

SUBJECT LEADER OVERVIEW



ART and DESIGN

SUBJECT LEADER

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SUBJECT LINK GOVERNOR

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WHAT THE NATIONAL CURRICULUM SAYS ABOUT DESIGN TECHNOLOGY

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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.

DESIGN TECHNOLOGY AT ALL SAINTS

INTENT

At All Saints, by nurturing hearts and inspiring minds, we encourage all pupils to shine in everything they do in Art.

Here, at All Saints, we value and are dedicated to the teaching of Art. We see this as a fundamental part of our school vision to nurture hearts and inspire minds and are therefore committed to providing an 'Arts Rich Curriculum' for our children.

We believe that a high quality art, craft and design education is essential for personal, social, moral, spiritual, cultural and creative development. We believe art, craft and design education prepares children for life in modern Britain and within international communities through study that promotes

tolerance and respect, and social, spiritual, moral, and cultural understanding. We believe that an art, craft and design education enables children to become well-rounded, well-prepared learners and leaders.

IMPLEMENTATION

All Saint's art and design scheme of learning is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing our children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows our children to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the strands.

Our units fully scaffold and support age appropriate sequenced learning, and are flexible enough to be adapted to form cross-curricular links with your own school's curriculum. Creativity and independent outcomes are robustly embedded into our units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils'

learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

All Saints supports teachers who may lack confidence in their own artistic abilities. Pupil videos created by subject specialists help pupils to see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. The All Saints scheme of work has been created with the understanding that many teachers do not feel confident delivering the full Art and design curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Art and design is taught termly in discrete lessons. Wherever possible, cross-curricular opportunities are pursued in order to enrich children's learning. After school art clubs are offered during the year as well as an annual Summer Art Exhibition. Class teachers are usually responsible for teaching art, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, including the local high school, in order to enrich our Art provision.

IMPACT

All Saints Primary's curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of All Saints' scheme is consistently monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

After the implementation of All Saints' art and design scheme, our children should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation in art and design.

The expected impact of following the All Saints art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.

- Meet the end of key stage expectations outlined in the national curriculum for Art and design.

An evidence record will be kept of the KS2 children's experiences and progress in Art and design in the form of sketchbooks and photographs stored digitally. For KS1 and early years, an evidence record will be kept of the children's experiences and progress in Art and design in the form of a class book, end of unit folder and photographs stored digitally. Using our progression of skills and knowledge document teachers are able to accurately assess the level of the children's work. Attainment and progress is tracked using our whole school data programme.

CULTURAL CAPITAL

Cultural Capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

We want our pupils' 'lights to shine' both today in their future by not only giving them the knowledge and skills they need but by also installing a set of values and beliefs which enable them to be happy and successful citizens whilst having a positive impact on the lives of others.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC – DEVELOPED IN ALL LESSONS)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES (TO BE DEVELOPED IN ALL LESSONS)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

Our Art and Design curriculum casts a light on global citizenship and the rule of law, including the role of democratic advocacy for change. Pupils also look at how different cultures live and work throughout the world.

ART AND DESIGN CURRICULUM

DESIGN OF CURRICULUM

Our foundation subjects use Kapow planning. This carefully tracks the progression of skills and knowledge throughout the school.

Due to our dual year groups, we look at coverage over 2 years rather than one.

Subject leaders have not taken for granted that Kapow covers all aspects / objectives required of the subject and have cross referenced the schemes with or tracking of skills and knowledge and then with the National Curriculum objectives.

The curriculum enables pupils to be supported, when necessary, but at the same time challenges pupils with deep questioning.

Our ambitious curriculum is designed taking into account the following:

- The curriculum is for all pupils regardless of their starting points
- The curriculum values **Art and Design**
- Big ideas / big questions are used to provoke deeper learning
- The curriculum teaches knowledge and skills
- The curriculum is well sequenced
- Expectations are high

- Where teachers are not confident about their knowledge for a specific lesson / scheme, they consult with colleagues, the subject leader or use the Kapow teacher videos before each lesson.
- Resources are available and of a high quality
- Subject leaders know their subject
- Vocabulary is rich and diverse

DELIVERY OF CURRICULUM

Art and Design lessons are held every other half term and happen one afternoon per week. If additional time is required to fit in the whole scheme of work, this will happen.

WHY BASE OUR CURRICULUM ON KAPOW SCHEMES OF WORK

We involved all our teaching staff in choosing schemes of work which would be suited to our school.

Subject Leaders spent half a term looking at different options for their subject and all were extremely positive about KAPOW, the progression and the resources available.

There is no requirement on staff to use the KAPOW resources. They are to follow the 'Big Question' and the objectives for each lesson, however, how they get there is up to them. This means we have flexibility but, at the same time, ready made quality resources and activities to use if they require.

TRACKING PROGRESSION OF SKILLS AND KNOWLEDGE

The overview of skills and knowledge covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes - outlined in the National curriculum - are listed in our **Art and Design** Progression Document.

Within each key stage, knowledge is often introduced at the start of the key stage so that there is time for that knowledge to be revisited and applied in later years which is why knowledge accumulation may look heavier in some year groups than others. As we have joint classes, progression statements in Key stage 2 are shown for lower key stage 2 and upper key stage 2 only and not for individual year groups. Key concepts and knowledge are revisited in different contexts to ensure that pupils have a secure understanding by the end of each phase.

END OF KEY STAGE EXPECTED KNOWLEDGE AND SKILLS:				
AREA	EYFS	KS1	LKS2	UKS2
Generating ideas	<p>Talk about their ideas and explore different ways to record them using a range of media.</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p>	<p>Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>
Sketchbooks	<p>Experiment in an exploratory way.</p> <p>ELG: Expressive Arts and design: Creating with materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p>	<p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>
Making skills (including formal elements)	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>Use growing knowledge of different materials, combining media for effect.</p> <p>Use more complex techniques to</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p>Work in a sustained way over several sessions to complete a</p>

	<p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p> <p>ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Physical development: Fine motor skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>	<p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>shape and join materials, such as carving and modelling wire.</p> <p>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>
<p>Knowledge of artists</p>	<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>	<p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Understand how artists use art to convey messages through the choices they make.</p> <p>Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Understand how art forms such as photography and sculpture continually develop over time as</p>

				artists seek to break new boundaries.
Evaluating and analysing	<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p> <p>ELG: Expressive Arts and design: Creating with materials</p> <p>Share their creations, explaining the process they have used.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>

ENRICHMENT

When possible, and after taking into consideration expense, time constraints and impact on learning, enrichment activities such as trips, after school clubs, exhibitions, outdoor work and visitors are encouraged in Art and Design.

LOCAL AWARENESS

In all aspects of the curriculum we take every opportunity to help pupils to connect with their immediate surroundings and develop a global perspective by making connections between their everyday lives and the world around them.

CROSS CURRICULAR LINKS

Links to other learning will be made wherever possible, providing they help the pupils with their understanding and are in no way tenuous. Guided reading texts are regularly selected to further underpin learning.

HOW WE ASSESS

Class teachers assess each pupil against each objective in every subject 5 times each year (at the end of Autumn Term 2, Spring Term 1, Spring Term 2, Summer Term 1 and Summer Term 2).

Assessment is putting a pupil at ARE, WT or Below (and in some cases GD) against each objective.

This has been agreed by all teachers and is not seen as too onerous of time consuming). This has been fully supported by the Staff Welfare Representative and the Welfare Governor who have both liaised with teachers.

HOW WE MODERATE

Subject leaders are given at least half a day per term to monitor and moderate their subject.

Moderation takes the form of:

- Drop in
- Book Scrutiny
- Pupil Voice
- Data analysis
- Link Governor visits
- Observation
- Teacher Chat

Every Staff Meeting also has an agenda item where Subject Leaders can pass on any issues / points / questions / requests / advice to teachers.

Subject leaders can also request moderation time in staff meetings.

Class Teachers assess every pupil against each objective in every subject at the end of every term.

Headteacher / Deputy Head and Subject Governor monitors subjects each year

SUBJECT LEADER CPD

Subject Leaders have taken part in curriculum sharing with other local schools.

In additions, Subject Leaders are to complete at least one subject specific CPD course with National College every year.

RESOURCES

With Kapow being new to the school, Class Teacher are asked to speak to Subject Leaders about any additional resources which may be required (any that may have been missed when Subject Leaders were balancing the curriculum).

Each weekly Staff Meeting has an agenda item where Class Teacher and Subject Leaders have an additional opportunity to request and additional resources,

RECORDING OF LEARNING

KS1 pupils use a floor book as a record of class learning in Art and Design. Each pupil has an individual folder in which to record and evaluate finished projects.

KS2 pupils have a sketchbook in which they keep a record of their KS2 learning journey in Art and Design.

RECENT FEEDBACK GIVEN TO STAFF

SUBJECT ACTION PLAN 2024/25

At the end of each unit, teacher to notify lead so a sketchbook and class book inspection and pupil voice can be carried out.

Ensure all units have a knowledge organiser at beginning of unit, WALTs recorded weekly and an evaluation sheet at the end and that both teachers and pupils are using it correctly.

KS1 – Knowledge organiser and WALTs in class book. Record of finished work and pupil evaluation sheets in individual Art/DT folder.

KS2 – all in individual sketchbooks.

Use past knowledge organisers at the start of each lesson to ensure subject fluency

Continue to display work – all completed units to be showcased online and in class for viewing.

Establish an art board in school. On rotation, each class to display selected work from their most recent unit.

Artist visit to tie in with whole school end of year art exhibition. Discuss a theme and time to complete work with staff.

To support teaching staff in the implementation of our new scheme of work – encouraging them to use a variety of sources to keep Art fun and engaging.

RECEPTION

Drawing: Marvellous marks

Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.

Learning objectives	<ul style="list-style-type: none"> To explore making marks with wax crayons. To investigate the marks and patterns made by different textures. To explore making marks with felt tips. To use a felt tip to make patterns. To explore making marks with chalk. To make controlled large and small movements. To compare different ways of making marks and drawing. To explore mark making using pencils. To create a simple observational drawing. To use a variety of colours and materials to create a self-portrait. To express their own self-image through art. 			
EYFS outcomes	<p>Physical development Develops small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop overall body-strength, balance, co-ordination and agility. ELG: Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery. ELG: Fine Motor Skills: Begin to show accuracy and care when drawing.</p> <p>Expressive arts and design Explore, use and refine a variety of artistic effects to express ideas and feelings. 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>Characteristics of effective learning Playing and exploring.</p>			
Key Vocabulary	hard long rough short smooth soft	circle curved line squiggly zig zag chalk	mark making observational pencils picture self-portrait marks	artist colours observe oil pastel paint thin

	straight thick	drawing felt tips	wax crayons	wavy
Key Skills	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p> <p>ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Physical development: Fine motor skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p> <p>ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.</p>			
Key Knowledge	<p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>			

RECEPTION

Painting Paint my world

Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.

Learning objectives	<p>To explore paint through finger painting. To describe the texture and colours as they paint. To talk about their work and decide whether it is abstract or figurative. To create natural paintbrushes using found objects. To use natural paint brushes and mud paint to create artwork. To talk about their work and decide whether it is abstract or figurative. To respond to music through the medium of paint. To use paint to express ideas and feelings. To make child-led collages using mixed media. To use loose parts to create a piece of transient art. To create landscape collages inspired by the work of Megan Coyle.</p>			
EYFS outcomes	<p>Physical development Develop small motor skills so that they can use a range of tools competently, safely and confidently. ELG: Use a range of small tools, including scissors, paint brushes and cutlery. ELG: Begin to show accuracy and care when drawing.</p> <p>Expressive arts and design Explore, use and refine a variety of artistic effects to express ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Creating with materials: Share their creations, explaining the process they have used.</p> <p>Characteristics of effective learning Playing and exploring.</p>			
Key Vocabulary	dab dot shiny silky slimy slippery	feathers flower buds grass leaves mix pine cones	happy sad excited worried sleepy fast	transient collage fixed not fixed permanent temporary

	smooth squelchy sticky wet	pattern texture twigs stick	slow loud quiet cut	collage landscape rip tear
Key Skills	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Physical development: Fine motor skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> <p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p> <p>ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.</p>			
Key Knowledge	<p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p>			

RECEPTION

Sculpture and 3D: Creation station

Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.

Learning objectives

- To explore clay and its properties.
- To explore playdough and its properties.
- To use tools safely and with confidence.
- To create natural 3D landscape pictures using found objects.
- To generate inspiration and conversation about sculpture art and artists.
- To create a design for a 3D animal sculpture.
- To begin making a 3D clay sculpture using the designs created last lesson.
- To make a 3D clay sculpture using the designs created last lesson.
- To share their creation, explaining the processes they have used.

EYFS outcomes

Physical development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop overall body-strength, balance, coordination and agility.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG: Begin to show accuracy and care when drawing.

ELG: Use a range of small tools.

Expressive arts and design

- Explore, use and refine a variety of artistic effects to express ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

ELG: Creating with materials: Share their creations, explaining the process they have used.

Characteristics of effective learning

Playing and exploring.

Key Vocabulary

pinch
roll
slimy
slippery

Bend
Cut
Slice
Soft

3D
bark
collage
landscape

evaluate
model
plan
reflect

	smooth squash sticky stretch	Clay Design Sculpture Flatten	leaves petals seed pods twigs	squelchy twist join
Key Skills	<p>Talk about their ideas and explore different ways to record them using a range of media.</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Experiment in an exploratory way.</p> <p>ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p> <p>ELG: Expressive Arts and design: Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Physical development: Fine motor skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p> <p>Enjoy looking at and talking about art.</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Talk about their artwork, stating what they feel they did well.</p>			

	Say if they like an artwork or not and begin to form opinions by explaining why.
	ELG: Expressive Arts and design: Creating with materials Share their creations, explaining the process they have used.
Key Knowledge	Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.

TOPAZ CLASS

CYCLE A

AUTUMN TERM

Drawing: Make your mark

Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.

Key Vocabulary	2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal	form horizontal lightly line mark making narrative observe optical art firmly	pastel printing shade shadow straight texture vertical wavy dots
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. 		

	<ul style="list-style-type: none"> • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.
Key Skills	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Develop observational skills to look closely and reflect surface texture. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Understand how artists choose materials based on their properties in order to achieve certain effects. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
Key Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> • Shape: Know a range of 2D shapes and confidently draw these. • Line: Know that drawing tools can be used in a variety of ways to create different lines. • Line: Know lines can represent movement in drawings. • Texture: Know that texture means 'what something feels like'. • Texture: Know different marks can be used to represent the textures of objects. • Texture: Know different drawing tools make different marks. <p>Making skills:</p> <ul style="list-style-type: none"> • That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. • How to hold and use drawing tools in different ways to create different lines and marks. • How to create marks by responding to different stimulus such as music. • How to overlap shapes to create new ones. • How to use mark making to replicate texture. • How to look carefully to make an observational drawing. • How to complete a continuous line drawing. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists choose materials that suit what they want to make.

	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates.
Cross Curricular Links	<p>Music</p> <p>Science: Animals, including humans</p> <p>Mathematics: Geometry – properties of shapes</p>

TOPAZ CLASS

CYCLE A

SPRING TERM

Sculpture and 3D: Paper play

Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.

Key Vocabulary	<p>artist</p> <p>carving</p> <p>concertina</p> <p>curve</p>	<p>cylinder</p> <p>imagine</p> <p>loop</p> <p>mosaic</p> <p>overlap</p>	<p>sculpture</p> <p>spiral</p> <p>three dimensional (3D)</p> <p>tube</p> <p>zig-zag</p>
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Roll paper tubes and attach them to a base securely. • Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Shape paper strips in a variety of ways to make 3D drawings. • Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. 		

	<ul style="list-style-type: none"> • Create a tree of life sculpture that includes several different techniques for shaping paper. • Work successfully with others, sustaining effort over a time. • Paint with good technique, ensuring good coverage.
Key Skills	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
Key Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. • Form: Know that three dimensional art is called sculpture. • Shape: Know paper can be shaped by cutting and folding it. <p>Making skills:</p> <ul style="list-style-type: none"> • How to roll and fold paper. How to cut shapes from paper and card. • How to cut and glue paper to make 3D structures. • How to decide the best way to glue something. • How to create a variety of shapes in paper, eg spiral, zig-zag. • How to make larger structures using newspaper rolls. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Some artists are influenced by things happening around them. • Artists living in different places at different times can be inspired by similar ideas or stories. • Artists choose materials that suit what they want to make. <p>Evaluating and analysing:</p>

	<ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates.
Cross Curricular Links	Mathematics: Geometry – properties of shapes Science: Animals, including humans

TOPAZ CLASS	
CYCLE A	
SUMMER TERM	
Painting and mixed media: Colour splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	
Key Vocabulary	blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates.
Key Skills	Generating ideas:

	<ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people.
Key Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Know that the primary colours are red, yellow and blue. • Colour: Know primary colours can be mixed to make secondary colours: (Red + yellow = orange; Yellow + blue = green; Blue + red = purple). • Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. • Tone: Know that there are many different shades (or 'hues') of the same colour. • Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. <p>Making skills:</p> <ul style="list-style-type: none"> • How to combine primary coloured materials to make secondary colours. • How to mix secondary colours in paint. • How to choose suitable sized paint brushes. • How to clean a paintbrush to change colours. • How to print with objects, applying a suitable layer of paint to the printing surface. • How to overlap paint to mix new colours. • How to use blowing to create a paint effect. • How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art is made in different ways. Art is made by all different kinds of people.
Cross Curricular Links	Mathematics: Number – number and place value.

TOPAZ CLASS

CYCLE B

AUTUMN TERM

Craft and design: Map it out

Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.

Key Vocabulary

abstract
composition
curator
design
design brief
evaluate
felt

fibre
gallery
imaginary
inspired
landmarks
mosaic

overlap
pattern
shape
stained glass
texture
viewfinder

Outcome: most pupils will be able to

- Sort map images into groups, explaining their choices.
- Draw a map of their journey to school, including key landmarks and different types of mark-making.
- Follow instructions to make a piece of felt that holds together and resembles their map.
- Decide how to place 'jigsaw' pieces to create an abstract composition.
- Make choices about which details from their map to include in a stained glass.
- Cut cellophane shapes with care and arrange them into a pleasing composition.
- Design a print with simple lines and shapes, making improvements as they work.
- Follow a process to make and print from a polystyrene tile.
- Choose a favourite artwork, justifying their choice.
- Annotate their favourite artwork with relevant evaluation points.
- Take an active part in decisions around how to display their artworks in the class gallery.

Key Skills

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

	<p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Experiment in sketchbooks, using drawing to record ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Further demonstrate increased control with a greater range of media. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. • Create work from a brief, understanding that artists are sometimes commissioned to create art. • Create and critique both figurative and abstract art, recognising some of the techniques used. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made.
<p>Key Knowledge</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: That 'composition' means how things are arranged on the page. • Shape: Shapes can be organic (natural) and irregular. <p>Making skills:</p> <ul style="list-style-type: none"> • How to draw a map to illustrate a journey. • How to separate wool fibres ready to make felt. • How to lay wool fibres in opposite directions to make felt. • How to roll and squeeze the felt to make the fibres stick together. • How to add details to felt by twisting small amounts of wool. • How to choose which parts of their drawn map to represent in their 'stained glass'. • How to overlap cellophane/tissue to create new colours. • How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. • How to apply paint or ink using a printing roller. • How to smooth a printing tile evenly to transfer an image. • How to try out a variety of ideas for adapting prints into 2D or 3D artworks. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can be figurative or abstract.

	<ul style="list-style-type: none"> • Artists can use the same material (felt) to make 2D or 3D artworks. • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.
Cross Curricular Links	<p>Geography: Geographical skills and fieldwork</p> <p>Design and technology: Design</p>

TOPAZ CLASS			
CYCLE B			
SPRING TERM			
Painting and mixed media: Life in colour			
<p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>			
Key Vocabulary	collage detail	mixing overlap primary colour	secondary colour surface texture

<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others’. • Describe ideas for developing their collages. • Choose materials and tools after trying them out.
<p>Key Skills</p>	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Making skills:</p> <ul style="list-style-type: none"> • Further demonstrate increased control with a greater range of media. • Make choices about which materials and techniques to use to create an effect. • Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. • Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made.
<p>Key Knowledge</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Different amounts of paint and water can be used to mix hues of secondary colours. • Colour: Colours can be mixed to ‘match’ real life objects or to create things from your imagination. • Form: That ‘composition’ means how things are arranged on the page.

- Shape: Collage materials can be shaped to represent shapes in an image.
- Pattern: Patterns can be used to add detail to an artwork.
- Texture: Collage materials can be chosen to represent real-life textures.
- Texture: Collage materials can be overlapped and overlaid to add texture.
- Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.
- Texture: Painting tools can create varied textures in paint.
- Tone: Different amounts of paint and water can be used to mix hues of secondary colours.

Making skills:

- How to mix a variety of shades of a secondary colour.
- How to make choices about amounts of paint to use when mixing a particular colour.
- How to match colours seen around them.
- How to create texture using different painting tools.
- How to make textured paper to use in a collage.
- How to choose and shape collage materials eg cutting, tearing. How to compose a collage, arranging and overlapping pieces for contrast and effect.
- How to add painted detail to a collage to enhance/improve it.

Knowledge of artists:

- Some artists create art to make people aware of good and bad things happening in the world around them.
- Art can be figurative or abstract.
- Artists try out different combinations of collage materials to create the effect they want.

Evaluating and analysing:

- People use art to tell stories.
- People make art about things that are important to them.
- People make art to share their feelings.
- People make art to help others understand something.

Cross Curricular Links

None.

TOPAZ CLASS

CYCLE B

SUMMER TERM

Sculpture and 3D: Clay houses

Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.

Key Vocabulary

casting
ceramic
cut
detail
flatten
glaze
score

impressing
in relief
join
negative space
pinch pot
plaster
roll

sculptor
sculpture
shape
slip
smooth
surface
three dimensional
thumb pot

Outcome: most pupils will be able to

- Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.
- Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.
- Roll a smooth tile surface.
- Join clay shapes and make marks in the tile surface to create a pattern.
- Draw a house design and plan how to create the key features in clay.
- Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.

Key Skills

Generating ideas:

- Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

Using sketchbooks:

- Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.

Making skills:

- Further demonstrate increased control with a greater range of media.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.

	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Talk about art they have seen using some appropriate subject vocabulary. • Create and critique both figurative and abstract art, recognising some of the techniques used. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. • Begin to talk about how they could improve their own work. • Talk about how art is made.
Key Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Pieces of clay can be joined using the 'scratch and slip' technique. • Form: A clay surface can be decorated by pressing into it or by joining pieces on. • Shape: Patterns can be made using shapes. <p>Making skills:</p> <ul style="list-style-type: none"> • How to smooth and flatten clay. • How to roll clay into a cylinder or ball. • How to make different surface marks in clay. • How to make a clay pinch pot. • How to mix clay slip using clay and water. • How to join two clay pieces using slip. • How to make a relief clay sculpture. How to use hands in different ways as a tool to manipulate clay. • How to use clay tools to score clay. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways.
Cross Curricular Links	Design and technology: Design, Make

RUBIES CLASS

CYCLE A

AUTUMN TERM

Drawing: Growing artists

Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.

Key Vocabulary

abstract
arrangement
blend
botanical
botanist
composition
cut
dark
even
expressive
form
frame

gestural
grip
light
line
magnified
organic
object
pressure
rubbing
scale
frottage

scientific
shading
shape
smooth
surface
tear
texture
tone
tool
viewfinder
geometric

Outcome: most pupils will be able to

- Know the difference between organic and geometric shapes.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Shade with a reasonable degree of accuracy and skill.
- Blend tones smoothly and follow the four shading rules.
- Collect a varied range of textures using frottage.
- Use tools competently, being willing to experiment.
- Generate ideas mostly independently and make decisions to compose an interesting frottage image.
- Make considered cuts and tears to create their ideas.
- Understand how to apply tone, with some guidance about where to use it.

	<ul style="list-style-type: none"> • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.
Key Skills	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.
Key Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Line: Using different tools or using the same tool in different ways can create different types of lines. • Pattern: Surface rubbings can be used to add or make patterns. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: That 'tone' in art means 'light and dark'. • Tone: Shading helps make drawn objects look realistic. • Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <p>Making skills:</p> <ul style="list-style-type: none"> • How to use shapes identified within in objects as a method to draw. • How to create tone by shading.

	<ul style="list-style-type: none"> • How to achieve even tones when shading. • How to make texture rubbings. • How to create art from textured paper. • How to hold and use a pencil to shade. • How to tear and shape paper. • How to use paper shapes to create a drawing. • How to use drawing tools to take a rubbing. • How to make careful observations to accurately draw an object. • How to create abstract compositions to draw more expressively. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature.
Cross Curricular Links	<p>Mathematics: Geometry – properties of shapes</p> <p>Science: Light, Plants</p>

RUBIES CLASS

CYCLE A

SPRING TERM

Craft and design: Ancient Egyptian scrolls

Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.

Key Vocabulary

ancient
audience
civilisation
colour
composition
convey
design

Egyptian
fold
imagery
inform
layout
material
painting
papyrus

pattern
process
scale
scroll
sculpture
shape
technique
zine

Outcome: most pupils will be able to

- Recognise and discuss the importance of Ancient Egyptian art.
- Consider the suitability of a surface for drawing.
- Record colours, patterns and shapes through observational drawing.
- Choose and use tools and materials confidently.
- Begin to experiment with drawing techniques.
- Create a selection of sketches that show idea exploration.
- Produce a final design with a clear purpose.
- Follow instructions with minimal support.
- Discuss and evaluate the process and outcome of their work.
- Produce a complete painted or drawn piece from a design idea.
- Use colours and materials appropriately, showing an understanding of effective composition.
- Have a clear idea of the subject of their zine, including a range of images and information.

Key Skills

Generating ideas:

- Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

Using sketchbooks:

	<ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.
<p>Key Knowledge</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). <p>Making skills:</p> <ul style="list-style-type: none"> • Layering materials in opposite directions make the handmade paper stronger. • How to use a sketchbook to research a subject using different techniques and materials to present ideas. • How to construct a new paper material using paper, water and glue • How to use symbols to reflect both literal and figurative ideas. • How to produce and select an effective final design. • How to make a scroll. How to make a zine. • How to use a zine to present information. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • The meanings we take from art made in the past are influenced by our own ideas. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists can work in more than one medium.

	Evaluating and analysing: <ul style="list-style-type: none"> • Art can be purely decorative or it can have a purpose. • People use art to tell stories and communicate. • People can make art to express their views or beliefs. • People use art to help explain or teach things.
Cross Curricular Links	History

RUBIES CLASS		
CYCLE A		
SUMMER TERM		
Sculpture and 3D: Abstract shape and space		
<p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>		
Key Vocabulary	abstract found objects	negative space positive space sculptor
		sculpture structure three-dimensional
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). 	

	<ul style="list-style-type: none"> • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.
Key Skills	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. • Use hands and tools confidently to cut, shape and join materials for a purpose. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.
Key Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Using light and dark colours next to each other creates contrast. • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Form: Organic forms can be abstract. • Shape: Negative shapes show the space around and between objects. • Shape: Artists can focus on shapes when making abstract art. <p>Making skills:</p> <ul style="list-style-type: none"> • How to join 2D shapes to make a 3D form. • How to join larger pieces of materials, exploring what gives 3D shapes stability. • How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • How to identify and draw negative spaces. • How to plan a sculpture by drawing. • How to choose materials to scale up an idea. • How to create different joins in card eg. slot, tabs, wrapping. How to add surface detail to a sculpture using colour or texture. • Display sculpture. <p>Knowledge of artists:</p>

	<ul style="list-style-type: none"> Artists make decisions about how their work will be displayed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative, or it can have a purpose. People use art to tell stories and communicate. People make art for fun and to make the world a nicer place to be.
Cross Curricular Links	<p>Design and technology: Technical knowledge</p> <p>Mathematics: Geometry – properties of shapes</p>

RUBIES CLASS

CYCLE B

AUTUMN TERM

Craft and design: Fabric of nature

Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.

Key Vocabulary	batik colour palette craft craftsperson design develop designer	imagery industry inspiration mood board organic pattern	repeat repeating rainforest symmetrical texture theme
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<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Describe objects, images and sounds with relevant subject vocabulary. • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs.
<p>Key Skills</p>	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Work as a professional designer does by collating ideas to generate a theme. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. • Evaluate their work more regularly and independently during the planning and making process.
<p>Key Knowledge</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Shape: How to use basic shapes to form more complex shapes and patterns. • Pattern: Patterns can be irregular and change in ways you wouldn't expect.

- Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.
- Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.
- Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.

Making skills:

- To know that a mood board is a visual collection which aims to convey a general feeling or idea.
- To know that batik is a traditional fabric decoration technique that uses hot wax.
- How to select imagery and use it as inspiration for a design project.
- How to make a mood board.
- How to recognise a theme and develop colour palettes using selected imagery and drawings.
- How to draw small sections of one image to focus on colours and texture.
- How to develop observational drawings into shapes and patterns for design.
- How to transfer a design using a tracing method.
- How to make a repeating pattern tile using cut and torn paper shapes.
- How to use glue as an alternative batik technique to create patterns on fabric.
- How to use materials, like glue, in different ways depending on the desired effect.
- How to paint on fabric.
- How to wash fabric to remove glue to finish a decorative fabric piece.

Knowledge of artists:

- Designers can make beautiful things to try and improve people’s everyday lives.
- Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.
- Artists and designers sometimes choose techniques based on the time and money available to them.
- Artists use drawing to plan ideas for work in different media.

Evaluating and analysing:

- Artists make choices about what, how and where they create art.
- Art can be created to make money; being an artist is a job for some people.
- Art, craft and design affect the lives of people who see or use something that has been created.
- Artists evaluate what they make, and talking about art is one way to do this.

Cross Curricular Links	Geography: Place knowledge
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RUBIES CLASS

CYCLE B

SPRING TERM

Painting and mixed media: Light and dark

Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.

Key Vocabulary

abstract	landscape	shadow
composition	mark-making	stippling paint
contrasting	muted	technique
dabbing paint	paint wash	texture
detailed	patterned	three dimensional (3D)
figurative	pointillism	tint
formal	portrait	vivid
grid	shade	

Outcome: most pupils will be able to

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.

Key Skills

Generating ideas:

- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

Using sketchbooks:

	<ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. • Discuss art, considering how it can affect the lives of the viewers or users of the piece. • Evaluate their work more regularly and independently during the planning and making process.
<p>Key Knowledge</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Adding black to a colour creates a shade. • Colour: Adding white to a colour creates a tint. • Form: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Tone can be used to create contrast in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> • How to mix a tint and a shade by adding black or white. How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it.

	<ul style="list-style-type: none"> Artists may hide messages or meaning in their work.
Cross Curricular Links	Science: Light

RUBIES CLASS

CYCLE B

SUMMER TERM

Drawing: Power prints

Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.

Key Vocabulary	abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative	gradient hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking	proportion shading shadow symmetry three dimensional (3D) tone viewfinder wax-resist
Outcome: most pupils will be able to	<ul style="list-style-type: none"> Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when scratching into a painted surface. Show some awareness of how to create contrast by including areas with more and less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. 		

	<ul style="list-style-type: none"> • Work co-operatively to create a joint artwork, experimenting with their methods.
Key Skills	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art.
Key Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> • Shape: How to use basic shapes to form more complex shapes and patterns. • Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. • Pattern: Patterns can be irregular and change in ways you wouldn't expect. <p>Making skills:</p> <ul style="list-style-type: none"> • How to use pencils of different grades to shade and add tone. • How to hold a pencil with varying pressure to create different marks. • How to use observation and sketch objects quickly. • How to draw objects in proportion to each other. • How to use charcoal and a rubber to draw tone. • How to use scissors and paper as a method to 'draw'. • How to make choices about arranging cut elements to create a composition. • How to create a wax resist background. • How to use different tools to scratch into a painted surface to add contrast and pattern. • How to choose a section of a drawing to recreate as a print.

	<ul style="list-style-type: none"> • How to create a monoprint. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists evaluate what they make, and talking about art is one way to do this.
Cross Curricular Links	None

SAPPHIRES CLASS

CYCLE A

AUTUMN TERM

Sculpture and 3D: Interactive installation

Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.

Key Vocabulary	analyse art medium atmosphere concept culture display elements evaluate	experience features influence installation art interact interactive location mixed media	performance art props revolution scale scaled down special effects stencil three dimensional
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means. 		

	<ul style="list-style-type: none"> • Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. • Justify choices made, explaining how they improve the viewer experience or make it interactive.
Key Skills	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. • Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Key Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them.

	<ul style="list-style-type: none"> • Form: The size and scale of three-dimensional artwork change the effect of the piece. <p>Making skills:</p> <ul style="list-style-type: none"> • How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • How to try out ideas on a small scale to assess their effect. • How to use everyday objects to form a sculpture. • How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • How to try out ideas for making a sculpture interactive. • How to plan an installation proposal, making choices about light, sound and display. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists create works that make us question our beliefs. • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Sometimes people disagree about whether something can be called ‘art’. • Art doesn’t always last for a long time; it can be temporary. • People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.
Cross Curricular Links	None

CYCLE A

SPRING TERM

Drawing: I need space

Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.

Key Vocabulary

cold war
collagraph
collagraphy
composition
culture
decision
develop

evaluate
futuristic
imagery
printing plate
printmaking
process
technique

propaganda
purpose
repetition
Retrofuturism
revisit
space race
stimulus

Outcome: most pupils will be able to

- Understand and explain what retrofuturism is.
- Participate in discussions and offer ideas.
- Evaluate images using simple responses, sometimes using formal elements to extend ideas.
- Provide plausible suggestions for how a piece was created.
- Comfortably use different stimuli to draw from.
- Use past knowledge and experience to explore a range of drawing processes.
- Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing.
- Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks.
- Generate a clear composition idea for a final piece that shows how it will be drawn.
- Apply confident skills to make an effective collagraph print.
- Independently select tools and drawing techniques, with some guidance.
- Demonstrate growing independence, discussing ways to improve work.

Key Skills

Generating ideas:

- Develop ideas more independently from their own research.
- Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

Using sketchbooks:

	<ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<p>Key Knowledge</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Shape: Shapes can be used to place the key elements in a composition. • Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. • Texture: How to create texture on different materials. <p>Making skills:</p> <ul style="list-style-type: none"> • To know what print effects different materials make. How to analyse an image that considers impact, audience and purpose. • How to draw the same image in different ways with different materials and techniques. • How to make a collagraph plate. • How to make a collagraph print. • How to develop drawn ideas for a print. • How to combine techniques to create a final composition. • How to decide what materials and tools to use based on experience and knowledge. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology.

	<ul style="list-style-type: none"> • Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example, digital imagery, with paint or print. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People make art to fit in with popular ideas or fashions. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
Cross Curricular Links	Science: Earth and space

SAPPHIRES CLASS			
CYCLE A			
SUMMER TERM			
Painting and mixed media: Portraits			
Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.			
Key Vocabulary	art medium atmosphere background carbon paper collage composition continuous line drawing	evaluate justify mixed media monoprint multi media paint wash	portrait printmaking represent research self-portrait texture transfer
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. 		

	<ul style="list-style-type: none"> • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece.
Key Skills	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> • Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Key Knowledge	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.

	<ul style="list-style-type: none"> • Tone: Tone can help show the foreground and background in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> • How to develop a drawing into a painting. • How to create a drawing using text as lines and tone. • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one. • How to combine materials to create an effect. • How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists use self-portraits to represent important things about themselves. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example, digital imagery, with paint or print. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People make art to portray ideas about identity. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.
Cross Curricular Links	<p>English: Handwriting and presentation</p> <p>Computing</p>

SAPPHIRES CLASS

CYCLE B

AUTUMN TERM

Craft and design: Photo opportunity

Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.

Key Vocabulary	album arrangement cityscape composition Dada digital editing emulate focus frame	grid image layout macro monochromatic monochrome photography saturation software	photomontage photorealism photorealistic portrait pose prop proportion recreate replacement
Outcome: most pupils will be able to	<ul style="list-style-type: none"> • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Use recording devices and available software with confidence. • Demonstrate a confident understanding of Edward Weston’s style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist’s style. • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels. • Take a portrait that is focused and appropriately framed. • Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect. 		
Key Skills	Generating ideas: <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. 		

	<p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<p>Key Knowledge</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. <p>Making skills:</p> <ul style="list-style-type: none"> • To know how different materials can be used to produce photorealistic artwork. • To know that macro photography is showing a subject as larger than it is in real life. • How to create a photomontage. • How to create artwork for a design brief. • How to use a camera or tablet for photography. • How to identify the parts of a camera.

	<ul style="list-style-type: none"> • How to take a macro photo, choosing an interesting composition. • How to manipulate a photograph using photo editing tools. • How to use drama and props to recreate imagery. • How to take a portrait photograph. • How to use a grid method to copy a photograph into a drawing. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists can use symbols in their artwork to convey meaning. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Artists take risks to try out ideas; this can lead to new techniques being developed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to express their views and opinions, which can be political or topical. • Art can be a digital art form, like photography. • People use art as a means to reflect on their unique characteristics. • Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. • People can have varying ideas about the value of art.
Cross Curricular Links	Computing

SAPPHIRES CLASS

CYCLE B

SPRING TERM

Drawing: Make my voice heard

On a journey from the Ancient Maya to modern-day street art, children explore how

artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.

<p>Key Vocabulary</p>	<p>aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti</p>	<p>imagery impact interpretation mark making Maya Mayan mural representative</p>	<p>street art symbol symbolic technique tonal tone guerilla</p>
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work. 		
<p>Key Skills</p>	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p>		

	<ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<p>Key Knowledge</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: A 'monochromatic' artwork uses tints and shades of just one colour. • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. <p>Making skills:</p> <ul style="list-style-type: none"> • To know gestural and expressive ways to make marks. • To know the effects different materials make. To know the effects created when drawing on different surfaces. • How to use symbolism as a way to create imagery. • How to combine imagery into unique compositions. • How to achieve the tonal technique called chiaroscuro. • How to make handmade tools to draw with. • How to use charcoal to create chiaroscuro effects. <p>Knowledge of artists:</p>

	<ul style="list-style-type: none"> • Artists can use symbols in their artwork to convey meaning. • Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. • Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it. • Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.
Cross Curricular Links	History

SAPPHIRES CLASS

CYCLE B

SUMMER TERM

Sculpture and 3D: Making memories

Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.

Key Vocabulary	assemblage attribute collection	identity juxtaposition literal	relief representation sculpture
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	composition embedded expression	manipulate originality pitfall	self symbolic tradition
<p>Outcome: most pupils will be able to</p>	<ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development. 		
<p>Key Skills</p>	<p>Generating ideas:</p> <ul style="list-style-type: none"> • Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> • Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. 		

	<ul style="list-style-type: none"> • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics.
<p>Key Knowledge</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. <p>Making skills:</p> <ul style="list-style-type: none"> • How to translate a 2D image into a 3D form. • How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • How to manipulate cardboard to create different textures. • How to make a cardboard relief sculpture. How to make visual notes to generate ideas for a final piece. • How to translate ideas into sculptural forms. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists can use symbols in their artwork to convey meaning. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Artists can use materials to respond to a feeling or idea in an abstract way. • Artists take risks to try out ideas; this can lead to new techniques being developed.

	<ul style="list-style-type: none">• Artists can make work by collecting and combining ready-made objects to create 'assemblage'. <p>Evaluating and analysing:</p> <ul style="list-style-type: none">• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract.• Art can represent abstract concepts, like memories and experiences.• Sometimes people make art to express their views and opinions, which can be political or topical.• Sometimes people make art to create reactions.• People use art as a means to reflect on their unique characteristics.
Cross Curricular Links	None