



A.R.H. Curriculum Progression Document - Art

Our school vision Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

National Curriculum Aims – Art and Design			
Produce creative work, exploring their ideas and recording their experience	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.

Year 1	Twisted Tales	Inspirational Occupation	Best of Leicester	Weird and Wonderful Weather	Marvellous Makers	World Explorers	Art Weeks		
NC Objective	Previous knowledge	Questions, knowledge and skills			Date Covered	Vocabulary			
<p>To begin to use drawing to develop their ideas and imagination. (Design their own fairy tale character)</p> <p>Adrienne Segur Fairy tale book</p>	<p>ELG Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Questions What is imagination? How can you use line techniques to draw a character? Knowledge To know how to control the pencil. To know the tone can be light or dark when using a pencil. To know that pressure used can impact how light or dark a tone is. To know that a darker area used is a shadow.</p>				<p>Line Texture</p>			
<p>Skills To record ideas based on observations. To use their imagination to create an image. Grip a pencil correctly.</p>		<p>To use their experiences to begin to sculpt a Leicester land mark. (Medium: Playdough/Salt dough)</p>	<p>ELG Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Questions What is a sculpture? What could you use to make basic shapes for your sculpture? Knowledge To know that clay comes from the ground To know that clay dries to become hard. To know that dry clay can smash. To know how to roll and mould clay.</p>					<p>Land mark Sculpture Experiences Play dough Salt dough</p>
<p>New skill - To begin to use a range of tools to create a sculpture. (e.g hands/rolling pins)</p>									

<p>To experiment with different mediums/materials creatively to design their own image (weather). Ron Barrett - Illustrator from Cloudy with a chance of meatballs. (Medium - Not water colour)</p>	<p>ELG Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Questions What material/medium would be best suited to create art work for these types of weather Flood Drought Tornado? What do you like about your work? Knowledge To know the names of different mediums/materials. To understand why grip and control are important.</p>		<p>Flood Drought Tornado Pencil crayons Paint Chalk</p>
<p>To look at a variety of artists and to start to express likes/dislikes based on how it looks. To understand what it is like to become or be an artist. Monet – The Poppy field Monet – Impression, Sunrise Monet – The water lily pond</p>	<p>ELG Past and Present: Talk about the lives of the people around them and their roles in society.</p>	<p>Questions: Which is your favourite piece of art work and why? Can you tell me something about Monet’s life? Knowledge: To be able to express likes and dislikes of the artist’s work. To understand the life of Monet and how Artistry was his job. (how that is their job) New Skill: To say why they like a particular piece of work (more general comments expected here e.g I like it because it has bright colours etc) To understand the life or beginnings of an artist to link to the topic.</p>		<p>Like Dislike Because Artist</p>
<p>To begin to form opinions on different artists artwork/illustrations focussing on the different mediums they have used.</p>	<p>ELG Self Regulation: Give focused attention to what the teacher says, responding appropriately even when engaged in activity,</p>	<p>Questions: What is an opinion? What different mediums are used by Adrienne Segur, Sara Ogilvie and John Tenniel? Knowledge To know how to form an opinion based on the</p>		<p>John Tenniel Links Artist Paint Crayon Chalk</p>

<p>Adrienne Segur Sara Ogilvie John Tenniel</p>	<p>and show an ability to follow instructions involving several ideas or actions</p>	<p>mediums used in a piece of art. To begin to be able to talk about the impact of the medium. To begin know how to select a medium based on an opinion.</p> <p>Skills: To say why they like about Adrienne Segur’s work (progressing by talking about the mediums specific to that particular piece of artwork) To make links between the Adrienne Segur illustrations and Sara Ogilvie’s Illustrations from the Izzy Gizmo book. To compare these illustrations to those of Alice in Wonderland by John Tenniel.</p>		<p>Beginning Life Artist Occupation</p>
<p>To use paint to develop their own imagination. (e.g. design their own St Basil’s Cathedral)</p> <p>To identify the differences between an architectural structure and their own creation.</p> <p>Yakovlev and Barma</p>	<p>ELG Creating with Materials: Share their creations, explaining the process they have used.</p>	<p>Questions Can you use different sized paint brushes to create an accurate image of St Basil’s Cathedral? Can you experiment with different colours to create an image?</p> <p>Knowledge: To know what architecture is/why it is an art form. To know which type of paint brush to use for different parts of a painting.</p> <p>Skills To use a range of paintbrushes with some accuracy and purpose. New skills – Architectural comparisons, looking at features of building, shape of windows, difference in heights.</p>		<p>Brush Line Thick Thin</p>

Year 2	Captivating Capitals	Terrible Tudors	Food Glorious Food	Magnificent Materials	Into the woods	A picture tells a thousand words	
NC Objective	Previous Knowledge	Questions, Knowledge and skills			Date Covered	Vocabulary	
<p>To develop a wide range of art and design techniques in using colour, pattern, line, shape and space.</p> <p>Claude Oscar Monnet – Water lilies</p>	<p>Year 1 -To draw simplistic fairy tale characters with an enclosed form and minimal detail. To develop pencil control.</p>	<p>Questions How can you use colour, shape and space to create an effective picture using chalk? Which technique have you used for your image and why? Questions What medium will you select and why?</p> <p>Knowledge To know that hatching is filling in tone by using line and that cross hatching is doing this in two different directions. End goal of the topic is to be able to recreate an image of the water lilies using hatching</p> <p>Which technique have you used for your image and why? Questions What medium will you select and why?</p> <p>Skills Gripping chalk correctly Understanding how to use your fingers to smudge for effectiveness and purpose. Understanding how line and tone changes a design. To look and understand how pattern/structure is used to create a snowflake pattern. Then choose an appropriate pattern to replicate.</p>				<p>Pattern Symmetrical Paints Structure Composition Line Colour Shape Space Purpose Effective Smudge Pressure Hatching Cross hatching</p>	

<p>To experiment with a range of mediums to create a Tudor Rose. To recreate emblems of Henry VIII's wives using a range of mediums. Heraldic Panel with a Tudor Rose (philamuseum.org)</p>	<p>Previous knowledge – Touched on in year 1. To experiment with different mediums/materials creatively to design their own image (weather).</p>	<p>Questions How can you use your medium to make a Tudor Emblem? Which medium is the most suitable to make a Tudor emblem? Why? How will you recreate the pattern on your chosen Tudor queen emblem?</p> <p>Knowledge To hold different mediums correctly. That varying tone can make an object look 3D That varying the texture can differentiate between one area of a picture and another. To know the primary colours.</p> <p>Skills Select and choose a medium to create art work. To start experimenting with a range including poster paints, chalk, fabric, crayons and Oil pastels. To create patterns using mediums. Not water colours</p>		<p>Medium Tone Select Paint Crayons Chalk Pastels Tudor Rose Pattern</p>
<p>To learn about a range of artists, craft makers and designers and make links to their own work</p> <p>Giuseppe Arcimboldo - making food faces out of food.</p>	<p>Previous knowledge – Touched on in Year 1. To say what they like about an artist's art work.</p> <p>To understand what it is like to become or be an artist.</p>	<p>Questions How does your piece of artwork compare to Giuseppe Arcimboldo's food work?</p> <p>Knowledge To know who Giuseppe Arcimboldo is and describe his style of art To know how colour mixing works using a colour wheel. To know and explain what pointillism is</p> <p>Skills To experiment with basic tools on rigid/flexible materials. To understand and give reasons for his/her preferences when looking at art work. Children will create their own food face</p>		<p>Link Artists Food Compare Contrast Differences Similarities Experiment Fluidity Arrangement imagination</p>

		<p>through drawing in the image of Acimboldo's. Class model will be with real fruit.</p>		
<p>To create imagery using natural resources. Vicki Rawlins</p> <p>Artist calls upon Mother Nature to craft stunning artworks out of twigs and flowers Creative Boom</p>	<p>Previous exposure to creating own images in EYFS.</p>	<p>Questions What are natural resources? Where can they be found? What image could you create using natural resources? How could you create a face using natural resources?</p> <p>Knowledge To know what natural resources are. To be able to recognise Vicki Rawlins art work. To know and understand how natural resources can be used to create different imagery.</p> <p>Skills To know who Vicki Rawlins is and be able to recreate her art work. To use natural resources to create imagery.</p>		<p>Artists Leaves Twigs Flowers Natural Imagery Imagination Select</p>

<p>To create and show moods through art work by using colour. Identifying Mood is a part of understand how to use colour.</p> <p>Also links to emotional literacy</p> <p>Vincent Van Gough Starry Night only.</p>	<p>Previous knowledge from Year 1. To look at a variety of artists and to start to express likes/dislikes based on how it looks.</p> <p>To understand what it is like to become or be an artist.</p>	<p>Questions</p> <p>Which colours represent which moods? How can you make your art work look (sad/happy/scary/dangerous etc)?</p> <p>Knowledge</p> <p>To know what impressionism is and can explain this</p> <p>To know what is meant by moods in art</p> <p>To know who Vincent Van Gough is and his art work starry night recreating his artwork o reflect their mood and how the painting makes them feel</p> <p>Skills</p> <p>New skill – To show mood in an artwork Create a piece of art work linked to the Magic Faraway Tree (setting picture, character picture) and use colour to represent the mood or feel.</p>		<p>Colour Mood Sad Dangerous Happy Bright Dull Background Effect</p>
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<p>To explore different printing techniques.</p> <p>To be able to practice a printing technique and use it to create an effective piece of artwork.</p> <p>Sayed Haider Raza</p>	<p>Printing is a new skill.</p>	<p>Questions What is printing? How can we use polystyrene and felt tips to create a print?</p> <p>Knowledge To understand what printing is. To know how to create a piece of art work using printing techniques.</p> <p>Skills To know what printing is. To use printing techniques to create an image. To score into polystyrene to create an image to print.</p>		<p>Printing Polystyrene Score Image</p>
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Year 3	Energised Earth	Kapow! Superheroes and Villains	Smashing Saxons	Rock 'n' Roll	Rotten Romans	Harry Potter	
NC Objective	Previous knowledge	Questions, knowledge and skills	Date Covered	Vocabulary Sponges Paint brush Water colours Tools Water colour paper Masking tape Pallet Small round brush Angled flat Big flat (brushes)			
<p>To improve mastery of art and design techniques using different tools and artistic colours.</p> <p>Underwater pictures using water colours. Famous water colour artist Winslow Homer – Gloucester Harbor</p>	Previous knowledge from Year 1&2. To explore different mediums and materials	<p>Questions What different tools/colours would you use to create an underwater picture using water colours and why?</p> <p>Knowledge To understand that artwork can represent a moment in time (moment in the water for fish) To know what water colours are and how to use them effectively and to a good standard.</p> <p>Skills To purposefully use tools to achieve a desired look/texture/outcome. To understand how to use water colours New skill: To know what water colours are and how to use them.</p>					
<p>To use sketch books to create comic strips using pencil.</p> <p>To review and revisit sketch books to recreate a comic strip on the computer. Comic strips – use of computing to create art. To learn about great artists in history.</p> <p>Chris Sprouse - Design their own superhero - costumes and drafts.</p>	Previous learning from Year 2: To develop a wide range of art and design techniques in using colour, pattern, line, shape and space. Claude Oscar Monnet	<p>Questions How can you use your sketch book to experiment and plan out ideas? How can use line and tone to create an effective comic strip? How can you apply your picture from your sketchbook into Comic Life computer programme. How can you apply the design techniques used by Chris Sprouse to inspire your own work?</p> <p>Knowledge Who is Chris Sprouse what did he do/create What is a comic strip? To revisit hatching skills from Year 2 and apply them. To know that pencils vary in grade and harder pencils produce a lighter tone and softer (B) pencils produce a darker tone.</p>		Pencil Tone Line Sketch Medium Apply Purpose Comic Strip Review Revisit Chris Sprouse			

		<p>Skills To apply previous knowledge of line and tone. To experiment with using line and tone within a comic strip. To be able to choose appropriate pencil for art work. To use Comic Life on the iPads to create a comic strip</p>		
<p>To improve mastery of art and design using sculpting techniques.</p> <p>Children to look at sculpture of the thinking man – with the idea of creating their own Saxon person and what they might be feeling Auguste Rodin</p>	<p>Previous knowledge from Year 1 - To use their experiences to begin to sculpt a Leicester land mark. (Medium ideas –Playdough/Salt dough)</p>	<p>Questions What is the best way to make a paper mache person? What are sculpting techniques and how can you use them effectively to create a thinking man?</p> <p>Knowledge To know what paper mache plaster of paris is and why it can be used for sculpting. To know sculptures need a strong, stable based in order to stand upright. Skills: To be able to manipulate paper mache and plaster of paris to create an effective sculpture. Able to use evaluation to improve a piece of art.</p>		<p>Paper Mache Plaster of Paris Draft Sculpting Design Techniques Imagination Creativity Apply Visual</p>
<p>To master a range of design techniques.</p> <p>Children to use computing skills to create a poster for being happy and healthy –</p>	<p>To improve mastery of art is followed on from year 1,2,3 sketching but this is the new introduction of using oil</p>	<p>Questions How can we use computing skills to create art? How can we make a stand-out poster (using colour, shape and space?)</p> <p>Knowledge To begin to know how to use a computer programme (Publisher) to create a poster about rocks</p>		<p>Mastery Techniques Apply/application Pastels Reasoning Justifying Smudging Blending Smearing</p>

	pastels.	<p>To know how to include a title, appropriate text and engaging pictures within a poster To know how to improve a poster using feedback.</p> <p>Skills Using computing skills (cross-curricular) To reflect on use of colour, shape and space to create an effective poster.</p>		Rubbing
<p>To improve their mastery of art techniques using pastels based on ‘Vesuvius’ by Andy Warhol.</p> <p>Volcano pictures using pastels.</p> <p>Andy Warhol Vesuvius</p>		<p>Questions How can apply the techniques used by Andy Warhol to your own works?</p> <p>Knowledge – To know who Andy Warhol is and what his Vesuvius work represents. To know how to use oil pastels to create an intended effect.</p>		
<p>To use sketches to produce a final piece of art work focussing on perspective with shading</p> <p>To use sketch books to sketch ideas for a picture related to Harry Potter (castle, character etc.) Build up to a final piece of art work using pencils</p> <p>Artist – Fantastic beasts images sketching (Jim Kay)</p>	<p>Hatching skills from Year 2 for Water Lillies</p>	<p>New skill – Using oil pastels with accuracy when blending similar tones. Use the skills of sketching to create an accurate image and then enhance this image with oil pastels. To use peer evaluation to improve my work.</p> <p>Skills To use sketching skills To edit/build and improve Starting to select depth and pressure of pencil when sketching.</p>		<p>Harry Potter Design Sketch Produce Final Edit Outline Idea Image</p>

Year 4	Rockin Rainforest	Willy Wonka	Groovy Greeks	Rotten Romans	Shocking Mysteries	Adventures Around Europe	
NC Objective	Topic Covered	Questions, knowledge and skills			Date Covered	Vocabulary Collage	
<p>To use overlapping skills to improve mastery of art techniques. NC: To become proficient in drawing, painting, sculpture and other art, craft and design techniques (Collage pictures of animals) Megan Coyle</p>	<p>Previous knowledge from Year 2: To use a range of materials, with purpose, to design and create a collage.</p>	<p>Questions How can you manipulate materials to create a collage that overlaps to create an effect? What impact does overlapping have on the presentation of your art work? Knowledge To know who Megan Coyle is and to understand how to use overlapping skilfully to create an effective collage of an animal. Skills To use previous knowledge/experience of collages to approach their work from an experienced technical viewpoint. To refine collage techniques. To consider texture and colour when making decisions about the materials used in my final piece.</p>				<p>Adapt Alter Improve Technical Viewpoint Ripping Tearing Manipulating Overlapping</p>	
<p>To improve their mastery of sculpture by using a range of materials. To compare my work with my peers'. Make an Mayan headdress</p>	<p>Previous knowledge from Year 3: To improve mastery of art and design using sculping techniques. Children to design a Saxon character using papier mache./</p>	<p>Questions How can you use your knowledge/experience of sculpture to create a headdress? How does your headdress compare to that of others? Knowledge To know how to add intricate detail to a sculpture after creating the initial sculpture. To use inspiration from Mayan headdresses to create my own. Skills New skill To self-assess . To refine/ master smaller details when creating a</p>				<p>Carving Model Figurine Moulding Joining Casting</p>	

	Plaster of Paris Giamacettie	headdress.		
To recognise and compare architectural works in history. Famous Greek architects in history (Phidias – Statue of Zeus and the Parthenon [Athena Parthenos])	Previous learning from Year 2 – To use a range of materials creatively to make a product. To describe the differences between an architectural structure and their own creation. Henri Rousseau	Questions Who is Phidias? How are his works of Zeus and Parthenon similar/different? What do you dislike/like about his architecture?		Compare Contrast Architecture History Greeks Likes/dislikes Critique Articulate Reason Judgment
		Knowledge – To know who Phidias is and the impact his work had on Greek culture. To use historical and artist knowledge to compare the statues of Zeus and the Parthenon (particular focus on Athena Parthenos). To know when the artist’s work was created in the timeline of history. Skills To critique a piece of architecture. To be able to analyse, compare, contrast using knowledge of architecture with historical understanding.		
To improve their mastery of art techniques using pastels based on ‘Vesuvius’ by Andy Warhol. Volcano pictures using pastels. Andy Warhol Vesuvius	To improve mastery of art is followed on from year 1,2,3 sketching but this is the new introduction of using oil pastels.	Questions How can apply the techniques used by Andy Warhol to your own works?		Mastery Techniques Apply/application Pastels Reasoning Justifying Smudging Blending Smearing Rubbing
		Knowledge – To know who Andy Warhol is and what his Vesuvius work represents. To know how to use oil pastels to create an intended effect.		
		New skill – Using oil pastels with accuracy when blending similar tones. Use the skills of sketching to create an accurate image and then enhance this image with oil pastels. To use peer evaluation to improve my work.		

<p>To use photography or video to create a piece of art work based on the illustrations from Harris Burdick. Illustrator Chris Van Allsburg</p> <p>Recreate scenes of Harris Burdick focussing on light.</p>	<p>Photography is a new skill</p>	<p>Questions How can we use photography/video to create art? How can a phot be edited to make the lighting more dramatic?</p> <p>Knowledge Who is Harris Burdick? How does Chris Van Allsburg use light for effect within his illustrations? I know how to take an effective photo which concentrates on the impact of light.</p> <p>New Skills</p> <p>Using iPads to capture an effective image for an intended purpose. Children to take a photo of the scene they create with light and shadows and then use this to draw an image with a focus on adding light and shadow.</p>		<p>Pictures Images Inspire Editing Transferring Real-life Close-up Background Filter Impact Effect of light</p>
<p>To research artists around Eastern Europe and identify one to create a piece of artwork. (Kandinsky, Olbinski, Prymachenko and Mucha)</p> <p>NC: To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>To produce an independent piece of artwork based on the style of your (Artist selection Kandinsky, Olbinski,</p>	<p>Around the Europe Year 1 comparing Izzy Gizmo illustration to Adrienne Segue and Year 2 comparing different Monet pieces of Art..</p>	<p>Questions Can you name some great artists from eastern Europe? How have you used the stylings of your chosen artist to create an independent piece of art work?</p> <p>Knowledge – To know the name and work produced by their researched and chosen artist. To understand the style of art work they have chosen to replicate.</p> <p>Skills Independence Selection Identification Self-assessment Research (books/internet)</p>		<p>Research Identify Produce Style Drawing Painting 3D work Collage Printing Assessment</p>

Prymachenko and Mucha)		Knowledge of artists To use the desired technique of the artist with accuracy and skill.		
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Year 5	Invaders and Traders	Narnia	Ancient Egypt	Human Body	Wonders of the Universe	Innovative Inventions	
NC Objective	Previous knowledge	Questions, knowledge and skills			Date Covered	Vocabulary Evaluating Developing Systematically Evaluate Research Artists/architects/ designers Techniques Mixing Atmosphere Complex Layering	
<p>To express emotion in art by creating mood and feeling. N.C: To know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation (mixing colours to create a complex picture of emotions, can certain parts of the picture show different emotions, can the picture tell a story using colour?) Link to Vikings (voyages, longboats, battles etc) Medium –paint use mixing of paint to explore colour moods.</p> <p>To use layering techniques to create a dynamic piece of art. See here for inspiration.</p>	<p>Previous knowledge from Year 2 - To create and show moods through art work by using colour. Vincent Van Gough Starry Night only. Layering is a progression from collage in Y4.</p>	<p>Questions How can you be specific with your choice or colour/medium to create an atmospheric piece of art work? How can you mix or use various colours to show a complex of emotions or tell a story with your picture?</p> <p>Knowledge What is colour mixing and how this can be used to create a specific mood and atmosphere? What moods do dark colours convey in comparison to bright ones? To know how to make a picture dynamic by using layering.</p> <p>Skills Mixing Purpose Selection Layering</p>					
<p>To research and select a Ron McCombe image, justifying why you have selected that image to sketch.</p> <p>To organise, line, tone, shape and colour to represent figures and forms when sketching a Ron McCombe image.</p>	<p>Previous knowledge from Year 2 To develop a wide range of art and design techniques in using colour, pattern, line, shape and space. Claude Oscar</p>	<p>Questions Why have you chosen a particular image to sketch? Can you critique/evaluate your work against the intended outcomes?</p> <p>Knowledge: To know who Ron McCombe is. To know what a sketching frame is and how to use one accurately.</p> <p>Skills To use line, shape, tone and colour Pencil choice</p>				<p>Research Justification Explanation Self-evaluation Critique</p>	

<p>To evaluate the work produced.</p> <p>Looking at animals in their natural habitat. Using photography to link with Computing and sketching their photos. (should be a recap from using this technique in Y4)</p> <p>Ron McCombe -wildlife</p>	<p>Monnet</p>	<p>Application of pressure To use a sketching frame. New skill – Justification for personal choices. New skill – To be able to recreate a piece of drawing art work.</p>		
<p>To create a sculpture using different carving techniques to add shapes, texture and pattern.</p> <p>Imhotep</p>	<p>Previous learning from Year 1, 3 and 4 of sculpting.</p>	<p>Questions What is a sculpture? How can we use clay to create a sculpture (pyramid)? How does your sculpture compare to others?</p> <p>Knowledge To know how to add extra detail to a sculpture after creating the initial sculpture using different carving techniques. To use inspiration from pyramid art to create my own.</p> <p>Skills To be able to use different tools to create a sculpture. To use carving techniques to add intricate detail.</p>		<p>Sculpture Carving Shape Texture Pattern Artist Pyramid</p>
<p>To improve their mastery of art by developing their shape,</p>	<p>Previous learning from</p>	<p>Questions What is a self portrait?</p>		

<p>line and form techniques. To create an in depth self-portrait in the style of abstract In the style of Picasso's faces.</p>	<p>Year 3 - To use sketch books to create comic strips using pencil.</p> <p>To review and revisit sketch books to recreate a comic strip on the computer. Comic strips – use of computing to create art.</p> <p>To learn about great artists in history. Abstract art shown in Y4 Kandinsky.</p>	<p>Knowledge: To know what self-portraits are and how this is different to a portrait. To know that portraits had an important role in history before photography. To know the paper positioned vertically is 'portrait' To know who Picasso is and his impact on Artistic culture To know that portraits don't have to be realistic</p> <p>Skills To use precision skills to replicate their own faces To use a drawing grid/frame To evaluate their own work using self assessment. To convert a realistic portrait to an abstract one using Picasso as inspiration. Use texture, form and shape for a purpose to add depth to their image</p>		<p>Self-portrait Position Depth Drawing frame Realism Abstract</p>
<p>To experiment and develop an increasing awareness of different kinds of art, craft and design</p> <p>To explore how shadows can be used to create space photography</p>	<p>Previously covered in Year 4 – Harris Burdick style photography and Ron McCombe.</p>	<p>Question What are shadows? How can you create space and shadows within photography?</p> <p>Knowledge What are shadows? How do you create outlines?</p> <p>Skills To explore how to use light and darkness to create space images through shadows.</p>		<p>Shadows Space photography</p>
<p>To explore different printing techniques. To create and use different</p>	<p>New skill – Creating their own prints</p>	<p>Questions What are different printing techniques? What different printing techniques could you use</p>		

<p>printing techniques. To be able to create a printing technique and use it to create an effective piece of artwork.</p>		<p>to create an image? How can you create a printing technique?</p>		<p>Print Environment Materials Matte finish Matte stock Collagraph Stamp Monoprint</p>
		<p>Knowledge To know what printing is and different strategies to create a print. (block, relief, mono printing, engraving, stamp, collagraph). To know how to create a material with a print. To be able to explain the pros and cons for different strategies. To use my own opinion to create a piece of art which I have refined using self-assessment.</p> <p>Skills Appropriate selection of printing techniques. Printing Justifying which printing techniques they are going to use. Experimenting/Trial and Error</p>		

Year 6	Vile Victorians	Extinct?	Voyages	Amazing Australia	Over the Top	Survival
NC Objective	Previous Knowledge	Questions, knowledge and skills			Date Covered	Vocabulary Select
<p>Identify great artists and how their work has impacted art today.</p> <p>William Morris - Victorian Art (Painting boxes and repetitive patterns) Joseph Wright – Looking at his use of light and shade</p>	<p>Previous learning from Year 3 - To learn about great artists/artistry in history. To know when art is from different historical periods. Chinese artist Bronze and Jade work . Shang and Zhou Dynasties The bronze age of China</p>	<p>Questions How has the work of William Morris or Joseph Wright impacted art and culture today?</p> <p>What techniques/ designs have you used that are similar to the artworks of William Morris or Joseph Wright? Why did you choose these?</p> <p>How can you adapt your work based on constructive feedback and discussion from teachers/peers?</p> <p>Knowledge To know why they have chosen a specific medium to create a piece of artwork and the artist which has inspired their work. Explain the style work produced and how it has been influenced by a famous artist.</p>		<p>Observe Imagination Research Refine Adapt Feedback Discussion Ideas Create/creation Describe Artists Architects Designers Historical contexts Explain Justify Preferences Line Mediums</p>		
<p>Cave Art (oil pastels and scratching - discuss the purpose of art for cave men)</p>	<p>Previous learning from Year 4 - To improve their</p>	<p>Questions Why was Cave Art important in prehistoric times for Cave Men?</p>				

<p>NC To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay</p>	<p>mastery of art techniques using pastels based on 'Vesuvius' by Andy Warhol.</p> <p>Volcano pictures using pastels.</p> <p>Andy Warhol Vesuvius</p>	<p>What impact has Cave Art had on history? (Identity, history, recordings of life etc)</p> <p>How can you use example/past Cave Art work to influence and create your own? What techniques/colours/mediums will you use and why?</p> <p>Knowledge To know what Cave art is and why it was used. To understand what scratching is and how it can be used to create an image within an oil pastel image.</p> <p>Skills Justification Research Creation Observation To be able to combine artistic and historical knowledge.</p>	<p>Cave art Pastels Prehistoric</p>
<p>NC To improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>Paul Klee –Expressionism piece Line and emotional colours (Paint and pastels) Covered during SATs period</p> <p>To create an expressionism piece based on their self-portrait using mood to explore their feelings and</p>	<p>Previously covered in Year 5: To express emotion in art by creating mood and feeling.</p> <p>Children should have a basic understanding of how colour can affect the mood of picture. This builds on (mixing colours to create a complex picture of</p>	<p>Questions How can you use the style of Paul Klee to influence and create your own artwork?</p> <p>How can you adapt your work based on constructive feedback and discussion from teachers/peers? (think about mastery of line techniques)</p> <p>Knowledge To know who Paul Klee is and the work he has produced. To know how emotions impact how a picture is viewed.</p>	<p>Expressionism Cubism Surrealism Mood Feeling Blending Constructive feedback</p>

<p>emotions about SATs/leaving primary school.</p>	<p>emotions, can certain parts of the picture show different emotions, can the picture tell a story using colour?) Link to Vikings (voyages, longboats, battles etc)</p>	<p>Skills Knowledge of line techniques Critique own and others' work in a positive and constructive manner. To be able to adapt and refine my art in response to feedback from others.</p>		
<p>NC To improve their mastery of drawing, with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>Draw with precision using different gradient pencils or other mediums for purposeful effect. Look at Wentworth galleries to recreate an image of their choosing. Justify the different tools used to create your piece of art.</p>	<p>New skill – Justifying their reasoning.</p> <p>Previous skill- Begin to understand how to sketch in Year 3.</p> <p>Previous self assessment in Year 1 and 2 and peer assessment beginning in Year 3</p>	<p>Questions What tools/mediums/techniques are you going to use to create your artwork and why?</p> <p>Knowledge How does the art work differ in the galleries? Understand how to justify To know what the Wentworth galleries.</p> <p>Skills Justification Mastery of techniques Creation Cross-Curricular links Reasoning</p>		<p>Justification Mediums Pencil gradients</p>
<p>To be able to discuss the use of imagery and audience in</p>	<p>Previous knowledge of</p>	<p>Questions What is imagery?</p>		<p>Propaganda Poster</p>

<p>different pieces of propaganda art.</p> <p>English, German and American WW1 posters</p>	<p>discussing and comparing Art work in Year 1.</p>	<p>What is audience? How is imagery used to make this art work powerful? What is the audience for this art work?</p> <p>Knowledge To be able to articulate key points about a piece of art work. To understand what imagery is and why it is used.</p> <p>Skills To know who created the different propaganda posters. To know how to articulate likes and dislikes. To know how to discuss the use of imagery and audience in specific art works.</p>		<p>Imagery Audience Likes Dislikes Articulate Compare Contrast</p>
<p>To select their own medium (Poster paint, water colour, colour blocks,) of art work and improve their mastery of this skill.</p> <p>Hokusai – The Great Wave Off Kanagwa</p>	<p>Previous knowledge – Watercolours covered in Year 3 focus is on using the watercolours.</p>	<p>Questions Why have you selected a certain medium or technique to base your art work? Why have you used certain colours? Can you justify and explain your art work? Have you been influenced or inspired by another artist covered in or outside of school?</p> <p>Knowledge To know who created the 'Great Wave' and which mediums were used. To know how to use their chosen type of paint with skill and accuracy.</p> <p>Skills Being purposeful Using colour, line, shade, tools etc Justifying Explaining Reasoning</p>		<p>Justifying Explain Reasoning Influencing Inspiring Water colours Scale Proportion</p>

		Remembering To explain this choice of paint to a friend		
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