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:	
Expressive Art and Design	 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. 	 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. 	 <u>Creating with Materials</u> Safely use and explore a vexperimenting with colou Share their creations, exp Make use of props and mean narratives and stories.
Understanding the World	 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. 	 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. 	 The Natural World Explore the natural world pictures of animals and p Know some similarities and them and contrasting environment what has been read in classical Understand some import around them, including the

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	To use drawing, painting and	Use a variety of tools,		What is sketching?	There are different types of	Sketch	Visit to Skipton		The Worst Princess by
	sculpture to develop and share	inc. pencils, rubbers,			sketching techniques for	Blending	Castle		Anna Kemp
Castles	their ideas, experiences and	crayons, pastels, felt		What types of	example: hatching, cross-	Hatching			
	imagination	tips, charcoal,		sketching techniques	hatching, stippling and	Cross-hatching	Now Press Play -		King Leonard's Teddy
		ballpoints, chalk and		are there?	blending.	Stippling	Castles		by Phoebe Swan
Portraits and Self	To develop a wide range of art	other dry media.				Portrait			
Portraits	and design techniques in using			What is a portrait?	Portraits can be paintings,	Self-portrait			Resources from Tony
FUITAILS	colour, pattern, texture, line,	Begin to explore the			drawings, sculptures or	Collage			Bullock
	shape, form and space	use of line, shape and		What is a collage?	photographs representing of a	Charcoal			
	shape, form and space	colour			person.	Water colours			The King who Banned
Sketching				What are water					the Dark by Emily
				colours?					Haworth Booth

ELG
re a variety of materials, tools and techniques, olour, design, texture, form and function. , explaining the process they have used. nd materials when role playing characters in s.
vorld around them, making observations and drawing nd plants. es and differences between the natural world around g environments, drawing on their experiences and n class. portant processes and changes in the natural world ng the seasons and changing states of matter.

To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities Mix and match colours to artefacts and objects. Possible Misconceptions: between different practices and disciplines, and making links to their own work Use a wide variety of media, inc. Possible Misconceptions: photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Work on their own, and collaboratively with Possible Misconceptions:	
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fabric, plastic, tissue, magazines, crepe paper, etc. Work on their own, and	
magazines, crepe paper, etc. Work on their own, and	
paper, etc. Work on their own, and	
Work on their own, and	
others, on projects in 2	
and 3 dimensions and	
on different scales.	
Poviow what they and	
Review what they and others have done and	1
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say what they think and	
feel about it. E.g. Annotate sketchbook	
Annotate sketchbook	
Mix secondary colours	
and shades	
Using different types of	
paint.	
Create different	
textures e.g. use of	
sawdust.	
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.	
Use a sketchbook to	
gather and collect	
artwork.	
Oracy Discussion- Comparing modern and old portraits of the King.	
opportunities	
for Autumn	
term	

	Rapunzel by Stephanie Stansbie

Spring	To learn about the work of a	Work on a range of		Who was Vincent Van	Vincent Van Gogh was	impressionism	Sustainability	Race, age Dear	Dear Earth by Isabell
	range of artists, craft makers	scales e.g. large brush		Gogh?	a famous Dutch	seascape	goals-	Earth by Isabell	Otter
Eco-warriors	and designers, describing the	on large paper etc.			painter.	landscape	underwater	Otter	
	differences and similarities	To use different sizes of		What is Van Gogh			world and		Someone Swallowed
Soaccapac	between different practices	paintbrushes and		famous for?	Van Gogh was one of		recycling		Stanley by Sarah
Seascapes	and disciplines, and making	different paintbrush			the greatest post-				Roberts
	links to their own work.	strokes		What kind of painting	impressionists.				
Van Gogh		Ask and answer		style did Van Gogh					
	To use drawing, painting and	questions about the		have?	Van Gogh used bold,				
	sculpture to develop and share	starting points for their			dramatic brush strokes				
	their ideas, experiences and	work and the processes		Will wax crayons resist	and bright colours				
	imagination	they have used.		the water colour paint?					
		Develop their ideas.			A seascape is a picture				
				What is a seascape?	representing a scene at				
		Explore the differences			sea				
		and similarities within							
		the work of artists,							
		craftspeople and							
		designers in different							
		times and cultures.		Possible Misconception	s:	•			
		Experiment with,							
		construct and join							
		recycled, natural and							
		man-made materials							
		more confidently.							
		How to thread a							
		needle, cut, glue and							
		trim material.							
		Create images from							
		imagination, experience							
		or observation.							
		or observation.							
		Explore sculpture with a							
		range of malleable							
		media, especially clay.							
Oracy	Hot Seating Van Gogh talking ab		aintings).	l			1	1	1
-		sar no punnings (style of pt							
opportunities									
for spring term									

Summer	To use drawing, painting and	Record and explore	Who was Swapna	Swapna Augustine was	Bandhani	
	sculpture to develop and share	ideas from first hand	Augustine and what art	born in Kerala on the	dye	
Incredible India	their ideas, experiences and imagination	observation, experience and imagination.	work is she famous for?	21 January 1975.	Rangoli fabric	
Animal patterns Swapna Augustine	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Explore the differences and similarities within the work of artists, craftspeople and designers in different	What is bandhani tie dye?	She was born without any arms.		
	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	times and cultures. Identify what they might change in their current work or develop in their future work. Mix a range of secondary colours, shades and tones. 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.	Possible Misconceptions			
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Oracy opportunities for summer term						<u> </u>

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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	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Record and explore ideas from first hand observation, experience and imagination.		Who was Leonardo Da Vinci? What is a sketchbook?	Leonardo da Vinci was an Italian artist, engineer, sculptor and architect.	Renaissance Print	50 things: Stargazing	Sex: Amelia Earhart	Taking Flight: How Wright Brothers Conquered the Skies
Leonardo Da Vinci	To develop a wide range of art and design techniques in using colour, pattern, texture, line,	Ask and answer questions about the starting points for their							Emma Jane's aeroplane
	shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the	work and the processes they have used. Develop their ideas.							I am Amelia Earhart
	differences and similarities between different practices and disciplines, and making links to their own work.	Explore the differences and similarities within the work of artists,							Whoever heard of a flying bird
	links to their own work.	craftspeople and designers in different times and cultures.							Cherry Blossom and Paper Planes
		Understand the basic use of a sketchbook and work out ideas for							Kites Resources from Tony
		drawings.							Bullock
		Draw for a sustained period of time from the figure and real objects, including single and grouped objects.							
		Experiment with the visual elements; line, shape, pattern and colour.							
		Annotate work in sketchbook.		Possible Misconceptions:			_		
		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.							
		Mix a range of secondary colours, shades and tones.							

		 Experiment with the visual elements; line, shape, pattern and colour. 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. Build a textured relief tile. 				
Oracy opportunities for Autumn Term	Hot sitting Leonardo Da Vinci					
Spring My Country, My City	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Record and explore ideas from first hand observation, experience and imagination	Who is Mick Manning? What does an illustrator do?	Mick Manning was born in Haworth. Mick Manning is an illustrator.	Cityscape Skyline Illustrator Tone Shade	Herit Obse draw area (Stea
Local area art cityscapes Mick Manning	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	and similarities within the work of artists, craftspeople and designers in different times and cultures. Layer different media,	What is a cityscape? What is a skyline?			Terra Herit Sketo hill- f
	differences and similarities between different practices and disciplines, and making links to their own work.	e.g. crayons, pastels, felt tips, charcoal and ballpoint.	Possible Misconceptions:	<u> </u>		
		Understand the basic use of a sketchbook and work out ideas for drawings.				
		Draw for a sustained period of time from the figure and real objects, including single and grouped objects.				
		Experiment with the visual elements; line,				

ritage:	Race: Invisible-	Resources from Tony
servational awing- local	main character	Bullock
ea walk eadman	Race: Seeds of friendship	Invisible
rrace)		Seeds of Friendship
ritage: etching on the		All Through the Night
l- Bradford's /line		Small Mouse, Big Clty
,		Micks' Manning illustrations Beegu

shape, pattern and colour. Shape, pattern and colours, shades and tones. Experiment with tools and techniques, inc. Experiment with tools and techniques, inc. layering, mixing media, scraphig through etc. Name different types of paint and their properties. Work on a range of scales e, large bush on large paper etc. Work on a range of scales e, large bush on large paper etc. Mix and match colours using artifacts and objects Name different types of paint and their properties. Usa a vordety of techniques, inc. Experimentation and their properties. Work on a range of scales e, large bush on large paper etc. Name different types of paint and their properties. Usa a vordety of their properties. Usa a vordety of techniques and objects and tobings. Design patterns of thromag and rubbings, Design patterns of thromag and rubbings. Design patterns of thromag and rubbings. Design patterns of thromag and rubbings, and techniques. Design patterns of thromag and rubbings. Oracy opertimes.		· · · · · · · · · · · · · · · · · · ·		
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opportunities	0			
for Spring Term				
	for Spring Term			

Summer	To use a range of materials	Record and explore	Who is Ann Steer?	A nature sculpture is a	Coastline	Seaside trip-	Sex:	Storm whale by Benji
The Great British	creatively to design and make	ideas from first hand		sculpture created with	Sculpture	collecting	Ann Steer	Davies
Seaside	products	observation, experience	What are nature	natural resources like	Pastels	natural		
	T	and imagination.	sculptures?	sticks, pebbles, shells,	Mosaic	resources for		Resources from Tony
Ann Steer -	To use drawing, painting and	Ask and answer		leaves etc.	Nature	the sea collage	Age: David	Bullock
Nature	sculpture to develop and share their ideas, experiences and	Ask and answer questions about the	How can be clay shaped?	Ann is a professional		Sustainability	Attenborough	Little Turtle and the
sculptures	imagination	starting points for their	snapeur	artist best known for		goals- plastic		Sea
Seascapes		work, and develop their		her paintings of the		pollution,		Jea
·	To develop a wide range of art	ideas.		ocean.		recycling		The Big Book of The
	and design techniques in using			ocean.				Blue
	colour, pattern, texture, line, shape, form and space	Explore the differences and similarities within				Visiting Art		One World
	To learn about the work of a	the work of artists,				gallery		
	range of artists, craft makers	craftspeople and						Dolphin Boy
	and designers, describing the	designers in different						Dolphin boy
	differences and similarities	times and cultures.						
	between different practices							
	and disciplines, and making	Review what they and						
	links to their own work.	others have done and						
	_	say what they think and						
		feel about it. E.g.						
		Annotate sketchbook						
		Identify what they						
		might change in their						
		current work or						
		develop in their future						
		work.						
		Identify what they						
		might change in their	Dessible Missey continu			_		
		current work or	Possible Misconception	S:				
		develop in their future work.						
		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.						
		Understand the safety						
		and basic care of						
		materials and tools.						
		Experiment with,						
		construct and join						
		recycled, natural and						

		man-made materials more confidently.					
		Make a simple mosaic.					
Oracy opportunities for Summer Term	Can women be artists?	1	I	1		<u> </u>	

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 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		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?Under Possible Misconception	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	Characteristics Race: Ismael Gulgee	The First Drawing White clay Works of stone age art Pulses Black and brown paint Charcoal Cardboard
		designers working in different times and cultures. Use different media to achieve variations in line, texture, tone,			5:				

Oracy opportunities for Autumn	Hot Seating Graham Sutherland an	colour, shape and pattern.Experiment with a range of media e.g. overlapping, layering etc.Compare ideas, methods and approaches in their own 	tings (style of paintings).					
for Autumn								
term								
Spring	Pupils should be taught to	Question and make	Who is Linda	Linda Mackey is a	Washes	Aspirations –	Sex: Linda	Once Upon a
	develop their techniques, including their control and their	thoughtful observations about starting points	Mackay?	Canadian landscape artist.	Layering Scumbling	modern, female artist	Mackay	Snowstorm
Here, There and	use of materials, with creativity,	and select ideas to use	What are the different		Roller	ditist		Linda Mackay art
Everywhere	experimentation and an	in their work.	grades of pencils?	There are 28 types of	Ink			
	increasing awareness of different		grades of periods.	stiches altogether.	Stitch			Thread
Linda Mackay -	kinds of art, craft and design.	Adapt their work	What different kinds	These include:				
Arctic Art		according to their views	of stitches are there?	- Running stitch				Needles
D:	Pupils should be taught:	and describe how they		- Back stitch				
Biomes	to create sketch books to record	might develop it further.		- Cross stitch				Variety of material
Bioffics	to create sketch books to record			- Basting stitch				
Diomes	their observations and use them							
Lionics		Experiment with		- Whipstitch				
2.omes	their observations and use them to review and revisit ideas	different grades of		-				
	their observations and use them to review and revisit ideas to improve their mastery of art	different grades of pencil and other		- Whipstitch				
	their observations and use themto review and revisit ideasto improve their mastery of artand design techniques, including	different grades of	Possible Misconception	- Whipstitch				
	their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture	different grades of pencil and other	Possible Misconception	- Whipstitch				
	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	different grades of pencil and other implements.	Possible Misconception	- Whipstitch				
	their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture	different grades of pencil and other implements. Draw for a sustained period of time at their	Possible Misconception	- Whipstitch				
	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,	different grades of pencil and other implements. Draw for a sustained	Possible Misconception	- Whipstitch				
	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]	different grades of pencil and other implements. Draw for a sustained period of time at their	Possible Misconception	- Whipstitch				
	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] Pupils should be taught to	different grades of pencil and other implements. Draw for a sustained period of time at their own level.	Possible Misconception	- Whipstitch				
	 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] Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, 	different grades of pencil and other implements. Draw for a sustained period of time at their own level. Plan, refine and alter	Possible Misconception	- Whipstitch				
	 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] Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an 	different grades of pencil and other implements. Draw for a sustained period of time at their own level. Plan, refine and alter their drawings as necessary.	Possible Misconception	- Whipstitch				
	 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] 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 	different grades of pencil and other implements. Draw for a sustained period of time at their own level. Plan, refine and alter their drawings as necessary. Experiment with	Possible Misconception	- Whipstitch				
	 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] Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an 	different grades of pencil and other implements. Draw for a sustained period of time at their own level. Plan, refine and alter their drawings as necessary. Experiment with different effects and	Possible Misconception	- Whipstitch				
	 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] 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. 	different grades of pencil and other implements. Draw for a sustained period of time at their own level. Plan, refine and alter their drawings as necessary. Experiment with	Possible Misconception	- Whipstitch				
	 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] 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: 	different grades of pencil and other implements. Draw for a sustained period of time at their own level. Plan, refine and alter their drawings as necessary. Experiment with different effects and textures inc. washes	Possible Misconception	- Whipstitch				
	 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] 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. 	different grades of pencil and other implements. Draw for a sustained period of time at their own level. Plan, refine and alter their drawings as necessary. Experiment with different effects and	Possible Misconception	- Whipstitch				

	with a range of materials [for							
	example, pencil, charcoal, paint,	Use different media to						
	clay]	achieve variations in						
	,1	line, texture, tone,						
		colour, shape and						
		pattern.						
		pattern						
		Print using a variety of						
		materials, objects and						
		techniques including						
		layering.						
		Talk about the processes						
		used to produce a						
		simple print.						
		To explore pattern and						
		shape, creating designs						
		for printing.						
		Use a variety of						
		techniques, inc. printing,						
		dying, quilting, weaving,						
		embroidery, paper and						
		plastic trappings and						
		appliqué.						
		Name the tools and						
		materials they have						
		used.						
		Develop skills in						
		stitching, cutting and						
-		joining						
Oracy								
opportunities								
for spring term							I	
Summer	Pupils should be taught to	Use their sketchbook to	How did the Ancient	The Ancient Greeks	Mould	Leeds City		Herakles
	develop their techniques,	collect and record visual	Greeks make their	made pots from clay.	Coil	Museum visit		Muthe Q Marchans
Greeks	including their control and their	information from	pots?					Myths & Mayhem in
	use of materials, with creativity,	different sources.	M/by wore their rest.	Large pots were used				Ancient Greece
	experimentation and an	Annotato work in	Why were their pots	for cooking or storing				Ded day
Clay pots	increasing awareness of different	Annotate work in	often decorated?	food and small bowls				Red clay
	kinds of art, craft and design.	sketchbook.		and cups were made				Dia di naint
	Dunile chould be toucht			for people to eat and				Black paint
	Pupils should be taught:	Join clay adequately and		drink from.				Claustant
	to create sketch books to record	work reasonably		The design of				Clay tools
	their observations and use them	independently.		The decoration on the				
		1	1	pots often showed			1	1
	to review and revisit ideas	Construction						
	to improve their mastery of art	Construct a simple clay base for extending and		what life was like in Ancient Greece				

	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		1	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	Pupils should be taught to	Select and record from		Who is David	David Hockney is an artist	Pop Art	Aspirations –	Age and sexual	Brushes App
	develop their techniques,	first hand observation,		Hockney?	from Bradford.	Exhibition	Local Artist	orientation:	
Our Magical City	including their control and their	experience and				Perspective		David Hockney	David Hockney pictures
0 /	use of materials, with creativity,	imagination, and explore		How do we create	David Hockney uses Ipads		Experiences –		
David Hockney	experimentation and an	ideas for different		texture?	to create art.		see the Arrival		Ipads
Davia Hockiney	increasing awareness of	purposes					of Spring at		
Saltaire –	different kinds of art, craft and			What is Pop Art?			Salt's Mill		
	design.	Compare ideas, methods							
Sketching		and approaches in their		How can we create					
	Pupils should be taught:	own and others' work		perspective?					
		and say what they think							
	to create sketch books to record	and feel about them.		Possible Misconcepti	ions:				
	their observations and use them								
	to review and revisit ideas	Explore the roles and							
		purposes of artists,							
	to improve their mastery of art	craftspeople and							
	and design techniques, including	designers working in							
	drawing, painting and sculpture	different times and							
	with a range of materials [for	cultures.							
	example, pencil, charcoal, paint,								
	clay]	Collect images and							
		information							
	about great artists, architects	independently in a							
	and designers in history	sketchbook.							

Use research to inspire drawings from memory	
drawings from memory	
and imagination.	
Adapt their work	
according to their views	
and describe how they	
might develop it further.	
Make informed choices in	
drawing inc. paper and	
media.	
Alter and refine drawings	
and describe changes	
using art vocabulary.	
Explore relationships	
between line and tone,	
pattern and shape, line	
and texture.	
Use ICT	
Choose paints and	
implements	
appropriately.	
Investigate art, craft and	
design in the locality and	
in a variety of genres,	
styles and traditions.	
WHOLE UNIT	
Oracy Hot seat David Hockney	
opportunities for	
Autumn Term	
Spring Pupils should be taught to Make and match colours What art is on show in The Nat	nal Art Hue
- P ····8	in London Tint
	ne of the Abstract art
17 Century ,	collection of
	in the world.
National Art increasing awareness of shade, hue. between tint, tone	
	is a Swiss-
Gallory – painting	
design. Choose paints and boin pa	ter.
Paul Klee Pupils should be taught: appropriately Who is Paul Klee?	
appropriately.	
What is abstract art?	
to create sketch books to record Plan and create different	
their observations and use them effects and textures with Possible Misconceptions:	
to review and revisit ideas paint according to what	
they need for the task.	
to improve their mastery of art Show increasing	
and design techniques, including independence and	
drawing, painting and sculpture	

	https://www.nationalga llery.org.uk/
	Castle & Sun by Paul Klee: <u>https://www.wikiart.org</u> <u>/en/paul-klee/castle-</u> <u>and-sun-1928</u>

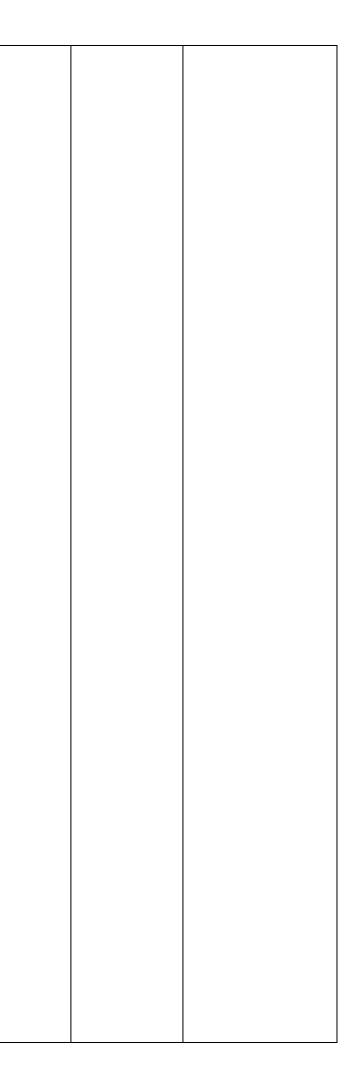
	with a range of materials [for example, pencil, charcoal, paint,	creativity with the painting process.				
	clay]	Panting process.				
		Question and make				
		thoughtful observations				
		about starting points and				
		select ideas to use in their work.				
		WOIK.				
		Use research to inspire				
		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.				
		Combine skills more readily.				
Oracy	Discussion: What art is on show i					
, opportunities for						
Spring Term						
Summer	Pupils should be taught to	Make informed choices	Who was	Michelangelo was an	Sculpt	
	develop their techniques,	about the 3D technique	Michelangelo?	Italian artist.	Carve	
The Great Escape	including their control and their use of materials, with creativity,	chosen.	What is a soulature?	He is most famous for	Score	
	experimentation and an	Show an understanding	What is a sculpture?	the sculpture of David and Pieta.	Slip Casting	
Michelangelo	increasing awareness of	of shape, space and form.	How can we join clay		Mosaic	
(Sculptures)	different kinds of art, craft and		to make a sculpture?	Sculptors use four		
Magaine	design.	Plan, design, make and		basic processes -		
Mosaics		adapt models.	What is a mosaic?	carving, modelling,		
(printing)	Pupils should be taught:			casting and		
	to improve their mastery of art	Talk about their work understanding that it has	How can we make	constructing - to create their works.		
	and design techniques, including	been sculpted, modelled	reoccurring patterns?	We can use printing		
	drawing, painting and sculpture	or constructed.		to create repeated or		
	with a range of materials [for			reoccurring patterns.		
	example, pencil, charcoal, paint,	Use a variety of materials.				
	clay]					

	Clay
	Clay tools
	Mosaic patterns
	Moulds
	Plaster of Paris

			1		1
about great artists, architects	Work on their own, and	Possible Misconceptions:			
and designers in history	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.				
	Calaat baa adhatha kiada				
	Select broadly the kinds				
	of material to print with				
	in order to get the effect				
	they want				
	Resist printing including				
	marbling, silkscreen and				
	coldwater paste.				
Oracy	Hot seat as Michelangelo?	1	1	1	1
opportunities for					
Summer Term					

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	Pupils should be taught to develop their techniques, including their	Question and make thoughtful		How are watercolours best	Clay comes from the ground, usually in	Secondary colour Colour wheel		Sex, refugee: Aet Parro	Colour wheels
Adventures	control and their use of materials, with creativity, experimentation	observations about starting points and		used?	areas where streams or rivers once flowed.	Complimentary		Aet Parto	Clay
Clay sculptures	and an increasing awareness of different kinds of art, craft and	select ideas and		Why is it important					Paint
Aet Paaro -	design.	processes to use in their work.		to plan your artwork?	Aet Paaro is a refugee				Charcoal
watercolours	Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas	Explore the roles and purposes of artists, craftspeople and designers working in		Why is imagination important in art and design?					
	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint,	different times and cultures. Select and record from first hand		What colours are on the colour wheel? How do you make secondary colours?					
	clay]	observation, experience and imagination, and		Possible Misconception	I IS:	1			

				-	
	About great artists, architects and	explore ideas for			
	designers in history.	different purposes.			
		Compare ideas,			
		methods and			
		approaches in their			
		own and others' work			
		and say what they			
		think and feel about			
		them.			
		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.			
		Croata imaginativa			
		Create imaginative			
		work from a variety			
		of sources.			
		Plan a sculpture			
		through drawing and			
		other preparatory			
		work.			
		WOIK.			
		Describe the different			
		qualities involved in			
		modelling, sculpture			
		and construction.			
		Use recycled, natural			
		and man-made			
		materials to create			
		sculpture.			
		Demonstrate a secure			
		knowledge about			
		primary and			
		secondary colours.			
		Choose inks and			
		overlay colours.			
L		1	1	1	<u>ــــــــــــــــــــــــــــــــــــ</u>



		,	I			- 1	I	1
		Extend their work						
		within a specified						
		technique.						
Oracy								
opportunities								
for Autumn								
term								I
Spring	Pupils should be taught to develop	Question and make	Who was Hans	Hans Holbein is	Refining	Linking industrial	Disability:	Tony Bullock art
	their techniques, including their control and their use of materials,	thoughtful observations about starting points	Holbein?	considered one of the finest and most	Technique Style	age to Bradford's heritage:	Stephen Wiltshire	sessions
Beautiful Britain	with creativity, experimentation	and select ideas and	Why do we paint	accomplished	Monochrome	Bradford walk to	wiitsine	Sketch books
	and an increasing awareness of	processes to use in	pictures of monarchs	portraitists of the 16 th	Medium	see industrial		Sketch books
Hans Holbein	different kinds of art, craft and	their work.	and royalty?	century.		sites		Examples of landscape
Charles a	design.							art
Stephen		Explore the roles and	What style of art was	The earliest known				
Wiltshire	Pupils should be taught:	purposes of artists,	Hans Holbein famous	British Royal portrait				Collage resources
	To create sketch books to record	craftspeople and	for?	painted from life is of				
Collago	their observations and use them	designers working in	Why do artists	King Henry VII from				
Collage	to review and revisit ideas	different times and cultures.	Why do artists experiment with	1505.				
	To improve their mastery of art		different mediums?					
	and design techniques, including	Select and record from						
	drawing, painting and sculpture	first hand observation,	What is landscape art?					
	with a range of materials [for	experience and						
	example, pencil, charcoal, paint,	imagination, and						
	clay]	explore ideas for						
	About groat artists, arabitasts and	different purposes.						
	About great artists, architects and designers in history.	Compare ideas,						
	designers in fiscoly.	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	Possible Misconception	S:				
		sources.						
		Demonstrate a secure						
		knowledge about						
		warm and cold and complementary and						
		contrasting colours.						
L		I	1			1	1	I

		Use a sketchbook to develop ideas.				
		Work on preliminary				
		studies to test media				
		and materials.				
		Extend their work				
		within a specified				
		technique.				
		Use a variety of source				
		material for their work.				
		Adapt their work				
		according to their views				
		and describe how they				
		might develop it				
		further.				
		Investigate art, craft				
		and design in the				
		locality and in a variety				
		of genres, styles and				
		traditions.				
		Work on preliminary				
		studies to test media				
		and materials.				
Oracy	Hot seating: Hans Holbein					
opportunities						
for spring term Summer	Pupils should be taught to develop	Question and make	Who was Lowry?	L.S Lowry created	Surrealism	
Summer	their techniques, including their	thoughtful observations		paintings with	Surrealisti	
The Industrial	control and their use of materials,	about starting points	Who is Eileen Agar?	matchstick men using		
age	with creativity, experimentation	and select ideas and		a few simple colours.		
-0-	and an increasing awareness of	processes to use in	What is Surrealism?			
L.S.Lowry	different kinds of art, craft and	their work.	Million and a second	Lowry is well known		
,	design.	Explore the roles and	What colours does Lowry use in his	for being a reclusive		
Eileen Agar	Pupils should be taught:	purposes of artists,	paintings?	person.		
	To create sketch books to record	craftspeople and	P.311.01.001	Eileen Agar is from		
	their observations and use them	designers working in	What is Lowry known	Argentina, but she		
	to review and revisit ideas	different times and	for painting?	moved to London		
	To improve that we shall be a set	cultures.	Miles and the Files of A	when she was 12.		
	To improve their mastery of art and design techniques, including	Select and record from	Where is Eileen Agar from?			
	drawing, painting and sculpture	first hand observation,				
	with a range of materials [for	experience and	Possible Misconception	ı IS:	I	
	example, pencil, charcoal, paint,	imagination, and				
	clay]	explore ideas for				
		different purposes.				
	About great artists, architects and	Compare ideas				
	designers in history.	Compare ideas, methods and				
	1	inculous and				

Sex: Eileen Agar	Examples of Eillen Agar paintings
	Examples of Lowry pictures
	Sketch books
	Charcoal
	Pencils
	Threads
	Needles

	•	1		
		approaches in their		
		own and others' work		1
		and say what they think		1
		and feel about them.		
		Work in a sustained and		
		independent way from		
		observation, experience		
		and imagination.		1
		Explore the potential		1
		properties of the visual		
		elements, line, tone,		
		pattern, texture, colour,		
		and shape.		1
				1
		Create imaginative		
		work from a variety of		
		sources.		
		Join fabrics in different		1
		ways, including		1
		stitching.		
				1
		Use different grades		1
		and uses of threads and		
		needles.		
		needies.		1
		Use a range of media to		
				1
		create collage.		1
		Extand their work		I
		Extend their work		I
		within a specified		I
		technique.		I
				1
		Investigate art, craft		I
		and design in the		I
		locality and in a variety		I
		of genres, styles and		I
		traditions.		
Oracy	Ignite speech: Who is Lowry?			
opportunities				
for summer				
term				

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers things

ers & 50	British Values	Schemes/Resources/
s	& Protective	Texts
	Characteristics	

Autumn	Develop their techniques,	Describe varied	What do architects do?	Architecture was	Structure	Τ
	including their control and their	techniques.		once an Olympic	Architect	
Fighting Fit	use of materials, with creativity,		Who was Richard	Sport.		
	experimentation and an increasing	Be familiar with	Eurich?			
Richard Eurich	awareness of different kinds of	layering prints.		Richard Eurich was		
	art, craft and design.		Why do artists use	born in Bradford		
D		Be confident with	different materials?			
Perspective	Pupils should be taught:	printing on paper and		Richard Eurich		
drawing	To improve their mastery of art	fabric.	What is the effect of	worked as a war		
	and design techniques, including		using different textures?	artist to the		
	drawing, painting and sculpture	Alter and modify work.	_	Admiralty in the		
	with a range of materials [for			Second World War.		
	example, pencil, charcoal, paint,	Work relatively				
	clay and about great artists,	independently		'The Sims' was		
	architects and designers in history.			originally developed		
		Use a range of media to		as an architecture		
	To create sketch books to record	create collage.		simulator.		
	their observations and use them					
	to review and revisit ideas	Mastery of skills-	Possible Misconceptions:			
		charcoal				
	To improve their mastery of art					
	and design techniques, including	Awareness of the				
	drawing, painting and	potential of the uses of				
		material.				
	Sculpture with a range of					
	materials [for example, pencil,	Use different				
	charcoal, paint, clay] learn about	techniques, colours and				
	great artists, architects and	textures etc when				
	designers in history.	designing and making				
	actignets in history.	pieces of work.				
		To be expressive and				
		analytical to adapt,				
		extend and justify their				
		work.				
		WORK.				
		Compare ideas,				
		methods and				
		approaches in their				
		own and others' work				
		and say what they think				
		and feel about them.				
		Adapt their work				
		according to their views				
		and describe how they				
		might develop it				
		further.				
		Demonstrate a wide				
		variety of ways to make different marks with				
		dry and wet media.				
		Identify artists who				
		have worked in a	1			

Charcoal
Collage materials
Watercolours
Printing resources

		similar way to their					
		own work.					
		Develop ideas using					
		different or mixed					
		media, using a					
		sketchbook.					
		Manipulate and					
		experiment with the					
		elements of art: line,					
		tone, pattern , texture,					
		form, space, colour and					
		shape.					
Oracy	Debate: Architecture in the 21 st cent	tury is better than any other	r period of time.	I			I
opportunities							
for Autumn							
Term							
Spring	Develop their techniques,	Select and record from		Who was Claude	Monet was the	Shimmer	
Spring	including their control and their	first hand observation,		Monet?	leading French	Impressionism	
lournova	use of	experience and		Monee.	Impressionist	Expressionism	
Journeys	materials, with creativity,	imagination, and		What is	landscape painter.		
	experimentation and an increasing	explore ideas for		impressionism?			
Claude Monet	awareness of different kinds	different purposes.					
	of art, craft and design.			What is			
Papier Mache		Question and make		expressionism?			
	Pupils should be taught:	thoughtful observations		Possible Misconceptio	ons:		
	To create sketch books to record	about starting points					
	their observations and use them	and select ideas and					
	to review and revisit	processes to use in					
	ideas	their work.					
	To improve their mastery of art	Explore the roles and					
	and design techniques, including	purposes of artists,					
	drawing, painting and	craftspeople and					
	sculpture with a range of materials	designers working in					
	[for example, pencil, charcoal,	different times and					
	paint, clay]	cultures.					
	About great artists, architects and	Create sculpture and					
	designers in history	constructions with					
		increasing					
		independence.					
		Create shades and tints					
		using black and white.					
		Choose appropriate					
		paint, paper and					
		implements to adapt					
		and extend their work.					
		Corre out proliminer.					
		Carry out preliminary					
		studies, test media and					
		materials and mix					
		appropriate colours.					

	Newspaper
	PVA glue
	Watercolours

		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.	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	What did Viking art look like? What materials did the Vikings use to create works of art? What can we learn about the Vikings from their art? Possible Misconception	Vikings made excellent wood and metalwork. They made intricate designs on silver or wood to make brooches and other jewellery. Their silver metalwork was used as jewellery and other objects for decoration by the rich and powerful in Scandinavia.	Carving chisel Mallet Whittling

	Wood
	wood
	Chisel
	Mallet