

Kingston St Mary C of E Primary Learning Overview: Art & Design		
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	Curriculum Intent: Primary art education seeks to nurture children’s imagination, originality and visual communication, giving them the confidence to experiment with materials, express ideas and interpret the world around them. It develops an appreciation of art as a diverse cultural language while encouraging pupils to take creative risks, evaluate their work thoughtfully and value the work of others. The curriculum is designed to be inclusive, ambitious and enriching, supporting teachers to deliver purposeful learning that empowers all pupils to enjoy, create and respond to art in meaningful ways.	



KSM ART & DESIGN KEY AREAS (Kapow Primary)

KEY AREAS
Knowledge and Skills progression are mapped out under the following areas: Generating ideas – encouraging autonomy; developing creativity; generating original ideas through experimentation. Making skills – becoming familiar with the formal elements of art; developing practical knowledge of a variety of media and materials; exploring and testing out different creative methods, tools and techniques. Evaluating and analysing – discussing art using appropriate language to analyse a creative work; considering how art is studied, discussed and judged; examining what art is and why people make it. Knowledge of artists – exploring traditional and contemporary artists, craft-makers and designers from diverse communities; studying the materials, processes and meanings of these artists. Using sketchbooks – documenting and trying out different ideas and media; evaluating and evolving the children’s artwork.

KSM ART & DESIGN POJECTS– Kapow Primary

YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
Drawing – Exploring line and shape Claude Monet – Painting Lillies Painting and mixed media – Colour Splash Sculpture and 3D – Paper play Craft and design – Woven wonders Andy Goldsworthy – Collage Drawing – Understanding tone and texture Painting and mixed media – Life in Colour Sculpture & 3D – Clay Houses Craft & Design – Map it out Andy Warhol – Ice-cream	Drawing – Developing drawing skills Painting and mixed media – Prehistoric painting Scarecrows Sculpture and 3D – Abstract shape and space Celtic Heads and Crosses Craft and design – Ancient Scrolls Viking Jewellery Drawing – Exploring tone, texture and proportion Painting and mixed media – Light and dark Sculpture and 3 D – Mega materials Highland Cows Craft and design – Fabric of Nature	Drawing – Depth, emotion and movement Painting and mixed media – Portraits Papier Mache Mexican Bowls Sculpture and 3D – Interactive installation Georgia O’Keefe – Poppies Craft and design – Architecture Tie Dye Drawing – Expressing ideas Painting and mixed media – Artist study Greek Masks Sculpture and 3D – Making memories Tower of London Drawing – Exploring tone, texture and proportion Street Art – Banksy

ART & DESIGN SUBSTANTIVE KNOWLEDGE AND SKILLS (Kapow Primary)

YEARS 1 & 2 - YEAR A				
	Drawing – Exploring line and shape	Painting and mixed media – Colour Splash	Sculpture and 3D – Paper play	Craft and design – Woven wonders
UNIT OUTCOMES	- Identify that some shapes are organic. - Connect lines to create shapes. - Use and recognise different types of lines when drawing shapes. - Identify basic shapes in everyday objects and artwork. - Talk about what they like or dislike in a piece of artwork. - Use shapes to draw a face. - Use different pressures to make a colour lighter or darker. - Choose lines and shapes inspired by Brianna McCarthy’s artwork.	- Name the primary colours. - Explore coloured materials to mix secondary colours. - Mix primary colours to make secondary colours. - Apply paint consistently to their printing materials to achieve a print. - Use a range of colours when printing. - Mix five different shades of a secondary colour. - Decorate their hands using a variety of patterns. - Mix secondary colours with confidence to paint a plate. - Describe their finished plates.	- Roll paper tubes and attach them to a base securely. - Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. - Shape paper strips in a variety of ways to make 3D drawings. - Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. - Create a tree of life sculpture that includes several different techniques for shaping paper. - Considered how to add detail by adding pattern or decoration to their paper shapes. - Work successfully with others, sustaining effort over time. - Explore different tools to paint a sculpture for good coverage and to create a metal surface effect.	- Give an opinion about whether an activity counts as ‘art’. - Listen attentively to a visitor describing their creative interests. - Draw and talk about a remembered experience of making something creative. - Independently choose and measure lengths of wool and join wool sections together. - Adjust their wrapping technique if something doesn’t work well. - Show that they are selecting colours thoughtfully. - Be open to trying out a new skill. - Show that they are choosing materials based on colour, thickness and flexibility. - Show resilience and keep going when things don’t go right the first time. - Join in with looking for key features of Cecilia Vicuña’s work (knots, plaits, weaving etc). - Weave with paper, achieving a mostly accurate pattern of alternating strips. - Describe their own weaving and compare it to Vicuna’s artwork. - Attach things securely to their box loom. - Remember the process needed for weaving and attach some elements in this way. - Discuss the choices they make and what they like about their finished work.
GENERATING IDEAS	Explore their own ideas using a range of media.	Explore their own ideas using a range of media.	Explore their own ideas using a range of media.	Explore their own ideas using a range of media.
USING STETCHBOOKS	Use sketchbooks to explore ideas.	Use sketchbooks to explore ideas.	Use sketchbooks to explore ideas.	Use sketchbooks to explore ideas.
MAKING SKILLS	- Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. - Noticing 2D shapes within objects and how they can be used to form the ‘bones’ of a drawing. - Drawing and combining geometric shapes. - Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. - Recognising that applying more pressure when drawing or colouring, gives a darker tone. - Creating an area with a single, consistent tone when colouring/shading. - Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. Formal Elements Shape: Know a range of common shapes so they can identify and use them in their artwork. Line: Know using different tools or using the same tool in different ways can create different types of lines. Pattern: Know lines can create patterns like zig zags and wavy lines. Texture: Know different tools, and how they are used, create different types of marks. Tone: Know changing pressure when drawing can create light and dark tones. Space: Know they can arrange parts of a familiar subject so their artwork looks recognisable.	- How to combine primary-coloured materials to make secondary colours. - How to mix secondary colours in paint. - How to choose suitable sized paint brushes. - How to clean a paintbrush to change colours. - How to print with objects, applying a suitable layer of paint to the printing surface. - How to overlap paint to mix new colours. - How to use blowing to create a paint effect. - How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. Formal Elements Colour: Know primary colours can be mixed to make secondary colours: - Red + yellow = orange - Yellow + blue = green - Blue + red = purple Shape: Know a range of common shapes so they can identify and use them in their artwork. Line: Know that using different tools or using the same tool in different ways can create different types of lines. Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. Texture: Know that different tools, and how they are used, create different types of marks. Tone: Know that there are many different shades (or ‘hues’) of the same colour. Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.	- How to roll and fold paper. - How to cut shapes from paper and card. - How to cut and glue paper to make 3D structures. - How to decide the best way to glue something. - How to create a variety of shapes in paper, eg spiral, zig-zag. - How to make larger structures using newspaper rolls. Formal Elements Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know a range of common shapes so they can identify and use them in their artwork. Shape: Know paper can be shaped by cutting and folding it. Space: Know they can arrange parts of a familiar subject so their artwork looks recognisable.	- What materials can be cut, knotted, threaded or plaited. - How to wrap objects/shapes with wool. - How to measure a length. - How to tie a knot, thread and plait. - How to make a box loom. - How to join using knots. - How to weave with paper on a paper loom. - How to weave using a combination of materials. Formal Elements Form: Know that three dimensional art is called sculpture.
	- Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect. - Develop observational skills to look more closely.	- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect.	- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Explore and analyse a wider variety of ways to join and fix materials in place.	- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect. - Explore and analyse a wider variety of ways to join and fix materials in place.

KNOWLEDGE OF ARTISTS	- Some artists are influenced by things happening around them. - Sometimes artists concentrate on how they are making something rather than what they make. - Artists living in different places at different times can be inspired by similar ideas or stories. - Artists choose materials that suit what they want to make or draw.		- Some artists are influenced by things happening around them. - Artists living in different places at different times can be inspired by similar ideas or stories. - Artists choose materials that suit what they want to make.	- Some artists are influenced by things happening around them. - Sometimes artists concentrate on how they are making something rather than what they make. - Artists can use everyday materials that have been thrown away to make art. - Artists choose materials that suit what they want to make.
	Understand how artists choose materials based on their properties in order to achieve certain effects.			Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.
EVAULATING & ANALYSING	- Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates.	- Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates.	- Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates.	- Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates. - Craft is making something creative and useful.
	- Describe and compare features of their own and others’ artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	- Describe and compare features of their own and others’ artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	- Describe and compare features of their own and others’ artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	- Describe and compare features of their own and others’ artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

YEARS 1 & 2 - YEAR B				
	Drawing – Understanding tone and texture	Painting and mixed media – Life in Colour	Sculpture & 3D – Clay Houses	Craft & Design – Map it out
UNIT OUTCOMES	- Experiment with a range of materials to create marks and tones. - Use different pressures and control to make different marks. - Describe the texture of objects. - Identify how artists use tone. - Control shading to show tone. - Sketch simple shapes lightly so that changes can be made. - Refine a drawing by building up the outline of an object. - Pose to show a clear expression and head position to create a photograph.	- Name the primary and secondary colours. - Talk about the colour changes they notice and make predictions about what will happen when two colours mix. - Describe the colours and textures they see. - Try different tools to recreate a texture and decide which tool works best. - Show they can identify different textures in a collaged artwork. - Apply their knowledge of colour mixing to match colours effectively. - Choose collage materials based on colour and texture. - Talk about their ideas for an overall collage. - Try different arrangements of materials, including overlapping shapes. - Give likes and dislikes about their work and others’. - Describe ideas for developing their collages. - Choose materials and tools after trying them out.	- Roll paper tubes and attach them to a base securely. - Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. - Shape paper strips in a variety of ways to make 3D drawings. - Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. - Create a tree of life sculpture that includes several different techniques for shaping paper. - Considered how to add detail by adding pattern or decoration to their paper shapes. - Work successfully with others, sustaining effort over time. - Explore different tools to paint a sculpture for good coverage and to create a metal surface effect.	- Give an opinion about whether an activity counts as ‘art’. - Listen attentively to a visitor describing their creative interests. - Draw and talk about a remembered experience of making something creative. - Independently choose and measure lengths of wool and join wool sections together. - Adjust their wrapping technique if something doesn’t work well. - Show that they are selecting colours thoughtfully. - Be open to trying out a new skill. - Show that they are choosing materials based on colour, thickness and flexibility. - Show resilience and keep going when things don’t go right the first time. - Join in with looking for key features of Cecilia Vicuña’s work (knots, plaits, weaving etc). - Weave with paper, achieving a mostly accurate pattern of alternating strips. - Describe their own weaving and compare it to Vicuna’s artwork. - Attach things securely to their box loom. - Remember the process needed for weaving and attach some elements in this way. - Discuss the choices they make and what they like about their finished work.
GENERATING IDEAS	Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Explore their own ideas using a range of media.	Explore their own ideas using a range of media.
USING STETCHBOOKS	- Experimenting in sketchbooks, using drawing to record ideas. - Using sketchbooks to help make decisions about what to try out next.		Use sketchbooks to explore ideas.	Use sketchbooks to explore ideas.

MAKING SKILLS	- Using and describing more complex lines and marks that might begin to reflect texture, e.g. overlapping, varying speed and varying pressure. - Recognising that shapes and marks can be refined rather than accepting the first attempt. - Composing more complex drawings by combining shapes. - Using shading to show light and dark areas. - Using the same tool to colour/shade different tones by adjusting pressure. - Developing spatial order by recognising objects in proportional relationship to each other, e.g. flowers are smaller than people. Formal Elements Shape: Shapes can be organic (natural) and irregular. Shape: Patterns can be made using shapes. Shape: Objects can be recreated by identifying and combining basic shapes. Line: Lines can be used to fill shapes, to make outlines and to add detail, pattern and texture. Pattern: Patterns can be used to create texture. Texture: Texture means ‘what something feels like.’ Texture: Different marks can be used to represent the textures of objects. Space: ‘Composition’ means how things are arranged on the page. Space: Thinking about the relative size of different parts helps their artwork look balanced and recognisable.	- How to mix a variety of shades of a secondary colour. - How to make choices about amounts of paint to use when mixing a particular colour. - How to match colours seen around them. - How to create texture using different painting tools. - How to make textured paper to use in a collage. - How to choose and shape collage materials eg cutting, tearing. - How to compose a collage, arranging and overlapping pieces for contrast and effect. - How to add painted detail to a collage to enhance/improve it. Formal Elements Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colour: Colours can be mixed to ‘match’ real life objects or to create things from your imagination. Shape: Collage materials can be shaped to represent shapes in an image. Shape: Objects can be recreated by identifying and combining basic shapes. Pattern: Patterns can be used to add detail to an artwork. Texture: Collage materials can be chosen to represent real-life textures. Texture: Collage materials can be overlapped and overlaid to add texture. Texture: Painting tools can create varied textures in paint. Tone: Different amounts of paint and water can be used to mix hues of secondary colours. Space: ‘Composition’ means how things are arranged on the page.	- How to roll and fold paper. - How to cut shapes from paper and card. - How to cut and glue paper to make 3D structures. - How to decide the best way to glue something. - How to create a variety of shapes in paper, eg spiral, zig-zag. - How to make larger structures using newspaper rolls. Formal Elements Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know a range of common shapes so they can identify and use them in their artwork. Shape: Know paper can be shaped by cutting and folding it. Space: Know they can arrange parts of a familiar subject so their artwork looks recognisable.	- What materials can be cut, knotted, threaded or plaited. - How to wrap objects/shapes with wool. - How to measure a length. - How to tie a knot, thread and plait. - How to make a box loom. - How to join using knots. - How to weave with paper on a paper loom. - How to weave using a combination of materials. Formal Elements Form: Know that three dimensional art is called sculpture.
	- Demonstrating increased control with a greater range of media. - Making choices about which materials and techniques to use to create an effect. - Developing observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	- Further demonstrate increased control with a greater range of media. - Make choices about which materials and techniques to use to create an effect. - Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. - Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Explore and analyse a wider variety of ways to join and fix materials in place.	- Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. - Make choices about which materials to use to create an effect. - Explore and analyse a wider variety of ways to join and fix materials in place.
KNOWLEDGE OF ARTISTS	- Some artists create art to make people aware of good and bad things happening in the world around them. - Artists use line and tone to show how people feel.	- Some artists create art to make people aware of good and bad things happening in the world around them. - Art can be figurative or abstract. - Artists try out different combinations of collage materials to create the effect they want.	- Some artists are influenced by things happening around them. - Artists living in different places at different times can be inspired by similar ideas or stories. - Artists choose materials that suit what they want to make.	- Some artists are influenced by things happening around them. - Sometimes artists concentrate on how they are making something rather than what they make. - Artists can use everyday materials that have been thrown away to make art. - Artists choose materials that suit what they want to make.
	Applying their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	- Talk about art they have seen using some appropriate subject vocabulary. - Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.		Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.
EVAULATING & ANALYSING	- People make art to share their feelings. - People make art to explore an idea in different ways.	- People use art to tell stories. - People make art about things that are important to them. - People make art to share their feelings. - People make art to help others understand something.	- Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates.	- Art is made in different ways. - Art is made by all different kinds of people. - An artist is someone who creates. - Craft is making something creative and useful.
	- Explaining their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. - Beginning to talk about how they could improve their own work. - Talking about how art is made.	- Explain their ideas and opinions about their own and others’ artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. - Begin to talk about how they could improve their own work. - Talk about how art is made.	- Describe and compare features of their own and others’ artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	- Describe and compare features of their own and others’ artwork. - Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

YEARS 3 & 4 – YEAR A				
	Drawing – Developing drawing skills	Painting and mixed media – Prehistoric painting	Sculpture and 3D – Abstract shape and space	Craft and design – Ancient Scrolls
UNIT OUTCOMES	- Use their observation skills to describe specific shapes, textures or patterns in objects. - Shade with a reasonable degree of accuracy and skill following the four shading rules. - Use mark marking to show texture and details. - Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. - Apply shading skills to show areas of light and dark (tone). - Apply line, shape and tone with digital tools. - Save and present digital artwork. - Use materials to create a design inspired by The Sun	- Recognise the processes involved in creating prehistoric art. - Explain approximately how many years ago prehistoric art was produced. - Use simple shapes to build initial sketches. - Create a large scale copy of a small sketch. - Use charcoal to recreate the style of cave artists. - Demonstrate good understanding of colour mixing with natural pigments. - Discuss the differences between prehistoric and modern paint. - Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. - Successfully make positive and negative handprints in a range of colours. - Apply their knowledge of colour mixing to make natural colours.	- Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. - Make a structure that holds its 3D shape. - Explain in simple terms the difference between 2D and 3D art. - Combine shapes together to make an interesting free-standing sculpture. - Try out more than one way to create joins between shapes. - Identify familiar 2D shapes in photographs. - Identify shapes in the negative space between objects. - Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. - Plan an abstract sculpture based on play equipment. - Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). - Choose appropriate methods for joining elements in their sculptures. - Show that they have thought about how to improve their sculptures and made choices about what to add. - Work cooperatively in pairs to add detail to their artwork.	- Recognise and discuss the importance of Ancient Egyptian art. - Consider the suitability of a surface for drawing. - Record colours, patterns and shapes through observational drawing. - Choose and use tools and materials confidently. - Begin to experiment with drawing techniques. - Create a selection of sketches that show idea exploration. - Produce a final design with a clear purpose. - Follow instructions with minimal support. - Discuss and evaluate the process and outcome of their work. - Produce a complete painted or drawn piece from a design idea. - Use colours and materials appropriately, showing an understanding of effective composition. - Have a clear idea of the subject of their zine, including a range of images and information.
GENERATING IDEAS	Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.	Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.	Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.	Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process.
USING STETCHBOOKS	Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.		Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
MAKING SKILLS	- Use and apply more complex lines and marks to represent texture, tone, pattern, etc, and describe their qualities, e.g. thick and thin. - Recognise more organic shapes within objects. - Attempt to draw 3D forms using line and shape. - Place tonal shading by experimenting and recognising how it can help to show that a shape has form. - Sketch out an idea or composition using short, fast, light strokes and 2D shapes. Formal Elements Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Combining more complex lines and marks can represent texture, tones and patterns. - Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: That ‘tone’ in art means ‘light and dark’. Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Tone: Shading creates different tones in artwork by changing the applied pressure. Tone: Shading helps make drawn objects look realistic by giving them form (dimension).	- How to use simple shapes to scale up a drawing to make it bigger. - How to make a cave wall surface. - How to paint on a rough surface. - How to make a negative and positive image. - How to create a textured background using charcoal and chalk. - How to use natural objects to make tools to paint with. - How to make natural paints using natural materials. - How to create different textures using different parts of a brush. - How to use colour mixing to make natural colours. Formal Elements Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Shape: Negative shapes show the space around and between objects. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: Shading creates different tones in artwork by changing the applied pressure. Tone: Shading helps make drawn objects look realistic by giving them form (dimension).	- How to join 2D shapes to make a 3D form. - How to join larger pieces of materials, exploring what gives 3D shapes stability. - How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. - How to identify and draw negative spaces. - How to plan a sculpture by drawing. - How to choose materials to scale up an idea. - How to create different joins in card eg. slot, tabs, wrapping. - How to add surface detail to a sculpture using colour or texture. - How to display sculpture. Formal Elements Colour: Using light and dark colours next to each other creates contrast. Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Form: Organic forms can be abstract. Shape: Negative shapes show the space around and between objects. Shape: Artists can focus on shapes when making abstract art.	- Know that layering materials in opposite directions make the handmade paper stronger. - How to use a sketchbook to research a subject using different techniques and materials to present ideas. - How to construct a new paper material using paper, water and glue - How to use symbols to reflect both literal and figurative ideas. - How to produce and select an effective final design. - How to make a scroll. - How to make a zine. - How to use a zine to present information. Formal Elements - Line: Combining more complex lines and marks can represent texture, tones and patterns. - Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin).
	- Confidently using a range of materials and tools, selecting and using these appropriately with more independence. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form.	- Confidently use a range of materials and tools, selecting and using these appropriately with more independence. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose.	- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion

KNOWLEDGE OF ARTISTS	- Artists experiment with different tools and materials to create texture. - Artists can work in more than one medium.	- Art from the past can give us clues about what it was like to live at that time. - Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists experiment with different tools and materials to create texture. - Artists make decisions about how their work will be displayed.	Artists make decisions about how their work will be displayed.	- Art from the past can give us clues about what it was like to live at that time. - The meanings we take from art made in the past are influenced by our own ideas. - Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists can work in more than one medium.
		- Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. - Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.	Consider how to display artwork, understanding how artists consider their viewers and the impact on them.	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.
EVAULATING & ANALYSING	- Artists make art in more than one way. - There are no rules about what art must be. - Art can be purely decorative or it can have a purpose. - People make art for fun and to make the world a nicer place to be. - People make art to explore big ideas, like death or nature.	- Artists make art in more than one way. - People use art to tell stories and communicate. - People use art to help explain or teach things. - One artwork can have several meanings.	- Artists make art in more than one way. - There are no rules about what art must be. - Art can be purely decorative, or it can have a purpose. - People use art to tell stories and communicate. - People make art for fun and to make the world a nicer place to be.	- Art can be purely decorative or it can have a purpose. - People use art to tell stories and communicate. - People can make art to express their views or beliefs. - People use art to help explain or teach things. - People make art to explore big ideas, like death or nature. - One artwork can have several meanings.
	Confidently explaining their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.	- Confidently explain their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. - Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.	- Confidently explain their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. - Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate. - Begin to carry out a problem-solving process and make changes to improve their work.	- Confidently explain their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. - Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.

YEARS 3 & 4 – YEAR B				
	Drawing – Exploring tone, texture and proportion	Painting and mixed media – Light and dark	Sculpture and 3 D – Mega materials	Craft and design – Fabric of Nature
UNIT OUTCOMES	- Create a three-dimensional effect by using contrasting tones to show light and dark. - Combine lines and marks to represent different textures. - Use lines and marks in different ways to represent dark and light areas (tone). - Comparing the sizes of different objects to draw them in proportion. - Represent the size of one object relative to another. - Consider where to place each element thinking carefully about the space. - Show texture in the collage. - Use the impasto technique to create textured effects.	- Share their ideas about a painting. - Describe the difference between a tint and a shade. - Mix tints and shades by adding black or white paint. - Discuss their real-life experiences of how colours can appear different. - Use tints and shades to paint an object in 3D. - Try different arrangements of objects for a composition, explaining their decisions. - Produce a clear sketch that reflects the arrangement of their objects. - Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. - Paint with care and control to make a still life with recognisable objects.	- Try drawing in an unfamiliar way and take risks in their work. - Use familiar shapes to create simple 3D drawings and describe the shapes they use. - Draw a simple design with consideration for how its shape could be cut from soap. - Transfer a drawn idea successfully to a soap carving. - Make informed choices about their use of tools. - Successfully bend wire to follow a simple template, adding details for stability and aesthetics. - Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. - Show they are considering alternative ways to display their sculpture when photographing it. - Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. - Describe how their work has been influenced by the work of El Anatsui.	- Describe objects, images and sounds with relevant subject vocabulary. - Create drawings that replicate a selected image. - Select imagery and colours to create a mood board with a defined theme and colour palette. - Complete four drawings, created with confident use of materials and tools to add colour. - Understand the work of William Morris, using subject vocabulary to describe his work and style. - Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. - Identify and explain where a pattern repeats. - Follow instructions to create a repeating pattern, adding extra detail. - Understand different methods of creating printed fabric in creative industries. - Use sketchbooks to evaluate patterns. - Produce ideas to illustrate products using their designs.
GENERATING IDEAS	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
USING STETCHBOOKS	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.	Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.

MAKING SKILLS	• Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. • Represent geometric 3D shapes more accurately and begin to include organic forms. • Use a more diverse range of marks to convey a subject’s form. • Combine lines and marks to create light and dark areas of a drawing. • The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object’s form with tonal shading, highlighting the presence and absence of light. • Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. • Sketch to plan the placement of their composition elements for visual effect. • Draw more accurately in relative size/proportion. • Recognise whether something is in the foreground or background of a composition and how size can show distance. Formal Elements • Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. • Shape: How to use basic shapes to form more complex shapes and patterns. • Line: Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. • Texture: Complex marks can represent the textures and qualities of different surfaces. • Tone: Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. • Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork. • Space: Objects can appear in the foreground or background and size can be used to show distance.	• How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. Formal Elements • Colour: Adding black to a colour creates a shade. • Colour: Adding white to a colour creates a tint. • Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. • Texture: Complex marks can represent the textures and qualities of different surfaces. • Tone: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. • Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork.	• How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. • How to use their arm to draw 3D objects on a large scale. • How to sculpt soap from a drawn design. • How to smooth the surface of soap using water when carving. • How to join wire to make shapes by twisting and looping pieces together. • How to create a neat line in the wire by cutting and twisting the end onto the main piece. • How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • How to try out different ways to display a 3D piece and choose the most effective. Formal Elements • Form: Know that simple 3D forms can be made by creating layers, by folding and rolling materials. • Shape: Know how to use basic shapes to form more complex shapes and patterns. • Tone: Know tone can create contrast between light and dark, adding shadows and highlights to an artwork.	• To know that a mood board is a visual collection which aims to convey a general feeling or idea. • To know that batik is a traditional fabric decoration technique that uses hot wax. • How to select imagery and use it as inspiration for a design project. • How to make a mood board. • How to recognise a theme and develop colour palettes using selected imagery and drawings. • How to draw small sections of one image to focus on colours and texture. • How to develop observational drawings into shapes and patterns for design. • How to transfer a design using a tracing method. • How to make a repeating pattern tile using cut and torn paper shapes. • How to use glue as an alternative batik technique to create patterns on fabric. • How to use materials, like glue, in different ways depending on the desired effect. • How to paint on fabric. • How to wash fabric to remove glue to finish a decorative fabric piece. Formal Elements • Shape: How to use basic shapes to form more complex shapes and patterns. • Pattern: Patterns can be irregular and change in ways you wouldn’t expect. • Texture: Complex marks can represent the textures and qualities of different surfaces
	• Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. • Using growing knowledge of different materials, combining media for effect. • Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use more complex techniques to shape and join materials, such as carving and modelling wire.	• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Use growing knowledge of different materials, combining media for effect. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
KNOWLEDGE OF ARTISTS	• Artists use drawing to plan ideas for work in different media.		• Art can communicate powerful statements about right and wrong. • Artists can choose particular materials to communicate a message.	• Designers can make beautiful things to try and improve people’s everyday lives. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media.
	• Using subject vocabulary confidently to describe and compare creative works.	• Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make.	• Use subject vocabulary confidently to describe and compare creative works. • Understand how artists use art to convey messages through the choices they make.	• Use subject vocabulary confidently to describe and compare creative works. • Work as a professional designer does by collating ideas to generate a theme.
EVAULATING & ANALYSING	• Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Artworks can fit more than one genre. • Artists evaluate what they make, and talking about art is one way to do this.	• Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work.	• Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. • Artists make work to explore right and wrong and to communicate their own beliefs. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work.	• Artists make choices about what, how and where they create art. • Art can be created to make money; being an artist is a job for some people. • Art, craft and design affect the lives of people who see or use something that has been created • Artists evaluate what they make, and talking about art is one way to do this.

	- Using more complex vocabulary when discussing their own and others’ art. - Evaluating their work more regularly and independently during the planning and making process.	- Use more complex vocabulary when discussing their own and others’ art. - Discuss art, considering how it can affect the lives of the viewers or users of the piece. - Evaluate their work more regularly and independently during the planning and making process.	- Use more complex vocabulary when discussing their own and others’ art. - Discuss art, considering how it can affect the lives of the viewers or users of the piece.	- Use more complex vocabulary when discussing their own and others’ art. - Evaluate their work more regularly and independently during the planning and making process.
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YEARS 5 & 6 – YEAR A				
	Drawing – Depth, emotion and movement	Painting and mixed media – Portraits	Sculpture and 3D – Interactive installation	Craft and design – Architecture
UNIT OUTCOMES	- Use various types of lines to emphasise emotion or draw attention. - Describe how artists have shown emotion. - Describe how artists have created an effective composition using a focal point and balance. - Use colour and line to convey emotion or movement in their sketch. - Design a print, considering the composition carefully. - Use a combination of marks to create tone and depth. - Describe how artists use tone to show depth in their artwork. - Create an effective printing plate. - Reflect and improve their sketchbook experiments and final work.	- Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. - Try a variety of materials and compositions for the backgrounds of their drawings. - Communicate to their partner what kind of photo portrait they want. - Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. - Create a successful print. - Use some Art vocabulary to talk about and compare portraits. - Identify key facts using a website as a reference. - Explain their opinion of an artwork. - Experiment with materials and techniques when adapting their photo portraits. - Create a self-portrait that aims to represent something about them. - Show they have considered the effect created by their choice of materials and composition in their final piece.	- Group images together, explaining their choices. - Answer questions about a chosen installation thoughtfully and generate their own questions. - Show that they understand what installation art means. - Justify their opinions of installation artworks. - Evaluate their box designs, considering how they might appear as full-sized spaces. - Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. - Create an installation plan, model or space. - Describe their creations and the changes they made as they worked. - Describe how their space conveys a particular message or theme. - Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. - Show they have considered options for how to display their installation best e.g. lighting effects. - Present information about their installation clearly in the chosen format. - Justify choices made, explaining how they improve the viewer experience or make it interactive	- Sketch a house from first-hand or second-hand observation. - Use basic shapes to place key features and form the composition, measuring to work out proportions. - Notice small details to incorporate into the drawing by observing. - Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. - Follow steps to create a print with clear lines, with some smudging. - Purposefully evaluate their work, demonstrating what went well and what could be improved. - Create a building design based on a theme or set purpose. - Draw a plan view or front elevation of their building, annotating the key features. - Discuss Hundertwasser’s work and recognise his style. - Create a factual presentation about Hundertwasser in a visually pleasing way. - Show understanding of what a monument is for by designing a monument that symbolises a person or event. - Describe their monument and explain their choices. - Give constructive feedback to others about their monument designs
GENERATING IDEAS	- Developing ideas more independently from their own research. - Exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.
USING STETCHBOOKS	Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

MAKING SKILLS	• Use lines and marks in a creative way that might look more expressive and gestural, e.g. showing the essence of movement or emotion. • Capture the essence of a subject through lines and marks rather than precise form, e.g. communicating emotion or emphasising certain elements of a composition. • Describe the quality of lines, including identifying the movement conveyed by different lines, e.g. sweeping lines to suggest a flowing motion, sharp to suggest speed. • Identify qualities and techniques that resonate and begin to develop personal style and preferences. • Refine tonal shading to show greater graduations in tone. • Blend to smooth transitions in tone. • Use shading techniques such as cross hatching, to create texture as well as depth. • Use sketching to experiment with ideas, layout and shading. • Consider balance and symmetry / asymmetry in compositions. • Start using size to develop a foreground, midground and background in compositions. Formal elements: • Shape: Shapes can be used to place the key elements in a composition and help to create compositions with depth. • Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. • Line: Lines and marks can be expressive and show movement or emotion. • Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Texture: Different marks can be used to suggest real-world textures and movement. • Tone: ‘Blending’ means transitioning between tones smoothly. • Space: Creating a foreground, middle ground and background creates depth, making artwork look like it has space and distance.	• How to develop a drawing into a painting. • How to create a drawing using text as lines and tone. • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one. • How to combine materials to create an effect. • How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas. Formal elements: • Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • Line: Lines and marks can be expressive and show movement or emotion. • Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Tone: Tone can help show the foreground and background in an artwork.	• How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • How to try out ideas on a small scale to assess their effect. • How to use everyday objects to form a sculpture. • How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • How to try out ideas for making a sculpture interactive. • How to plan an installation proposal, making choices about light, sound and display. Formal elements: • Form: The size and scale of three-dimensional artwork change the effect of the piece. • Shape: Shapes can be used to place the key elements in a composition and help to create compositions with depth. • Space: Creating a foreground, middle-ground and background creates depth, making artwork look like it has space and distance. • Space: An art installation is often a room or environment in which the viewer ‘experiences’ the art all around them.	• To know the steps to make a monoprint when a roller is sufficiently inked. • How to make an observational drawing of a house. • How to use shapes and measuring as methods to draw accurate proportions. • How to select a small section of a drawing to use as a print design. • How to develop drawings further to use as a design for print. • How to design a building that fits a specific brief. • How to draw an idea in the style of an architect that is annotated to explain key features. • How to draw from different views, such as a front or side elevation. • How to use sketchbooks to research and present information about an artist. • How to interpret an idea in into a design for a structure. Formal elements: • Shape: Shapes can be used to place the key elements in a composition and help to create compositions with depth. • Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.
	• Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Creating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Combine a wider range of media, e.g. photography and digital art effects. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. • Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.
KNOWLEDGE OF ARTISTS	• Artists are influenced by what is going on around them; for example, culture, politics and technology. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists can choose their medium to create a particular effect on the viewer.	• Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists use self-portraits to represent important things about themselves. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example, digital imagery, with paint or print.	• Artists are influenced by what is going on around them; for example, culture, politics and technology. • How an artwork is interpreted will depend on the life experiences of the person looking at it. • Artists create works that make us question our beliefs. • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.	• Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists ‘borrow’ ideas and imagery from other times and cultures to create new artworks. • Visual designs can represent big ideas like harmony with nature or peace.
	• Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discussing how artists create work with the intent to create an impact on the viewer.	• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer.	• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer.	• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer.

EVAULATING & ANALYSING	• People make art to express emotion. • People make art to portray ideas about identity.	• People make art to portray ideas about identity. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.	• Sometimes people disagree about whether something can be called ‘art’. • Art doesn’t always last for a long time; it can be temporary. • People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.	• Art, craft and design can be functional and affect human environments and experiences. • People make art to portray ideas about identity. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create.
	• Discussing the processes used by themselves and by other artists and describing the particular outcome achieved. • Considering how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.

YEARS 5 & 6 – YEAR B				
	Drawing – Expressing ideas	Painting and mixed media – Artist study	Sculpture and 3D – Making memories	Drawing – Exploring tone, texture and proportion
UNIT OUTCOMES	• Identify key features of street art and murals. • Discuss the intention and impact of street art. • Use various shading techniques to show texture, tone, form and depth. • Apply one point perspective in their work. • Enlarge a drawing by scaling using an accurately drawn grid. • Show an understanding of perspective, scale and proportion with a level of accuracy across their design. • Choose appropriate materials for their design and explain their choices and intention. • Use space effectively to enhance visual impact of their graffiti tag.	• Understand a narrative and use descriptive language to tell a story. • Suggest ideas for the meaning behind a picture. • Identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in finding their own meaning in a painting. • Use their own art or personal experiences to justify their ideas. • Read a picture well and see beyond the first glance, analysing and evaluating it successfully. • Reflect on personal experiences to convey through their own piece of abstract art. • Contribute to discussions to either the class, group or talk partner. • Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. • Select an appropriate artist. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.	• Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists’ work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development.	• Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects.
GENERATING IDEAS	• Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes.	• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	• Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	• Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.
USING STETCHBOOKS	• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	• Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

MAKING SKILLS	• Explore the expressive qualities of line as part of their iterative process. • Consider the desired line quality in their artwork and thoughtfully choose materials and techniques to best achieve this effect. • Further develop shading techniques by creatively selecting and combining tools and techniques to align with their artistic intentions. • Find a point in the distance to draw from (one-point perspective). • Scale drawings up or down while aiming to keep proportion. Formal Elements • Shape: Elements such as perspective, depth and abstraction can change how shapes appear in a composition. • Tone: Variations in tone can enhance composition and create spatial illusion. • Space: Scaling is a technique for enlarging or reducing an image while keeping the proportions the same. • Space: Using a vanishing point on a horizon can create a sense of distance in their artwork.	• How to use sketchbooks to research and present information. • How to develop ideas into a plan for a final piece. • How to make a personal response to the artwork of another artist. • How to use different methods to analyse artwork such as drama, discussion and questioning. Formal Element • Shape: Elements such as perspective, depth and abstraction can change how shapes appear in a composition. • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Line: How line is used beyond drawing and can be applied to other art forms. • Tone: Variations in tone can enhance composition and create spatial illusion. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.	• How to translate a 2D image into a 3D form. • How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • How to manipulate cardboard to create different textures. • How to make a cardboard relief sculpture. • How to make visual notes to generate ideas for a final piece. • How to translate ideas into sculptural forms. Formal Elements • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: Elements such as perspective, depth and abstraction can change how shapes appear in a composition. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	• Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. • Represent geometric 3D shapes more accurately and begin to include organic forms. • Use a more diverse range of marks to convey a subject’s form. • Combine lines and marks to create light and dark areas of a drawing. • The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object’s form with tonal shading, highlighting the presence and absence of light. • Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. • Sketch to plan the placement of their composition elements for visual effect. • Draw more accurately in relative size/proportion. • Recognise whether something is in the foreground or background of a composition and how size can show distance. Formal Elements • Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. • Shape: How to use basic shapes to form more complex shapes and patterns. • Line: Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. • Texture: Complex marks can represent the textures and qualities of different surfaces. • Tone: Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. • Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork. • Space: Objects can appear in the foreground or background and size can be used to show distance.
	• Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combining materials and techniques appropriately to fit with ideas. • Working in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	• Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. • Combine materials and techniques appropriate to fit with ideas. • Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	• Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. • Using growing knowledge of different materials, combining media for effect. • Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.
KNOWLEDGE OF ARTISTS	• Artists can use symbols in their artwork to convey meaning. • Sometimes artists add extra meaning to what they create by working in places where they don’t have permission to work. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it.	• Artists can use symbols in their artwork to convey meaning. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it. • Artists can use materials to respond to a feeling or idea in an abstract way.	• Artists can use symbols in their artwork to convey meaning. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Artists can use materials to respond to a feeling or idea in an abstract way. • Artists take risks to try out ideas; this can lead to new techniques being developed. • Artists can make work by collecting and combining ready-made objects to create ‘assemblage’.	• Artists use drawing to plan ideas for work in different media.
	• Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.	• Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. • Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	• Using subject vocabulary confidently to describe and compare creative works.

EVAULATING & ANALYSING	• Sometimes people make art to express their views and opinions, which can be political or topical. • Sometime people make art to create reactions. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.	• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art.	• Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics.	• Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Artworks can fit more than one genre. • Artists evaluate what they make, and talking about art is one way to do this.
	• Giving reasoned evaluations of their own and others' work which takes account of context and intention. • Discussing how art is sometimes used to communicate social, political, or environmental views. • Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way. • Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• Give reasoned evaluations of their own and others' work which takes account of context and intention. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics.	• Using more complex vocabulary when discussing their own and others' art. • Evaluating their work more regularly and independently during the planning and making process.