

Art Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Art and Design	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Understanding the World	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide range of vocabulary. Explore and talk about different forces they feel. Talk about the differences between materials and the changes they notice. 	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Nursery

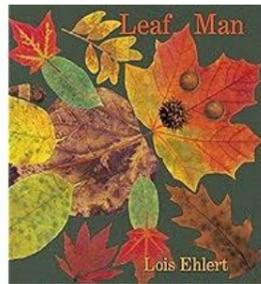
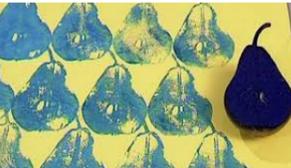
Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
Learning Overview	We will create self-portraits using different media. We will look at autumn colours and use them to print autumn leaves. We will use colours in spray bottles to create patterns. We will make cards to celebrate Diwali.							

<p>Autumn</p> <p>Who Am I?</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail such as representing a face with a circle and including details</p>	<p>I can use different materials to create a picture of my face.</p> <p>I can select autumnal colours for leaf printing.</p> <p>I can select different materials to make a Diwali card.</p>	<p>What would be the best material for your nose/eyes/mouth/hair?</p> <p>What colours would you choose for autumn leaves?</p>	<p>Diwali cards are sent to celebrate Diwali.</p> <p>Autumn colours are generally considered to be orange, yellow, red, brown.</p>	<p>Leaf printing</p> <p>Orange</p> <p>Yellow</p> <p>Red</p> <p>Brown</p>			
<p>Learning Overview</p>	<p>We will use colours to make layered art in the style of Kandinsky. We will make Easter cards using a range of media.</p>							
<p>Spring</p> <p>Cycle A: Amazing Nature</p> <p>Cycle B: Ready Steady Cook</p>	<p>Join different materials and explore different textures.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>I can use my joining skills to layer my design.</p> <p>I can select resources to make my Easter card.</p>	<p>What could you use to layer your design?</p> <p>What would you like to use to make your Easter card?</p>	<p>We give cards to celebrate Easter.</p> <p>Kandinsky was an artist.</p>	<p>Layer</p> <p>Kandinsky</p>			
			<p>Possible misconceptions: All of Kandinsky's art was made from circles and squares.</p>					

	Explore colour and colour mixing							
Learning Overview	We will choose colours to represent each season and use these to create a seasonal colourwheel in the style of Alma Thomas.							
Summer Cycle A: All Creatures Great and Small Cycle B: Land of Make Believe	Develop their own ideas and then decide which materials to use to express them. Show different emotions in their drawings and paintings like happiness, sadness etc	I can select appropriate colours for each season I can use my printing skills to make circular patterns just like Alma Thomas.	What colours would be best to use for Spring/Summer/Autumn/Winter? Possible misconceptions:	Alma Thomas is a female, African American artist.	Circular Printing		Alma Thomas is a female, African American artist.	

Reception

Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
ELG	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.							
Learning Overview	We will use thick and thin paintbrushes to create different lines as we create our self-portraits. We will mix paints to make autumn colours and explore which colours we can make as we create firework pictures. We will collect leaves to make leaf man pictures. We will use a variety of materials to make a diva lamp to celebrate Diwali. We will use different sized and shaped tools to create artwork in the style of Yayoi Kusama.							
Autumn Who Am I?	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining	I can use a variety of printing techniques to create artwork representing autumnal images in the style of Yayoi Kusama. I can mix colours to create firework pictures I can use thick and thin paintbrushes to create	What would be the best sized tool to use to create your image? What 2 colours do you mix together to make green? If you mix red and blue, what colour do you make?	Yayoi Kusama is a Japanese artist. You can use primary colours to make other colours. A self-portrait is a picture of you	Self-portrait Primary colour Outline		Yayoi Kusama is a female, Japanese, neuro-diverse artist.	

	ideas and developing their ability to represent them.	a self-portrait.	Which sized paintbrush would you choose to paint the outline/inside of your face?						
			<p>Possible misconceptions: Children may think that they can make primary colours by mixing other colours together.</p>						
									
Learning Overview	We will use colour appropriately and make careful choices when colouring and drawing. We will select which paintbrush we need to create different lines. We will recreate patterns using fruit and include this in our artwork.								
Spring Amazing Nature	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	I can use a variety of paintbrushes to create different lines. I can create patterns using printing equipment including fruit.	Which fruit makes the best pattern? Which is the best paintbrush to use for your task?	Thinner paintbrushes make thinner lines. It is important to stay within the lines when colouring. You need to ensure that the base of the object you are printing with is fully covered with paint before you print with it.	Fruit prints Wavy Swirl				
			<p>Possible misconceptions: Children may select a wide paintbrush for details.</p>						
Learning Overview	We will accurately mix paints to create a new colour and think about shades and tints. We will use watercolours to paint river scenes.								

Summer All Creatures Great and Small	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	I can mix the watercolours to create a new colour for my scene. I can select the appropriate sized brush for my painting.	What colours do you need to mix together to create the river?	The more water you add to the watercolours the lighter the colour will be.	Watercolours Scene Lighter Darker			
			What colours do you need to mix together to create the sky?	To make the colour darker add less water.				

Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn Castles Exploring mark making and lines (stamps ink work printing)	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.	Children will draw straight, curved, wavy, loopy, zigzag, thin and thick lines Children will create a castle using white oil wax and printing techniques Children will draw a castle using the knowledge of lines and shapes. Children will add extra features to their castle image to create a collage. Children will draw a castle tower using charcoal (exploring line) Children will create a surface texture by rubbing	What is printing? What is a collage? When would we use charcoal?	Printing in art is the process of transferring ink or paint from a design onto a surface. Printmaking is a technique that allows a design to be repeated multiple times. We can use charcoal to draw lines that are very light or very dark.	Print Rubbings	Ride on a train Now Press Play -Castles	The Worst Princess by Anna Kemp King Leonard's Teddy by Phoebe Swan Resources from Tony Bullock The King who Banned the Dark by Emily Haworth Booth Rapunzel by Stephanie Stansbie	

		<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.</p> <p>Use a sketchbook to gather and collect artwork.</p>		<p>Possible Misconceptions:</p> <p>Children will think that they can't use everyday objects like sticks, plastic forks, cotton buds or sponges to create a picture.</p>					
Oracy opportunities for Autumn term	Discussion- Discussion about different tools/objects that children can paint with (sticks, cotton buds, forks, straws et)								
<p>Spring</p> <p>Eco-warriors</p> <p>Seascapes</p> <p>Van Gogh</p>	<p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Work on a range of scales e.g. large brush on large paper etc. To use different sizes of paintbrushes and different paintbrush strokes Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Create images from imagination, experience or observation.</p>	<p>Children will find out what seascapes are and they will match colours to Van Gogh's seascape using paint. (Image in the centre of the page-children extend the image by matching colours)</p> <p>Children will learn about Vincent Van Gogh and his painting style.</p> <p>Children will use different sizes of paintbrushes and they will test how to hold them to create different effects.</p>	<p>Who was Vincent Van Gogh?</p> <p>What is Van Gogh famous for?</p> <p>What kind of painting style did Van Gogh have?</p> <p>What is a seascape?</p>	<p>Vincent Van Gogh was a famous Dutch painter.</p> <p>Van Gogh was one of the greatest artists.</p> <p>Van Gogh used bold, dramatic brush strokes and bright colours</p> <p>A seascape is a picture representing a scene at sea</p>	<p>impressionism</p> <p>seascape</p> <p>landscape</p>	<p>Sustainability goals- underwater world and recycling</p>	<p>Race, age Dear Earth by Isabell Otter</p>	<p>Dear Earth by Isabell Otter</p> <p>Someone Swallowed Stanley by Sarah Roberts</p>
					<p>Possible Misconceptions:</p> <p>Children will say that they are mixing colours instead of saying that they are mixing paints. You can't mix colours but you can mix paints.</p>				

		Mix and match colours to artefacts and objects. Mix a range of secondary colours, shades and tones.	Children will mix paints to get different colours Children will create their own seascape in Style of Vincent Van Gogh using colour mixing	Children will choose the wrong paints to create the wanted colour.					
Oracy opportunities for spring term	Hot Seating Van Gogh talking about his paintings (style of paintings).								
Summer Incredible India Animal patterns Swapna Augustine Plasticine (sculpture)	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work To use a range of materials creatively to design and make products	Record and explore ideas from first hand observation, experience and imagination. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Identify what they might change in their current work or develop in their future work. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Use ICT Investigate different kinds of art, craft and design.	Children will learn about Swapna Augustine and her painting style. Children will paint a picture using feet only- outside activity Children will draw a peacock image using pastels where pattern is included Children will create a tiger pattern using different coloured paper, shapes and lines Children will create a plasticine sculpture of a peacock or a tiger using the pattern and shape knowledge from previous lessons.	Who was Swapna Augustine and what art work is she famous for? What is a sculpture?	Swapna Augustine was born in Kerala on the 21 January 1975. She was born without any arms. A sculpture is an art form made in three dimensions	Plasticine Sculpture pattern		Disability, race: Swapna Augustine	Augustus and his Smile by Catherine Rayner The Jungle Book by Rudyard Kipling Plasticine Pastels
Oracy opportunities for summer term									

Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn History of Flight Leonardo Da Vinci	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Annotate work in sketchbook.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Investigate different kinds of art, craft and design.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Children will learn about Leonardo DaVinci and his artwork</p> <p>Children will sketch a Da Vinci's flying machine in sketch books and they will annotate it (using different sketching techniques)</p> <p>Children will draw airplanes (simple biplane) using charcoal</p> <p>Children will create images of air balloons by printing patterns on fabric.</p> <p>Children will explore mark making on clay using different tools</p> <p>Children will create a textured relief tile by pressing feathers and other materials into clay.</p> <p>Children will design and make a rocket from junk</p>	<p>Who was Leonardo Da Vinci?</p> <p>What is a sketchbook?</p> <p>What is a textured relief tile</p>	<p>Leonardo da Vinci was an Italian artist, engineer, sculptor and architect.</p> <p>Relief tiles are three dimensional designs that look as though they were sculpted or cut into clay by hand</p>	<p>Renaissance Relief tile</p>		<p>Sex: Amelia Earhart</p>	<p>Taking Flight: How Wright Brothers Conquered the Skies</p> <p>Emma Jane's aeroplane</p> <p>I am Amelia Earhart</p> <p>Whoever heard of a flying bird</p> <p>Cherry Blossom and Paper Planes</p> <p>Kites</p> <p>Resources from Tony Bullock</p>

Possible Misconceptions:
 Children will think that once clay is sculpted, the process is finished and that it can't be corrected. Children must know that if they are not satisfied with their sculpture, they can roll it back into a ball and start the process of sculpting from the beginning.

		Build a textured relief tile.							
Oracy opportunities for Autumn Term	Hot sitting Leonardo Da Vinci								
Spring My Country, My City Local area art cityscapes Mick Manning	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Record and explore ideas from first hand observation, experience and imagination</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Work on a range of scales e.g. large brush on large paper etc. Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Children will learn about Mick Manning and his style.</p> <p>Children will explore string printing to create images of birds (Mick Manning’s style) Children will use these as an illustration for their Bradford based stories</p> <p>Children will sketch Bradford’s skyline on the school’s hill.</p> <p>Children will create an observational drawing (pencil or charcoal) of Steadman Terrace)</p> <p>Children will explore etching -Alhambra theatre image</p>	<p>Who is Mick Manning?</p> <p>What does an illustrator do?</p> <p>What is a cityscape?</p> <p>What is a skyline?</p>	<p>Mick Manning was born in Haworth.</p> <p>Mick Manning is an illustrator.</p>	<p>Cityscape Skyline Illustrator</p>	<p>Heritage: Observational drawing- local area walk (Steadman Terrace)</p> <p>Heritage: Sketching on the hill- Bradford’s skyline</p>	<p>Race: Invisible-main character</p> <p>Race: Seeds of friendship</p>	<p>Resources from Tony Bullock</p> <p>Invisible</p> <p>Seeds of Friendship</p> <p>All Through the Night</p> <p>Small Mouse, Big City</p> <p>Micks’ Manning illustrations</p> <p>Beegu</p>
Oracy opportunities for Spring Term									

Possible Misconceptions:
 Printing is easy or quick: There’s a misconception that simpler-looking prints are quicker or easier to produce, which isn’t necessarily true

<p>Summer</p> <p>The Great British Seaside</p> <p>Ann Steer - Nature sculptures Seascapes</p>	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic. Stitch, knot and use other manipulative skills.</p> <p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Children will learn about Ann Steer and their art work</p> <p>Children will draw a lighthouse (charcoal) using their knowledge about shape and line</p> <p>Children will paint/draw an image of a whale in their habitat using wax crayons and watercolours.</p> <p>Children will create a nature sculpture using natural resources</p> <p>Children will create a sea collage/mosaic from resources collected at the seaside (Filey trip)</p> <p>Children will create a simple tie dye.</p>	<p>Who is Ann Steer?</p> <p>What are nature sculptures?</p>	<p>A nature sculpture is a sculpture created with natural resources like sticks, pebbles, shells, leaves etc.</p> <p>Ann is a professional artist best known for her paintings of the ocean.</p> <p>The process of tie-dye consists of folding, twisting, pleating, or crumpling fabric or a garment, before binding with string or rubber bands, followed by the application of dye</p>	<p>Coastline Sculpture Pastels Mosaic Nature Tie dye</p>	<p>Seaside trip- collecting natural resources for the sea collage</p> <p>Sustainability goals- plastic pollution, recycling</p> <p>Visiting Art gallery</p>	<p>Sex: Ann Steer</p> <p>Age: David Attenborough</p>	<p>Storm whale by Benji Davies</p> <p>Resources from Tony Bullock</p> <p>Little Turtle and the Sea</p> <p>The Big Book of The Blue</p> <p>One World</p> <p>Dolphin Boy</p>
<p>Oracy opportunities for Summer Term</p>	<p>Can women be artists?</p>								
<p>Possible Misconceptions:</p> <p>Children might associate sculptures with clay only. They might not think sculptures can be created with lots of different objects.</p>									

Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<p>Autumn</p> <p>Who first lived in Britain?</p> <p>Stone age art</p> <p>Ismael Gulgee</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Compare ideas, methods and approaches in their own and others' work</p>	<p>Children will study Ismael Gulgee and his painting style. (art hunt)</p> <p>Children will mix a variety of colours and know which primary colours make secondary colours. (monochrome, tint and shade mammoth)</p> <p>Children will paint a background for the cave art in Ismael Gulgee's style. (sponging /stippling with large paintbrush to create blocks of colour and swirls)</p> <p>Children will add PVA glue and other materials to the paint to make it thicker.</p> <p>They will use the thick paint on the cave painting background to layer media.</p> <p>Children will create a cave painting with charcoal animals on it (background ready).</p>	<p>What are cave paintings?</p> <p>What materials did Stone Age people use to create their cave paintings?</p> <p>Who is Ismail Gulgee?</p>	<p>Cave paintings are prehistoric works of art created by Stone Age people.</p> <p>Cave paintings often show pictures of animals and sometimes humans or human handprints.</p> <p>Stone Age people did not have paint so they natural resources for their paintings.</p> <p>Ismail Gulgee was a contemporary Pakistani painter and sculptor.</p>	<p>Line Drawing</p> <p>Texture</p> <p>Background</p> <p>Foreground</p> <p>Contemporary</p> <p>Monochrome</p> <p>Tone</p>	<p>Visiting Art Gallery</p>	<p>Race:</p> <p>Ismael Gulgee</p>	<p>The First Drawing</p> <p>Works of stone age art</p> <p>Pulses</p> <p>Black and brown paint</p> <p>Charcoal</p> <p>Cardboard</p>
				<p>Possible Misconceptions:</p> <p>A common misconception regarding visual texture; it is the illusion of texture created by using colour, line, and shape, even though there may be no actual texture on the surface.</p>					

		and say what they think and feel about them. Question and make thoughtful observations about starting points and select ideas to use in their work.							
Oracy opportunities for Autumn term	Hot Seating Ismael Gulgee and talking about his paintings (style of paintings).								
Spring Here, There and Everywhere Linda Mackay - Arctic Art	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Experiment with different effects and textures inc. washes</p> <p>Experiment with a range of media e.g. overlapping, layering etc</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Children will study Linda Mackay and her style.</p> <p>Children will mix colours to create an Arctic wash background in Linda Mackay's style.</p> <p>Children will create an Arctic landscape by tearing paper and layering.</p> <p>Children will use different grades of pencils to practice sketching and shading techniques</p> <p>Children will sketch Arctic animals using a grid method. They will use shading techniques for the animal's fur.</p>	<p>Can you describe the style of Linda Mackay's artwork?</p> <p>What are the different grades of pencils?</p> <p>Possible Misconceptions:</p> <p>Children might get proportions wrong when using the grid to draw.</p> <p>Children will use the wrong pencil grade to create certain artistic effect for example they'll use 2H pencil for blending.</p> <p>Children can confuse cityscapes with landscapes</p>	<p>Linda Mackay is a Canadian landscape artist.</p>	<p>Washes Layering Scumbling Landscape</p>	<p>Aspirations – modern, female artist</p>	<p>Sex: Linda Mackay</p>	<p>Once Upon a Snowstorm</p> <p>Linda Mackay art</p> <p>Variety of material</p>

		Print using a variety of materials, objects and techniques including layering.							
Oracy opportunities for spring term									
Summer Greeks Clay pots	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history</p>	<p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Annotate work in sketchbook.</p> <p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes</p> <p>Plan, design and make models.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing.</p>	<p>Children will study Greek designs and geometric patterns.</p> <p>Children will practise these patterns on a Greek pot template. (drawing and printing)</p> <p>Children will make a relief tile and practice Greek geometric patterns on it. (scraping, pressing)</p> <p>Children will make a clay pinch pot.</p> <p>Children will decorate their pinch pots using pattern designs from previous lessons (paint, print)</p>	<p>How did the Ancient Greeks make their pots?</p> <p>Why were their pots often decorated?</p>	<p>The Ancient Greeks made pots from clay.</p> <p>Large pots were used for cooking or storing food and small bowls and cups were made for people to eat and drink from.</p> <p>The decoration on the pots often showed what life was like in Ancient Greece</p>	Mould	Leeds City Museum visit		<p>Herakles</p> <p>Myths & Mayhem in Ancient Greece</p> <p>Red clay</p> <p>Black paint</p> <p>Clay tools</p>
Oracy opportunities for summer term									

Possible Misconceptions:
 Children will think that once clay is sculpted, the process is finished and that it can't be corrected. Children must know that if they are not satisfied with their sculpture, they can roll it back into a ball and start the process of sculpting from the beginning.

Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn Our Magical City David Hockney Saltaire – Sketching	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use ICT</p>	<p>Children will study David Hockney and his style. (Creative fact page in sketchbooks)</p> <p>Children will study perspective</p> <p>Children will sketch a landscape using perspective (horizon line)</p> <p>Children will paint a landscape using perspective and texture</p> <p>Children will Complete/improve landscape painting by adding layering to create implied texture</p> <p>Children will create a digital landscape using painting App</p> <p>Children will sketch buildings in Saltaire.</p>	<p>How would you describe David Hockney’s artwork?</p> <p>How do we create texture?</p> <p>What is Pop Art?</p> <p>How can we create perspective?</p> <p>Possible Misconceptions:</p> <p>Lines not meeting vanishing points</p>	<p>David Hockney is an artist from Bradford.</p> <p>David Hockney uses Ipads to create art.</p>	<p>Pop Art Exhibition Perspective</p>	<p>Aspirations – Local Artist</p> <p>Experiences – see the Arrival of Spring at Salt’s Mill</p>	<p>Age and sexual orientation: David Hockney</p>	<p>Brushes App</p> <p>David Hockney pictures</p> <p>Ipads</p>

		Choose paints and implements appropriately.							
		Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.							
Oracy opportunities for Autumn Term	Hot seat David Hockney								
Spring 17th Century Britain National Art Gallery – painting Paul Klee Abstract art	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Make and match colours with increasing accuracy. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Question and make thoughtful observations about starting points and select ideas to use in their work. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Match the tool to the material.	Children will study Paul Klee and his style. Children will study the image of Castles in the Sun and compare it to artwork of other artists. Children will understand what abstract means. (looking at geometric shapes and sizes) Children will draw a cityscape using shapes, lines and blocks of colour in Klee’s style. (2 lessons) Children will draw an atmospheric sky/background using chalk pastels (Fire of London) Children will explore silhouettes and they will layer the silhouette over the sky background. (building shapes like St Paul’s cathedral etc)	What art is on show in the National Art Gallery? What is the difference between tint, tone and shade? How would we recognise a piece of Paul Klee’s artwork? What are the features of abstract art?	The National Art Gallery is in London and has one of the greatest collection of paintings in the world. Paul Klee is a Swiss-born painter.	Hue Tint Abstract art			https://www.nationalgallery.org.uk/ Castle & Sun by Paul Klee: https://www.wikiart.org/en/paul-klee/castle-and-sun-1928
Possible Misconceptions: Abstract art is often seen as a lazy art form that requires little effort but in fact it requires a lot of skill.									

		Combine skills more readily.						
Oracy opportunities for Spring Term	Discussion: What art is on show in the National Art Gallery?							
Summer The Great Escape Michelangelo (Sculptures)	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history	Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Research, create and refine a print using a variety of techniques.	Children will study Michelangelo and his artwork (Information page in the sketchbooks) Children will sketch a portrait of Michelangelo using sketching techniques. (setting out face proportions) Children will explore different sculptors and different types of sculptures Children will make a clay bust Children will paint their sculptures using acrylic paints	Why is Michelangelo well known? What is a sculpture? How can we join clay to make a sculpture?	Michelangelo was an Italian artist. He is most famous for the sculpture of David and Pieta. Sculptors use four basic processes - carving, modelling, casting and constructing - to create their works.	Sculpt Carve Score Slip Casting		Clay Clay tools Mosaic patterns Clay
Oracy opportunities for Summer Term	Hot seat as Michelangelo							

Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			

<p>Autumn</p> <p>Adventures</p> <p>John Sargent</p> <p>Georgia O'Keeffe.</p> <p>Watercolours</p> <p>Oil pastels</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.</p> <p>Create imaginative work from a variety of sources.</p> <p>Demonstrate a secure knowledge about primary and secondary colours.</p>	<p>Children will study John Sargent and Georgia O'Keeffe. Children to compare their work.</p> <p>Children will create an image of the Rainbow Mountains using perspective (oil pastels)</p> <p>Children will mix white complimentary colours to make a neutral.</p> <p>Children will mix neutrals and use these to create a mountain landscape</p> <p>Children will experiment with watercolour techniques to paint a landscape.</p> <p>Children will create an imagined landscape using collage</p>	<p>How are watercolours best used?</p> <p>Why is it important to plan your artwork?</p> <p>Why is imagination important in art and design?</p> <p>What colours are on the colour wheel?</p> <p>How do you make secondary colours?</p> <p>Possible Misconceptions:</p> <p>Watercolours aren't opaque. This is a false statement. Much like any other paint, watercolours come in both opaque and transparent colour. They can also be layered and built up to increase opacity.</p>	<p>Georgia O'Keeffe became the first female painter to gain respect in New York's art world in the 1920s</p> <p>John Sargent is an American artist/watercolourist known for his landscapes and portraits.</p>	<p>Secondary colour</p> <p>Colour wheel</p> <p>Complimentary</p> <p>Neutral</p> <p>High chroma (strong bold colour)</p>	<p>50 things: meditate</p>	<p>Sex: Georgia O'Keeffe</p>	<p>Colour wheels</p> <p>Clay</p> <p>Paint</p> <p>Charcoal</p>
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		Overlay colours. Extend their work within a specified technique.							
Oracy opportunities for Autumn term									
Spring Beautiful Britain Stephen Wiltshire	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.</p> <p>Create imaginative work from a variety of sources.</p> <p>Demonstrate a secure knowledge about... warm and cold and</p>	<p>Children will study Stephen Wiltshire and his art style. (drawing from memory art game)</p> <p>Children will study one-point perspective using different pencil techniques.</p> <p>Children will practice drawing perspective using lines and points. They will understand how it adds depth.</p> <p>Children will compare different paintings: a 2D image (tapestry from 11th century) to a painting showing perspective (renaissance)</p> <p>Children will draw a cityscape using perspective (vanishing point)</p> <p>Extension: sketching images of objects using perspective</p>	<p>What is Stephen Wiltshire famous for?</p> <p>Why do artists experiment with different mediums?</p> <p>What is landscape art?</p>	<p>Stephen Wiltshire draws landscape from memory</p> <p>Stephen Wiltshire has an MBE</p>	<p>Refining Technique</p> <p>Style</p> <p>Monochrome</p> <p>Medium</p>	<p>Linking industrial age to Bradford's heritage: Bradford walk to see industrial sites</p>	<p>Disability: Stephen Wiltshire</p>	<p>Tony Bullock art sessions</p> <p>Sketch books</p> <p>Examples of landscape art</p> <p>Collage resources</p>
				<p>Possible Misconceptions:</p> <p>Wrong perception of lines Lines not touching the vanishing point</p>					

		<p>complementary and contrasting colours.</p> <p>Use a sketchbook to develop ideas.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Extend their work within a specified technique.</p> <p>Use a variety of source material for their work.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>							
Oracy opportunities for spring term	Hot seating: Stephen Wiltshire								
<p>Summer</p> <p>The Industrial age</p> <p>L.S.Lowry</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history.</p>	<p>Question and make thoughtful observations about starting points and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Compare ideas, methods and</p>	<p>Children will study Lowry and practice using charcoal in different ways (sketchbooks)</p> <p>Children will sketch Lowry style perspective landscape (Recapping perspective concept)</p> <p>Children will sketch a cityscape in charcoal in Lowry's style</p> <p>Children will paint figures (Lowry's matchstick men)</p> <p>Children will use Modroc to create</p>	<p>What colours does Lowry use in his paintings?</p> <p>What is Lowry known for painting?</p>	<p>L.S Lowry created paintings with matchstick men using a few simple colours.</p> <p>Lowry is well known for being a reclusive person.</p>	<p>Urban landscape Modroc Perspective-landscape</p>	<p>50 things: Learn to finger knit</p>	<p>Examples of Lowry pictures</p> <p>Sketch books</p> <p>Charcoal</p> <p>Pencils</p> <p>Mod Roc</p>	
				<p>Possible Misconceptions:</p> <p>You cannot make interesting pieces of art with simple matchstick figures</p> <p>Lowry's work was boring because he used basic figures</p>					

		<p>approaches in their own and others' work and say what they think and feel about them.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.</p> <p>Create imaginative work from a variety of sources.</p> <p>Extend their work within a specified technique.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	Lowry's matchstick men.				
Oracy opportunities for summer term	Ignite speech: Who is Lowry?						

Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn Fighting Fit Richard Eurich	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range	Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently	Children will study Richard Eurich and his art work. 2 lessons: sketching and painting/drawing. Children will create a perspective drawing of Bradford war torn streets and buildings. (Heritage) Children will paint a landscape; Flanders field using charcoal	Why do artists use different materials? What is the effect of using different textures? Possible Misconceptions:	Richard Eurich was born in Bradford Richard Eurich worked as a war artist to the Admiralty in the Second World War.	Silhouette Form Wet/dry-media		Richard Eurich born in Bradford	Charcoal Collage materials Watercolours Printing resources

	<p>of materials [for example, pencil, charcoal, paint, clay and about great artists, architects and designers in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and</p> <p>Sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history.</p>	<p>Use a range of media to create collage.</p> <p>Mastery of skills- charcoal</p> <p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p>	<p>Children will create silhouettes of soldiers and layer it over the charcoal landscape. Then they will add 3D paper poppies.</p>	<p>The only evidence of battle scenes is photographic</p>			
<p>Oracy opportunities for Autumn Term</p>							

<p>Spring Journeys</p> <p>Claude Monet</p> <p>Papier Mache</p>	<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>About great artists, architects and designers in history</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Create sculpture and constructions with increasing independence.</p> <p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p>	<p>Children will study Claude Monet and his art work. (Sketchbook activity-matching colours and extending image)</p> <p>Children will explore watercolour mixing. They will mix shades of blue and green, then shades of blue and lavender purple (use paper squares to see the different shades)</p> <p>Children will paint an image of The Water Lilly Pond by layering paint and creating the impression of water.</p> <p>Children will make papier Mache water lilies</p>	<p>What was Claude Monet famous for painting?</p> <p>What is impressionism?</p> <p>What is expressionism?</p>	<p>Monet was the leading French Impressionist landscape painter.</p>	<p>Impressionism</p> <p>Expressionism</p>			<p>Newspaper</p> <p>PVA glue</p> <p>Watercolours</p>
<p>Oracy opportunities for Spring Term</p>									

Possible Misconceptions:

Confusing impressionism with expressionism

<p>Summer</p> <p>Back to our roots</p> <p>Lino print project</p>	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>Children will study Viking art and Celtic designs</p> <p>Children will sketch Celtic designs using the knowledge from the previous lesson</p> <p>Children will study types of printing like block printing, mono printing, screen printing.</p> <p>Children will transfer their design onto lino and carve it out.</p> <p>Children will use block ink to print their design on different materials like paper, fabric or tin foil.</p>	<p>What did Viking art look like?</p> <p>What materials did the Vikings use to create works of art?</p> <p>What can we learn about the Vikings from their art?</p>	<p>Vikings made excellent wood and metalwork.</p> <p>They made intricate designs on silver or wood to make brooches and other jewellery.</p> <p>Their silver metalwork was used as jewellery and other objects for decoration by the rich and powerful in Scandinavia.</p>	<p>Carving Lino print Negative space Block ink</p>			<p>Celtic designs</p> <p>Lino</p>
<p>Oracy opportunities for Summer</p>									

Possible Misconceptions:

Children might be confused about which part of the lino to cut out; the negative spaces need to be cut out (the areas where the ink will not show)