



# Art Long Term Plan

## EYFS

Expressive Arts & Design	3 and 4 Years olds	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Choose the right resources to carry out their own plan.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Explore how things work.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>		
	Reception	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>		
	ELG	<ul style="list-style-type: none"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>		
		<b>Cycle A 2022 - 2023</b>	<b>Cycle B 2023 - 2024</b>	<b>Cycle C 2024 - 2025</b>
Class 2 Y1 – Y3	Autumn 1	<b>Drawing: Making your Mark</b>  <u>Unit Outcomes</u> <ul style="list-style-type: none"> <li>Show knowledge of the language and literacy to describe lines.</li> <li>Show control when using string and chalk to draw lines.</li> <li>Experiment with a range of mark-making techniques, responding appropriately to music.</li> <li>Colour neatly and carefully, featuring a</li> </ul>	<b>Sculpture and 3D: Paper play</b>  <u>Unit Outcomes</u> <ul style="list-style-type: none"> <li>Roll paper tubes and attach them to a base securely.</li> <li>Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>Shape paper strips in a variety of ways to</li> </ul>	<b>Painting and mixed media: Colour splash</b>  <u>Unit Outcomes</u> <ul style="list-style-type: none"> <li>Name the primary colours.</li> <li>Explore coloured materials to mix secondary colours.</li> <li>Mix primary colours to make secondary colours.</li> <li>Apply paint consistently to their printing materials to achieve a print.</li> </ul>

- range of different media and colours.
- Apply a range of marks successfully to a drawing.
- Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.

#### Key Skills

##### **Generating ideas:**

- Explore their own ideas using a range of media.

##### **Using sketchbooks:**

- Use sketchbooks to explore ideas.

##### **Making skills:**

- 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.

##### **Knowledge of artists:**

- Understand how artists choose materials based on their properties in order to achieve certain effects.

##### **Evaluating and analysing:**

- 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

##### **Formal Elements:**

- Shape: Know a range of 2D shapes and confidently draw these.
- Line: Know that drawing tools can be

make 3D drawings.

- Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.
- 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

##### **Generating ideas:**

- Explore their own ideas using a range of media.

##### **Using sketchbooks:**

- Use sketchbooks to explore ideas.

##### **Making skills:**

- 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.

##### **Evaluating and analysing:**

- 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

##### **Formal Elements:**

- Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it.
- Form: Know that three dimensional art is called sculpture

- 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:**

- Explore their own ideas using a range of media.

##### **Using Sketchbooks:**

- Use sketchbooks to explore ideas

##### **Making Skills:**

- 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.

##### **Evaluating and analysing:**

- 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

##### **Formal Elements:**

- 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

- 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.

**Making Skills:**

- 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.

**Knowledge of artists:**

- Artists choose materials that suit what they want to make.

**Evaluating and analysing:**

- Art is made in different ways.
- Art is made by all different kinds of people.
- An artist is someone who creates.

- Shape: Know paper can be shaped by cutting and folding it.

**Making Skills:**

- 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.

**Knowledge of artists:**

- 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.

**Evaluating and analysing:**

- Art is made in different ways.
- Art is made by all different kinds of people.
- An artist is someone who creates.

**Key Vocabulary:**

Artist, carving, concertina, curve, cylinder, imagine, loop, mosaic, overlap, sculpture, spiral, three dimensional (3D), tube, zig-zag

- 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.

**Making Skills:**

- 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.

**Evaluating and analysing:**

- Art is made in different ways.
- Art is made by all different kinds of people.
- An artist is someone who creates.

**Key Vocabulary:**

Blend, hue, kaleidoscope, pattern, mix, primary colour, print, secondary colour, shade, shape, space, texture, thick

**Key Vocabulary:**  
 2D shape, 3D shape, abstract, chalk, charcoal, circle, continuous, cross-hatch, diagonal, dots, firmly, form, horizontal, lightly, line, mark making, narrative, observe, optical art, pastel, printing, shade, shadow, straight, texture, vertical

Spring 1

**Craft and design: Map it out**

**Unit Outcomes**

- 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.

**Painting and mixed media:  
 Life in colour**

**Unit Outcomes**

- 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.

**Key Skills**

**Sculpture and 3D: Clay houses**

**Unit Outcomes**

- 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.

### 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.

#### **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.

#### **Knowledge of artists:**

- 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.

#### **Evaluating and analysing:**

- 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

#### **Formal Elements:**

- Form: That 'composition' means how things are arranged on the page.

### **Generating ideas:**

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

#### **Making skills:**

- 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.

#### **Knowledge of artists:**

- 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.

#### **Evaluating and analysing:**

- 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

#### **Formal Elements:**

- Colour: Different amounts of paint and water can be used to mix hues of

### **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.

#### **Knowledge of artists:**

- 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.

#### **Evaluating and analysing:**

- 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

#### **Formal Elements:**

- 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.

#### **Making Skills:**

- 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

- Shape: Shapes can be organic (natural) and irregular.

#### **Making Skills:**

- 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.

#### **Knowledge of artists:**

- Art can be figurative or abstract.
- 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'.

#### **Evaluating and analysing:**

- People use art to tell stories. People make art about things that are important to them.

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.

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.

#### **Knowledge of artists:**

- Art can be figurative or abstract.
- Artists can use the same material (felt) to make 2D or 3D artworks.

#### **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 explore an idea in different ways.

#### **Key Vocabulary:**

Casting, ceramic, cut, detail, flatten, glaze, impressing, in relief, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimension, thumb pot

- 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.

**Key Vocabulary:**

Abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder

- 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.

**Key Vocabulary:**

Collage, detail, mixing, overlap, primary colour, secondary colour, surface, texture

Summer 1

**Sculpture and 3D:  
Abstract shape and space**

**Unit Outcomes**

- 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

**Drawing: Growing artists**

**Unit Outcomes**

- 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

**Craft and design:  
Ancient Egyptian scrolls**

**Unit Outcomes**

- 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.

- 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).
  - 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

##### **Generating ideas:**

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

##### **Making skills:**

- 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.

##### **Knowledge of artists:**

- Consider how to display artwork, understanding how artists consider their viewers and the impact on them.

##### **Evaluating and analysing:**

- Confidently explain their ideas and opinions about their own and others'

- 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.
  - 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

##### **Generating ideas:**

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

##### **Using sketchbooks:**

- 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.

##### **Making skills:**

- 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.

##### **Knowledge of artists:**

- Discuss how artists produced art in the

- 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:**

- 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.

##### **Making skills:**

- 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.

##### **Knowledge of artists:**

- Discuss how artists produced art in the



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

##### **Formal Elements:**

- 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.

##### **Making Skills:**

- 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 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.

past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.

##### **Evaluating and analysing:**

- Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.

#### Key Knowledge

##### **Formal Elements:**

- 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.

##### **Making Skills:**

- How to use shapes identified within in objects as a method to draw.
- How to create tone by shading.

past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.

##### **Evaluating and analysing:**

- 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

##### **Formal Elements:**

- Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).

##### **Making Skills:**

- 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.

##### **Knowledge of artists:**

- Art from the past can give us clues about

**Knowledge of artists:**

- Artists make decisions about how their work will be displayed.

**Evaluating and analysing:**

- 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.

**Key Vocabulary:**

Abstract, found objects, negative space, positive space, sculptor, sculpture, structure, three-dimensional

- 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.

**Knowledge of artists:**

- Artists experiment with different tools and materials to create texture.
- Artists can work in more than one medium.

**Evaluating and analysing:**

- People use art to help explain or teach things.
- People make art to explore big ideas, like death or nature.

**Key Vocabulary:**

Abstract, arrangement, blend, botanical, botanist, composition, cut, dark, even, expressive, form, frame, frottage, geometric, gestural, grip, light, line, magnified, organic, object, pressure, rubbing, scale, scientific, shading, shape, smooth, surface, tear, texture, tone, tool, viewfinder

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:**

- 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.

**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

		<b>Cycle A</b> <b>2022 - 2023</b>	<b>Cycle B</b> <b>2023 - 2024</b>	<b>Cycle C</b> <b>2024 - 2025</b>
<b>Class 3</b> <b>Y4 – Y6</b>	<b>Autumn 1</b>	<b>Drawing: Power prints</b>  <u>Unit Outcomes</u> <ul style="list-style-type: none"> <li>• Create several pencil tones when shading and create a simple 3D effect.</li> <li>• Explore the effect of holding a pencil in different ways and applying different pressures.</li> <li>• Use charcoal and rubber to show areas of light and dark in their drawings.</li> <li>• Demonstrate an awareness of the relative size of the objects they draw.</li> <li>• Use scissors with care and purpose to cut out images.</li> <li>• Try out multiple arrangements of cut images to decide on their composition.</li> <li>• Use different tools to create marks and patterns when scratching into a painted surface.</li> <li>• Show some awareness of how to create contrast by including areas with more and less marks.</li> <li>• Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.</li> <li>• Work co-operatively to create a joint artwork, experimenting with their methods.</li> </ul> <u>Key Skills</u> <b>Generating ideas:</b> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul> <b>Using sketchbooks:</b>	<b>Painting and mixed media: Light and dark</b>  <u>Unit Outcomes</u> <ul style="list-style-type: none"> <li>• Share their ideas about a painting.</li> <li>• Describe the difference between a tint and a shade.</li> <li>• Mix tints and shades by adding black or white paint.</li> <li>• Discuss their real-life experiences of how colours can appear different.</li> <li>• Use tints and shades to paint an object in 3D.</li> <li>• Try different arrangements of objects for a composition, explaining their decisions.</li> <li>• Produce a clear sketch that reflects the arrangement of their objects.</li> <li>• Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</li> <li>• Paint with care and control to make a still life with recognisable objects.</li> </ul> <u>Key Skills</u> <b>Generating ideas:</b> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul> <b>Using sketchbooks:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Craft and design: Fabric of nature</b>  <u>Unit Outcomes</u> <ul style="list-style-type: none"> <li>• Describe objects, images and sounds with relevant subject vocabulary.</li> <li>• Create drawings that replicate a selected image.</li> <li>• Select imagery and colours to create a mood board with a defined theme and colour palette.</li> <li>• Complete four drawings, created with confident use of materials and tools to add colour.</li> <li>• Understand the work of William Morris, using subject vocabulary to describe his work and style.</li> <li>• Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it.</li> <li>• Identify and explain where a pattern repeats.</li> <li>• Follow instructions to create a repeating pattern, adding extra detail.</li> <li>• Understand different methods of creating printed fabric in creative industries.</li> <li>• Use sketchbooks to evaluate patterns.</li> <li>• Produce ideas to illustrate products using their designs.</li> </ul> <u>Key Skills</u> <b>Generating ideas:</b> <ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> </ul>

- 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.

**Making skills:**

- 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.

**Knowledge of artists:**

- Use subject vocabulary confidently to describe and compare creative works.

**Evaluating and analysing:**

- Use more complex vocabulary when discussing their own and others' art.

**Key Knowledge**

**Formal Elements:**

- 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.

**Making Skills:**

- 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

**Making skills:**

- 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.

**Knowledge of artists:**

- Use subject vocabulary confidently to describe and compare creative works.
- Understand how artists use art to convey messages through the choices they make.

**Evaluating and analysing:**

- 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.

**Key Knowledge**

**Formal Elements:**

- 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.

**Using sketchbooks:**

- 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.

**Making skills:**

- 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.

**Knowledge of artists:**

- Use subject vocabulary confidently to describe and compare creative works.
- Work as a professional designer does by collating ideas to generate a theme.

**Evaluating and analysing:**

- Use more complex vocabulary when discussing their own and others' art.
- Evaluate their work more regularly and independently during the planning and making process.

**Key Knowledge**

**Formal Elements:**

- 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

- 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.
  - How to create a monoprint.

**Knowledge of artists:**

- Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.

**Evaluating and analysing:**

- Artists evaluate what they make, and talking about art is one way to do this.

**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

**Making Skills:**

- 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.

**Evaluating and analysing:**

- 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.
- Artists may hide messages or meaning in their work.

**Key Vocabulary:**

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

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.

				<p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Designers can make beautiful things to try and improve people’s everyday lives.</li> <li>• Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</li> <li>• Artists and designers sometimes choose techniques based on the time and money available to them.</li> <li>• Artists use drawing to plan ideas for work in different media.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Artists make choices about what, how and where they create art.</li> <li>• Art can be created to make money; being an artist is a job for some people.</li> <li>• Art, craft and design affect the lives of people who see or use something that has been created</li> <li>• Artists evaluate what they make, and talking about art is one way to do this.</li> </ul> <p><b>Key Vocabulary:</b></p> <p>Batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme</p>
Spring 1		<p><b>Sculpture and 3D: Interactive installation</b></p> <p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> <li>• Group images together, explaining their choices.</li> <li>• Answer questions about a chosen installation thoughtfully and generate their own questions.</li> <li>• Show that they understand what</li> </ul>	<p><b>Drawing: I need space</b></p> <p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> <li>• Understand and explain what retrofuturism is.</li> <li>• Participate in discussions and offer ideas.</li> <li>• Evaluate images using simple responses, sometimes using formal elements to extend ideas.</li> </ul>	<p><b>Painting and mixed media: Portraits</b></p> <p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> <li>• Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</li> <li>• Try a variety of materials and compositions for the backgrounds of their drawings.</li> </ul>

- installation art means.
- 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**

##### **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:**

- Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently

- 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:**

- Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

##### **Making skills:**

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the

- 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.
- 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**

##### **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:**

- Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

##### **Making skills:**

- 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.

**Making skills:**

- Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

**Knowledge of artists:**

- 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.

**Evaluating and analysing:**

- 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****Formal Elements:**

- Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them.
- Form: The size and scale of three-dimensional artwork change the effect of the piece.

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.

**Knowledge of artists:**

- 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.

**Evaluating and analysing:**

- 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****Formal Elements:**

- 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.

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.

**Knowledge of artists:**

- 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.

**Evaluating and analysing:**

- 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****Formal Elements:**

- 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.
- Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm



**Making Skills:**

- 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.

**Knowledge of artists:**

- 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.

**Making Skills:**

- 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.

**Knowledge of artists:**

- Artists are influenced by what is going on around them; for example, culture, politics and technology.
- 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.

**Evaluating and analysing:**

- 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 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.

**Making Skills:**

- 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 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.

**Knowledge of artists:**

- 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.

**Evaluating and analysing:**

- 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
- 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.

**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

or sharing ideas online.

- 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.

**Key Vocabulary:**

cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process, propaganda, purpose, repetition, Retrofuturism, revisit, space race, stimulus, technique

**Evaluating and analysing:**

- 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.

**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

Summer 1

**Craft and design:  
Photo opportunity**

**Unit Outcomes**

- **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**

**Sculpture and 3D:  
Making memories**

**Unit Outcomes**

- 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

**Drawing:  
Make my voice heard**

**Unit Outcomes**

- 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

### 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:**

- Draw upon their experience of creative work and their research to develop their own starting points for creative

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.

### Key Skills

#### **Generating ideas:**

- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

#### **Using sketchbooks:**

- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

#### **Making skills:**

- 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

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.

### Key Skills

#### **Generating ideas:**

- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

#### **Using sketchbooks:**

- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

#### **Making skills:**

- 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

outcomes.

**Using sketchbooks:**

- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

**Making skills:**

- Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

**Knowledge of artists:**

- 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.

**Evaluating and analysing:**

- 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.
- Give reasoned evaluations of their own and others' work which takes account of context and intention.
- Explain how art can be created to cause

and incorporating the formal elements of art.

**Knowledge of artists:**

- 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.
- 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.

**Evaluating and analysing:**

- 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.
- Give reasoned evaluations of their own and others' work which takes account of context and intention.
- Explain how art can be created to cause

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.

**Knowledge of artists:**

- 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.

**Evaluating and analysing:**

- 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.
- 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.

**Key Knowledge**

**Formal Elements:**

- 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.
- Colour: A 'monochromatic' artwork uses

reaction and impact and be able to consider why an artist chooses to use art in this way.

#### **Key Knowledge**

##### **Formal Elements:**

- 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.
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##### **Making Skills:**

- 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.
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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.

#### **Key Knowledge**

##### **Formal Elements:**

- 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.
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- 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.

##### **Making Skills:**

- 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 translate a 2D image into a 3D form.

tints and shades of just one colour.

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- Form: The surface textures created by different materials can help suggest form in two-dimensional art work.

##### **Making Skills:**

- 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.
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- 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.

##### **Knowledge of artists:**

- 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

**Knowledge of artists:**

- 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.
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**Evaluating and analysing:**

- 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.
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**Evaluating and analysing:**

- 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.

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.

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**Key Vocabulary:**

Aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tonal, tone

**Key Vocabulary:**

Album, arrangement, cityscape, composition, Dada, digital, editing, emulate, focus, frame, grid, image, layout, macro, monochromatic, monochrome, photography, photomontage, photorealism, photorealistic, portrait, pose, prop, proportion, recreate, replacement, saturation, software

**Key Vocabulary:**

Assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition