

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.

Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Castles Portraits and Self Portraits Sketching	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	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		What is sketching? What types of sketching techniques are there? What is a portrait? What is a collage? What are water colours?	There are different types of sketching techniques for example: hatching, cross-hatching, stippling and blending. Portraits can be paintings, drawings, sculptures or photographs representing of a person.	Sketch Blending Hatching Cross-hatching Stippling Portrait Self-portrait Collage Charcoal Water colours	Visit to Skipton Castle 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

	<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>Mix and match colours to artefacts and objects.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Mix secondary colours and shades Using different types of paint. Create different textures e.g. use of sawdust.</p> <p>Make marks in print with a variety of objects, including natural and made objects. 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>Rapunzel by Stephanie Stansbie</p>
<p>Oracy opportunities for Autumn term</p>	<p>Discussion- Comparing modern and old portraits of the King.</p>						

<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.</p> <p>To use different sizes of paintbrushes and different paintbrush strokes</p> <p>Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>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>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p> <p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Explore sculpture with a range of malleable media, especially clay.</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>Will wax crayons resist the water colour paint?</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 post-impressionists.</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>Oracy opportunities for spring term</p>	<p>Hot Seating Van Gogh talking about his paintings (style of paintings).</p>								

<p>Summer</p> <p>Incredible India</p> <p>Animal patterns</p> <p>Swapna Augustine</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>To use a range of materials creatively to design and make products</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.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Mix a range of secondary colours, shades and tones.</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>Use ICT Investigate different kinds of art, craft and design.</p>		<p>Who was Swapna Augustine and what art work is she famous for?</p> <p>What is bandhani tie dye?</p>	<p>Swapna Augustine was born in Kerala on the 21 January 1975.</p> <p>She was born without any arms.</p>	<p>Bandhani dye Rangoli fabric</p>		<p>Disability, race: Swapna Augustine</p>	<p>Augustus and his Smile by Catherine Rayner</p> <p>The Jungle Book by Rudyard Kipling</p>
<p>Oracy opportunities for summer term</p>									

Possible Misconceptions:

Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
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 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. Investigate different kinds of art, craft and design.</p> <p>Mix a range of secondary colours, shades and tones.</p>		<p>Who was Leonardo Da Vinci?</p> <p>What is a sketchbook?</p>	<p>Leonardo da Vinci was an Italian artist, engineer, sculptor and architect.</p>	<p>Renaissance Print</p>	<p>50 things: Stargazing</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>
					<p>Possible Misconceptions:</p>				

		<p>☒ Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p> <p>Build a textured relief tile.</p>							
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,</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</p> <p>Skyline</p> <p>Illustrator</p> <p>Tone</p> <p>Shade</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>
					Possible Misconceptions:				

		<p>shape, pattern and colour. Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects</p> <p>Name different types of paint and their properties.</p> <p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p>					
<p>Oracy opportunities for Spring Term</p>							

<p>Summer 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 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. 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. Create textured collages from a variety of media. 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</p>		<p>Who is Ann Steer?</p> <p>What are nature sculptures?</p> <p>How can be clay shaped?</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>Coastline Sculpture Pastels Mosaic Nature</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>Possible Misconceptions:</p>									

		man-made materials more confidently. Make a simple mosaic.						
Oracy opportunities for Summer Term	Can women be artists?							

Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts	
Autumn Who first lived in Britain? Stone age art Ismael Gulgee JMW Turner	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	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use different media to achieve variations in line, texture, tone,		What are cave paintings? What materials did Stone Age people use to create their cave paintings? Who are Ismail Gulgee and William Turner? What are the similarities and differences between the works of Ismail Gulgee and William Turner?	Cave paintings are prehistoric works of art created by Stone Age people. Cave paintings often show pictures of animals and sometimes humans or human handprints. Stone Age people did not have paint so they natural resources for their paintings. Ismail Gulgee was a contemporary Pakistani painter and sculptor. William Turner was an English painter, printmaker and watercolourist.	Line Drawing Texture Background Foreground Contemporary	Visiting Art Gallery	Race: Ismael Gulgee	The First Drawing White clay Works of stone age art Pulses Black and brown paint Charcoal Cardboard	
				Possible Misconceptions:						

		<p>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 and say what they think and feel about them.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p>							
Oracy opportunities for Autumn term	Hot Seating Graham Sutherland and William Turner talking about his paintings (style of paintings).								
<p>Spring</p> <p>Here, There and Everywhere</p> <p>Linda Mackay - Arctic Art</p> <p>Biomes</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>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</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>Who is Linda Mackay?</p> <p>What are the different grades of pencils?</p> <p>What different kinds of stitches are there?</p>	<p>Linda Mackey is a Canadian landscape artist.</p> <p>There are 28 types of stiches altogether. These include:</p> <ul style="list-style-type: none"> - Running stitch - Back stitch - Cross stitch - Basting stitch - Whipstitch 	<p>Washes</p> <p>Layering</p> <p>Scumbling</p> <p>Roller</p> <p>Ink</p> <p>Stitch</p>	<p>Aspirations – modern, female artist</p>	<p>Sex: Linda Mackay</p>	<p>Once Upon a Snowstorm</p> <p>Linda Mackay art</p> <p>Thread</p> <p>Needles</p> <p>Variety of material</p>
				Possible Misconceptions:					

	with a range of materials [for example, pencil, charcoal, paint, clay]	<p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Print using a variety of materials, objects and techniques including layering.</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>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching, cutting and joining</p>							
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 to improve their mastery of art</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</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 Coil	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>

	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	modelling other shapes Plan, design and make models. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales		Possible Misconceptions:				
Oracy opportunities for summer term								

Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts	
Autumn Our Magical City David Hockney Saltaire – Sketching	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] about great artists, architects and designers in history	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Collect images and information independently in a sketchbook.		Who is David Hockney? How do we create texture? What is Pop Art? How can we create perspective?	David Hockney is an artist from Bradford. David Hockney uses Ipads to create art.	Pop Art Exhibition Perspective	Aspirations – Local Artist Experiences – see the Arrival of Spring at Salt’s Mill	Age and sexual orientation: David Hockney	Brushes App David Hockney pictures Ipads	
				Possible Misconceptions:						

		<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>Choose paints and implements appropriately.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>WHOLE UNIT</p>						
Oracy opportunities for Autumn Term	Hot seat David Hockney							
<p>Spring</p> <p>17th Century Britain</p> <p>National Art Gallery – painting</p> <p>Paul Klee</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:</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 sculpture</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and</p>		<p>What art is on show in the National Art Gallery?</p> <p>What is the difference between tint, tone and shade?</p> <p>Who is Paul Klee?</p> <p>What is abstract art?</p>	<p>The National Art Gallery is in London and has one of the greatest collection of paintings in the world.</p> <p>Paul Klee is a Swiss-born painter.</p>	<p>Hue</p> <p>Tint</p> <p>Abstract art</p>		<p>https://www.nationalgallery.org.uk/</p> <p>Castle & Sun by Paul Klee:</p> <p>https://www.wikiart.org/en/paul-kee/castle-and-sun-1928</p>
					Possible Misconceptions:			

	with a range of materials [for example, pencil, charcoal, paint, clay]	<p>creativity with the painting process.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>Match the tool to the material.</p> <p>Combine skills more readily.</p>						
Oracy opportunities for Spring Term	Discussion: What art is on show in the National Art Gallery?							
Summer The Great Escape Michelangelo (Sculptures) Mosaics (printing)	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]	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>		<p>Who was Michelangelo?</p> <p>What is a sculpture?</p> <p>How can we join clay to make a sculpture?</p> <p>What is a mosaic?</p> <p>How can we make reoccurring patterns?</p>	<p>Michelangelo was an Italian artist. He is most famous for the sculpture of David and Pieta.</p> <p>Sculptors use four basic processes - carving, modelling, casting and constructing - to create their works. We can use printing to create repeated or reoccurring patterns.</p>	<p>Sculpt</p> <p>Carve</p> <p>Score</p> <p>Slip</p> <p>Casting</p> <p>Mosaic</p>		<p>Clay</p> <p>Clay tools</p> <p>Mosaic patterns</p> <p>Moulds</p> <p>Plaster of Paris</p>

	about great artists, architects and designers in history	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling, silkscreen and coldwater paste.</p>		Possible Misconceptions:				
Oracy opportunities for Summer Term		Hot seat as Michelangelo?						

Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn Adventures Clay sculptures Aet Paaro - watercolours	<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>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</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? How do you make secondary colours?</p>	<p>Clay comes from the ground, usually in areas where streams or rivers once flowed.</p> <p>Aet Paaro is a refugee</p>	<p>Secondary colour Colour wheel Complimentary</p>		<p>Sex, refugee: Aet Parro</p>	<p>Colour wheels Clay Paint Charcoal</p>
				Possible Misconceptions:					

	<p>About great artists, architects and designers in history.</p>	<p>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>Plan a sculpture through drawing and other preparatory work.</p> <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Demonstrate a secure knowledge about primary and secondary... colours.</p> <p>Choose inks and overlay colours.</p>					
--	--	--	--	--	--	--	--

		Extend their work within a specified technique.							
Oracy opportunities for Autumn term									
Spring Beautiful Britain Hans Holbein Stephen Wiltshire Collage	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] About great artists, architects and designers in history.	Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape. Create imaginative work from a variety of sources. Demonstrate a secure knowledge about... warm and cold and complementary and contrasting colours.		Who was Hans Holbein? Why do we paint pictures of monarchs and royalty? What style of art was Hans Holbein famous for? Why do artists experiment with different mediums? What is landscape art?	Hans Holbein is considered one of the finest and most accomplished portraitists of the 16 th century. The earliest known British Royal portrait painted from life is of King Henry VII from 1505.	Refining Technique Style Monochrome Medium	Linking industrial age to Bradford's heritage: Bradford walk to see industrial sites	Disability: Stephen Wiltshire	Tony Bullock art sessions Sketch books Examples of landscape art Collage resources
				Possible Misconceptions:					

		<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> <p>Work on preliminary studies to test media and materials.</p>							
Oracy opportunities for spring term	Hot seating: Hans Holbein								
Summer The Industrial age L.S.Lowry Eileen Agar	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] About great artists, architects and designers in history.	Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Compare ideas, methods and		Who was Lowry? Who is Eileen Agar? What is Surrealism? What colours does Lowry use in his paintings? What is Lowry known for painting? Where is Eileen Agar from?	L.S Lowry created paintings with matchstick men using a few simple colours. Lowry is well known for being a reclusive person. Eileen Agar is from Argentina, but she moved to London when she was 12.	Surrealism		Sex: Eileen Agar	Examples of Eillen Agar paintings Examples of Lowry pictures Sketch books Charcoal Pencils Threads Needles
					Possible Misconceptions:				

		<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. Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Use a range of media to create collage.</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>							
Oracy opportunities for summer term	Ignite speech: Who is Lowry?								

Year 6

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

<p>Autumn</p> <p>Fighting Fit</p> <p>Richard Eurich</p> <p>Perspective drawing</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 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range 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>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently</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</p>		<p>What do architects do?</p> <p>Who was Richard Eurich?</p> <p>Why do artists use different materials?</p> <p>What is the effect of using different textures?</p>	<p>Architecture was once an Olympic Sport.</p> <p>Richard Eurich was born in Bradford</p> <p>Richard Eurich worked as a war artist to the Admiralty in the Second World War.</p> <p>'The Sims' was originally developed as an architecture simulator.</p>	<p>Structure Architect</p>		<p>Charcoal</p> <p>Collage materials</p> <p>Watercolours</p> <p>Printing resources</p>
<p>Possible Misconceptions:</p>								

		<p>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>						
Oracy opportunities for Autumn Term	Debate: Architecture in the 21 st century is better than any other period of time.							
Spring Journeys Claude Monet Papier Mache	<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>Who was Claude Monet?</p> <p>What is impressionism?</p> <p>What is expressionism?</p> <p>Possible Misconceptions:</p>	<p>Monet was the leading French Impressionist landscape painter.</p>	<p>Shimmer Impressionism Expressionism</p>		<p>Newspaper</p> <p>PVA glue</p> <p>Watercolours</p>

		Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).						
Oracy opportunities for Spring Term								
Summer Back to our roots Wood carving	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>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>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 chisel</p> <p>Mallet</p> <p>Whittling</p>		<p>Wood</p> <p>Chisel</p> <p>Mallet</p>
				Possible Misconceptions:				

**Oracy
opportunities
for Summer**

--