Elements</p> <p>Developing understanding of colour, line and form.</p> <p>Generating ideas</p> <p>Using thoughts and feelings to review ideas about their culture.</p> <p>Knowledge of Artists</p> <p>Learning how artists make political statements through their art, e.g. Banksy</p> <p>Evaluating</p> <p>Forming opinions about great artworks and key political events through debate and discussion.</p> <p>Learning about principles such as democracy and the rule of law.</p>	<p>Photography (6 lessons)</p> <p>Creating fun and inspirational art using photography, photomontage and drawing methods</p> <p>Making skills</p> <p>Developing skills in making art through digital processes.</p> <p>Creating works of art through cutting, tearing and ripping images.</p> <p>Generating ideas</p> <p>Expressing ideas about art through messages, graphics, text and images.</p> <p>Knowledge of artists</p> <p>Learning about the work of Andy Goldsworthy, Hannah Hoch, Jenny Holzer, Edvard Munch</p> <p>Evaluating</p> <p>Critically discussing their own and others work, adapting and improving work as it processes. Making art with a wider message for society.</p>
--------	---	--	---	--	--	---	---

Art Week	<p>Collaborative class project</p> <p>The children will prepare the props they need for their performance of 'Goldilocks and the Bears'</p> <p>They will combine the skills they have learnt over the year to make and gather together the props they will need.</p> <p>Parents will be invited in for an end of year assembly.</p>	<p>Sculptures and Collages (5 Lessons)</p> <p>Sculpting 3D forms using clay, newspaper and natural materials.</p> <p>Making Skills</p> <p>Etching patterns into clay</p> <p>Formal Elements</p> <p>Creating original artwork based on a given theme</p> <p>Generating ideas</p> <p>through class discussion</p> <p>Knowledge of artists</p> <p>Creating a large piece of art</p> <p>Evaluating</p> <p>looking at the artwork of people from around the world.</p>	<p>Sculpture and Mixed Media (5 Lessons)</p> <p>Creating a large-scale work of art on a comic theme</p> <p>Making Skills</p> <p>Creating 2D art to explore their feelings about the world around them</p> <p>Formal Elements</p> <p>Creating textures learning about tone and colour</p> <p>Generating ideas</p> <p>Studying natural forms in the world around them and relating it to their own artwork</p> <p>Knowledge of artists</p> <p>Understanding the development of the art forms</p> <p>Evaluating</p> <p>Describing the strengths and weaknesses of works of art.</p>	<p>Craft (5 Lessons)</p> <p>A variety of craft, design and collage activities</p> <p>Making Skills</p> <p>Creating a mood board using 2D materials and craft processes to create art, develop sewing skills</p> <p>Generating ideas</p> <p>Representing themselves and their family through their art</p> <p>Knowledge of artists</p> <p>Applying the creative processes of artists and craftspeople to own work</p> <p>Evaluating</p> <p>Developing a more comprehensive use of the language of art.</p>	<p>Sculpture (5 lessons)</p> <p>Making 3D forms from found and recycled materials</p> <p>Making Skills</p> <p>Learning how to make art from recycled materials, improving their control and mastery of art and design techniques.</p> <p>Generating ideas</p> <p>Creating aesthetic and visual effects to decorate and finish work. Using sketchbooks to record ideas.</p> <p>Knowledge of artists</p> <p>Learning how great artists incorporated political meaning in their work. Learning art from other cultures.</p>	<p>Design for Purpose (5 Lessons)</p> <p>Designing a coat of arms, a hospital room and creating new products.</p> <p>Making skills</p> <p>Design, control and manipulate art materials to suit a purpose</p> <p>Formal elements</p> <p>Build confidence in using colour, shape and pattern</p> <p>Generating ideas</p> <p>Expressing ideas and feelings about familiar products, designing and inventing new products.</p> <p>Knowledge of Artists</p> <p>Learning how artists use colour, pattern and shape to create positive visual effects.</p> <p>Evaluating</p> <p>Presenting, discussing and critically appraising each other's work using the language of art. Inventing new products that will transform the world around them.</p>	<p>Still Life</p> <p>Using a range of drawing techniques to create personal interpretations of familiar objects and memories</p> <p>Making skills</p> <p>Developing techniques, including control and use of materials, including negative drawings</p> <p>Formal Elements</p> <p>Learning about line and tone through drawing</p> <p>Generating ideas</p> <p>Producing personal interpretations of cherished objects</p> <p>Knowledge of artists</p> <p>Investigating the work of Cezanne, Fumke and Nicholson</p> <p>Evaluating</p> <p>Critically reviewing results and outcomes in light of evaluation. Representing memories and experiences of their time at school</p>
----------	--	---	--	--	--	--	--

National Curriculum and Subject Expectations

EYFS		Key Stage 1		Key Stage 2				Key Stage 3
N	R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	
Drawing								
<p>ELG</p> <p>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children develop their ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can</p>		<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay) 				<ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
		<ul style="list-style-type: none"> Exploring mark making Using 2D mathematical shapes to draw experimenting with line 	<ul style="list-style-type: none"> Exploring drawing techniques Applying tone to create form Developing skills and control with art materials including blending pastels 	<ul style="list-style-type: none"> Identifying and representing subject matter Using geometry and tonal shading Drawing from observation Drawing with charcoal Creating geometric and mathematical drawings Still life drawing with tone Drawing from observations Drawing using the continuous line method Using 2D drawings to develop ideas for 3D work Creating detailed drawings Drawing using mathematical processes Creating detailed portraits chiaroscuro techniques Developing the continuous line technique Drawing for expression Sketching methods Still life using charcoal Drawing using a negative medium, identifying areas of light and dark. 				

be combined and changed.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Children represent their own ideas, thoughts and feelings through art.

The children can talk about features of their own and others work, recognising the differences between them and the strengths of others.

Colour

	<ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas 					<ul style="list-style-type: none"> • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
	<ul style="list-style-type: none"> • Mixing, refining and applying more sophisticated colours • Learning the names of the primary colours and that they can be mixed to make secondary colours • Creating and describing different shades of one colour using paint • Choosing and justifying appropriate colours to reflect a them and purpose. 	<ul style="list-style-type: none"> • Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels) • Describing their use of colour to achieve a specified intention 	<ul style="list-style-type: none"> • Experimenting with and discussing the pigments in natural products to make different coloured paints • Increasing awareness of manipulating pain to achieve more accurate colours and shades • Articulating their understanding of application of colour to paint sculptural forms 	<ul style="list-style-type: none"> • Analysing and describing the use of colour within artists' work • Manipulating colour and pattern to create prints • Describing how great artists mixed and applied paint 	<ul style="list-style-type: none"> • Developing colour mixing and tonal shading with colour • Making own paint from natural pigments • Defining and using more complex colours • Selecting and mixing colours to depict own thoughts, feelings and intentions 	<ul style="list-style-type: none"> • Painting in an impressionist style • Creating tints and shades • Selecting colours to accurately reflect objects in still life composition • Expressing feelings, emotion and events through colour mixing • Recreating colours used by impressionist painters 	
Painting							
	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<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] 					<ul style="list-style-type: none"> • to use a range of techniques and media, including painting

	<ul style="list-style-type: none"> • Developing skill and control with painting 	<ul style="list-style-type: none"> • Improving painting skills, developing skills and control when painting 	<ul style="list-style-type: none"> • Developing ability to control the tonal quality of paint 	<ul style="list-style-type: none"> • Developing technical mastery of painting skills • Use a range of strokes and shades 	<ul style="list-style-type: none"> • Further improving skill and control when painting 	<ul style="list-style-type: none"> • Further improving skill and control when painting • Creating tonal paintings 	<ul style="list-style-type: none"> • Become proficient in drawing, painting, sculpture and other art, craft and design techniques
Materials							
	<ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		<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] 				<ul style="list-style-type: none"> •to increase their proficiency in the handling of different materials
	<ul style="list-style-type: none"> • Using a range of materials and printmaking techniques • Creating textured pieces 	<ul style="list-style-type: none"> • Using a range of materials to design and make products • 	<ul style="list-style-type: none"> • Making art from recycled materials • Printing using different materials 	<ul style="list-style-type: none"> • Learning how to present and display works of art 	<ul style="list-style-type: none"> • Using recycled materials within mixed media art 	<ul style="list-style-type: none"> • Selecting materials for a given purpose • Create photomontages focusing on composition • Using polyprint tiles to create repeating patterns • Creating digital art using photography to create abstract and self portrait pieces. 	<ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design

Craft						
	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<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] 				<ul style="list-style-type: none"> to increase their proficiency in the handling of different materials
	<ul style="list-style-type: none"> Clay etching 2D printing 	<ul style="list-style-type: none"> Craft weaving Using 3D clay to create 2D printing patterns and sculptural forms 	<ul style="list-style-type: none"> Weaving using paper and other materials Tie dying Sewing 	<ul style="list-style-type: none"> Showing creativity in their choice of materials and composition Creating sculptures 	<ul style="list-style-type: none"> Expressing an idea or emotion through 3D clay sculpture Creating 3D sculptural forms 	<ul style="list-style-type: none"> evaluate and analyse creative works using the language of art, craft and design
Sketchbooks						
	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 				<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques

	<ul style="list-style-type: none"> •Teacher led idea modelling through discussion •Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials 	<ul style="list-style-type: none"> •Teacher led idea modelling through discussion and sketching •Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials 	<ul style="list-style-type: none"> •Using sketchbooks to generate ideas and observations •Expressing thoughts and observations in sketchbooks •Making records of experiments with various materials 	<ul style="list-style-type: none"> •Using sketchbooks for planning and refining ideas •Recording ideas for material and composition •Developing skill and technique using various media in sketchbooks 	<ul style="list-style-type: none"> •Working collaboratively to explore ideas for meeting a design brief •Developing and discuss ideas through sketches •Enhancing knowledge if skill and technique using various media in sketchbooks 	<ul style="list-style-type: none"> •Developing and discuss ideas through sketches •Make personal investigations of interests and record observations in sketchbooks •Record experiments with various media and try out techniques and processes in sketchbooks before applying them. 	<ul style="list-style-type: none"> •to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas •to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
Inspiration from others to create original artwork							
Generating original ideas by looking at other artist' work	<ul style="list-style-type: none"> •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. 		<ul style="list-style-type: none"> •about great artists, architects and designers in history. 				<ul style="list-style-type: none"> •know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

	<ul style="list-style-type: none"> • Developing original artwork from other sources • Exploring ideas through practical activities • Creating original patterns and designs 	<ul style="list-style-type: none"> • Studying natural forms in the world around them and relating it to their own artwork • Working instinctively with clay to create unique designs • Representing themselves through art • Creating art n themes of personal interest 	<ul style="list-style-type: none"> • Expressing original ideas and thoughts about Representing themselves and their family through their art • Controlling materials to achieve a desired effect the art of others 	<ul style="list-style-type: none"> • Using literary sources to convey ideas through art • Expressing thoughts and feelings through tactile creation of own work • Manipulating composition and materials to achieve a desired effect • Representing ideas from multiple viewpoints and perspectives 	<ul style="list-style-type: none"> • Using the work of artists to explore own ideas • Expressing ideas and feelings about familiar products • Designing new architectural forms to satisfy their own ideas and intentions • Designing and inventing new products • Linking artwork to literary sources • Creating ideas for inventions for a purpose 	<ul style="list-style-type: none"> • Learning ways that artists can represent their ideas through painting • Developing personal, imaginative responses to a them. • Expressing ideas about art through messages, graphics, text and images • Producing personal interpretations of cherished objects • Expressing their own ideas and feelings through pattern • Creating imaginative and expressive 3D forms to convey meaning 	<ul style="list-style-type: none"> • about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	
Form and Space, Line, Pattern, Shape, Texture and Tone								
	<ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<ul style="list-style-type: none"> • to improve their mastery of art and design techniques 				<ul style="list-style-type: none"> • 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
Form and Space							
<ul style="list-style-type: none"> • Learning about form and space through 3D sculptures inspired by nature and animals • Developing language and understanding of form and space through whole class sculpture 	<ul style="list-style-type: none"> • Extending their ability to articulate 3D form and space through practical activities • Creating 3D drawings 	<ul style="list-style-type: none"> • Developing ability to describe and model form in 3D using a range of materials 	<ul style="list-style-type: none"> • Analysing and describing the use of form within the artists' work • Further extending their ability to describe and model form and space in 3D using a range of materials 	<ul style="list-style-type: none"> • Make progress in their ability to describe and model form and space in 3D using a range of materials 	<ul style="list-style-type: none"> • Conveying, expressing and articulating a message or emotion through 3D sculpture • Analysing and evaluating an artists' use of form 	<ul style="list-style-type: none"> • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas 	
Line							
<ul style="list-style-type: none"> • Using line and expressing line to represent a landscape and water 	<ul style="list-style-type: none"> • Creating portraits by controlling and defining their use of 	<ul style="list-style-type: none"> • Expressing line in different ways to express geometric and organic forms 	<ul style="list-style-type: none"> • Analysing and describing the use of line within artists' work • Using knowledge of lines of 	<ul style="list-style-type: none"> • Extending and expressing drawings using a developing understanding of line 	<ul style="list-style-type: none"> • Articulating their deepening of line to create portraits • Developing continuous line 	<ul style="list-style-type: none"> • to use a range of techniques to record their observations in 	

	<ul style="list-style-type: none"> • Learning the vocabulary to describe different types of lines: vertical, horizontal, crosshatched, wavy • Experimenting with line 	<p>line for expression</p> <ul style="list-style-type: none"> • Drawing lines with increased skill, awareness and control 		<p>symmetry to help draw accurate shapes</p>		<p>drawing, developing control, expression, shape, form and detail</p> <ul style="list-style-type: none"> • Adapting the techniques of other artists to create abstract drawings 	<p>sketchbooks, journals and other media as a basis for exploring their ideas</p>
--	---	--	--	--	--	---	---

Pattern

<ul style="list-style-type: none"> • Understanding patterns in nature from observation • Making patterns in a range of materials to develop their understanding • Designing and creating own patterns 	<ul style="list-style-type: none"> • Creating a pattern of their choosing • Identifying and relating man-made and natural repeating patterns • Learning a range of techniques to express their knowledge of repeating and non-repeating pattern 	<ul style="list-style-type: none"> • Constructing patterns through craft methods to further their knowledge and understanding 	<ul style="list-style-type: none"> • Analysing and describing the use of pattern within artists work • Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns 	<ul style="list-style-type: none"> • Constructing images through various methods to further their knowledge and understanding 	<ul style="list-style-type: none"> • Using knowledge and understanding of patterns to represent feelings and emotions • Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork 	<ul style="list-style-type: none"> • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
--	--	--	--	--	--	--

Shape

	<ul style="list-style-type: none"> • Creating abstract compositions using various shapes • Identifying, making and describing their use of shape for print 	<ul style="list-style-type: none"> • Composing geometric designs by adapting and synthesising the work of others 	<ul style="list-style-type: none"> • Identifying 2D shapes within images and objects • Identifying, drawing and labelling simple shapes found in everyday objects • Creating and forming shapes from 3D materials 	<ul style="list-style-type: none"> • Analysing and describing the use of shape within artists work • Expressing geometric compositions using mathematical shapes 	<ul style="list-style-type: none"> • Composing original designs by adapting and synthesising the work of others • Analysing and evaluating an artists' use of shape 	<ul style="list-style-type: none"> • Sketching the key shapes objects from different angles when drawing still life • Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings. 	<ul style="list-style-type: none"> • to use a range of techniques and media, including painting
--	--	---	--	--	---	---	--

Texture

	<ul style="list-style-type: none"> • Selecting, describing and using appropriate materials to create different textures 	<ul style="list-style-type: none"> • Identifying and describing different textures • Selecting and using appropriate materials to create textures 	<ul style="list-style-type: none"> • Analysing and describing the use of texture within artists work 	<ul style="list-style-type: none"> • Using a range of materials to express more complex textures 	<ul style="list-style-type: none"> • Developing knowledge and understanding of texture through practical making activities 	<ul style="list-style-type: none"> • Understand how artists manipulate materials to create texture in a range of artwork 	<ul style="list-style-type: none"> • to use a range of techniques and media, including painting
--	--	---	---	---	---	---	--

Tone

	<ul style="list-style-type: none"> • Learning that tone refers to the lightness or darkness or something • Developing understanding of use of 	<ul style="list-style-type: none"> • Experimenting with pencils to create more complex tones – learning that different ways of holding a pencil affects 	<ul style="list-style-type: none"> • Applying and blending charcoal to create sophisticated areas of tone • Learning and applying four 	<ul style="list-style-type: none"> • Analysing and describing the use of tone within artists work • Using a variety of tones to achieve different effects 	<ul style="list-style-type: none"> • Developing an increasing sophistication in the use of tone to describe objects when drawing from observation 	<ul style="list-style-type: none"> • Deliberately manipulating tone to portray emotions – using 'halo' and 'chiaroscuro' techniques 	<ul style="list-style-type: none"> • to use a range of techniques and media, including painting
--	---	--	--	---	--	--	--

	different tints and shades to create simple tone in their work	the tone created <ul style="list-style-type: none">• Using tone to create 3D form when drawing	simple rules of shading <ul style="list-style-type: none">• Developing skill and control when using tone	<ul style="list-style-type: none">• Understanding of tone to create a 3D effect	<ul style="list-style-type: none">• Analysing and evaluating an artists use of tone	<ul style="list-style-type: none">• Increasing awareness of how to use tone to describe light and shade, contrast and shadow	
--	--	--	--	---	---	--	--

Knowledge of artists

Beatriz Milhazes
Understanding that abstract art uses shapes and colours and experimenting with composition

Bridget Riley
Experimenting with line drawing

David Hockney/Vija Celminss
Exploring use of materials to express water

Jasper John
Use of colour

Wassily Kandinsky/ Renata Bernal/ Llya Bolotowsky
Use of shapes within their work

Louis Wain
Analysing the words and stories behind the pictures

Max Ernst
Pupils learn the technique 'frottage' (taking rubbings from an uneven surface)

Ed Ruscha
Use of shading and tone to create a 3D look

Clarice Cliff
Circle tree plate designs

Nancy McCroskey
Explore her skill of shading

Damien Hurst
Cornucopia as inspirations for drawing

Julian Opie
Creating portraits in his style

Edwina Bridgeman
Creating clothes peg figures and

Carl Giles
Discussing and analysing 'Mother's day' Before using the piece as inspiration for their own cartoon style drawings to represent their family

Diego Velazquez. C's
Painting Old Woman Cooking Eggs to illustrate tints and shades of colour

Luz Perez Ojeda
Prints as inspirations for creating optical illusion portraits

Barbara Hepworth
Work as inspiration for soap sculptures

Paul Cezanne
The life and work of, how he influenced the shift to modern art, pupils learn to replicate his painting style

Giorgio Morandi
Exploring composition for still life drawing

David Hockney
Analysing the formal elements of 'My Parents' before re-enacting the scene depicted

Friedensreich Hundertwasser
Using the architects work as inspiration for their own house designs

Banksy
Analysing the messages within the Clacton Pigeon Mural

Andy Warhol
Creating symmetrical abstract prints in the same style

John Singer Sargent
Developing the ability to read a picture with empathy through the analysis of 'Gassed'

Magdalene Odundo
Developing ideas for 3D work through 2D drawings

Andy Goldsworthy
photography/sculpture

Claude Monet
Researching and adopting the style of the impressionist painters

William Morris
Creating a repeating pattern

Edward Hopper
Analysing and evaluating 'Nighthawks' looking at what the scene depicts and the formal elements of the piece

Kathe Kollwitzas
Learning how to represent emotion through art

Pablo Picasso

	<p>Pierre Auguste Renoir/Joaquin Sorolla/ Peder Severin Kroyer Exploring the stories behind the their seaside inspired pieces</p> <p>Vincent Van Gogh Creating a textured collage for his painting 'Fishing Boats'</p> <p>Lousie Bourgeois Giant spider sculpture 'Maman'</p>	<p>evaluating her work</p> <p>Roy Lichtenstein Mixed media work Pop art style</p>		<p>Paula Rego Exploring the formal elements of 'The Dance'</p> <p>Edward Hopper Analysing 'A table for ladies' pupils create a role play of the piece from a different perspective</p> <p>Peter Brueghel 'Childrens games' Recreate as a photo collage with a modern twist</p> <p>Fiona Rae Abstract Art</p> <p>Giuseppe Arcimboldo Creating collages</p> <p>Sokari Douglas Camp Creating word sculpture</p> <p>El Anatsui Creating sculpture in the same style using recycled materials</p>		<p>Exploring symbolism and tone</p> <p>Mark Wallinger Ecce Homo Sculpture</p> <p>Hannah Hoch/ Peter Kennard/Jerry Uelsmann Learning about photomontage</p> <p>Jenny Holzer Using art to create meaning – truisms</p> <p>Edward Weston Children to observe abstract looking images created through macro photography</p> <p>Edvard Munch 'The Scream' Look at mood and expression</p> <p>Paul Cezanne 'Still Life with apples'</p>
--	--	--	--	---	--	---

							<p>Jaromir Funke ‘Composition – glass and ball</p> <p>Ben Nicholson 1946 – still life</p>
<h1>Evaluation</h1>	<ul style="list-style-type: none"> - Recognising and describing key features of their own and the work of others - Describing what they think about the work of others 	<ul style="list-style-type: none"> - When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements) 	<ul style="list-style-type: none"> - Reflecting on preferences about their work in order to improve it - Discussing art using an increasing sophisticated use of language (formal elements) 	<ul style="list-style-type: none"> - Using their own and others opinions of their work to identify how to improve - Building a more complex vocabulary when discussing art (formal elements) 	<ul style="list-style-type: none"> - Regularly analysing and reflecting on their progress taking account of intentions and opinions - Developing a greater understanding of vocabulary when discussing their own and the work of others 	<ul style="list-style-type: none"> - Giving reasoned evaluations of both their own and others work which takes account of the starting points, intentions and context behind the work - Using the language of art with greater sophistication to discuss art 	