

**St Helens Primary School**  
**Medium Term planning**  
**Art Knowledge and Skills**



**National Curriculum**

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

KS1	Using materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
	Use a range of materials creatively to design and make products.	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Know 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.
KS2	Using Sketchbooks	Drawing, painting and sculpture		Study of Great Artists
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.	Create sketch books to record their observations and use them to review and revisit ideas.	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 about great artists, architects and designers in history.

**EYFS Early Learning Goals-updated 2021**

**Fine Motor Skills ELG** Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

**Expressive Arts and Design Creating with Materials ELG** Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative and Expressive ELG** Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Children follow a child led curriculum

Year A				
<b>KS1 Art End Points (NC):</b>  Can use a range of materials creatively to design and make products.  Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.	Term & topic	Autumn: To infinity and beyond <b>Sculpture</b>	Spring: Where the wild things are <b>Drawing</b>	Summer: Dinosaur Isle <b>Painting</b>
	<b>Outcomes</b>	Papier Mache planet Earth Starry night painting	African mask Sketches of animals	Painting of a sunflower Dinosaur water colours Dinosaur felt
	<b>Key Knowledge</b>	A sculpture is a 2D or 3D form can be made from different materials. Sculptures can be made from natural or man-made materials. Look at artist Carol Roll Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary. A free-standing structure needs a solid or flat base in order to be able to stand. Materials can be joined in a variety of ways e.g. glue, masking tape. Van Gogh's famous paintings included 'Starry Night' 1889. Van Gogh was very interested in the night-time, he used paint to create a swirling effect and yellow paint to make to look as though the moon and stars were glowing.** Creating a colour wash for a background.	Masks are used for celebrations. Masks can be made from many different materials. African masks often are colourful and have a range of patterns on them. Pablo Picasso-inspired by African art/masks A printed pattern is created with a wood block or shape that is repeated. A painted pattern is created by hand. Patterns can be created using lines and shapes. A pattern can be repeated, rotated or reversed Plan mask to develop ideas Sketching lightly will help you to adapt drawings Different materials can be used to sketch e.g. charcoal, different pencil tones, chalks. Know that I can use a range of tools to apply colour. Many tints can be made from one colour, using the primary colours and white	Van Gogh was a Dutch artist who painted portraits and landscapes. He used watercolours and oil paint and is famous for using bright colours and brushstrokes in his work. Van Gogh's brother suggested that he become an artist. He went to art school in brussels and started to learn about drawing. Impressionism is a style of painting that uses dabs of paint and colour with visible brush strokes. Van Gogh became interested in impressionism when he moved to Paris. Van Gogh used bright colours and symbols to show emotions and feelings in his artwork; his style of painting is called 'post- impressionism'. Van Gogh's famous paintings included 'The Potato Eaters' (1885), Sunflowers (1885) Van Gogh made lots of paintings of sunflowers; he chose the colour yellow to represent happiness. Andy Goldsworthy- look through examples of land art for inspiration- beach school project Water colour application-using water and blending
	<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>Science: planets</li> <li>Maths: 3D shapes</li> <li>Science: Materials</li> </ul>	<ul style="list-style-type: none"> <li>Maths: 2D and 3D shapes</li> <li>Geography-animals in Africa</li> </ul>	<ul style="list-style-type: none"> <li>Geography: European countries</li> <li>History: Chronology/art movements</li> <li>Science: Growth of plants</li> </ul>
	<b>Key Skills</b>	Mould papier mache Mould, bend, fold and stick materials Develop tactile skills and modelling through the use of papier mache.. Understand the significance of an artist and form opinions of their work. Applying paint-shades Use log sweeps to create a colour wash. Blending colours Use language to evaluate colours- light/dark	Use a range of techniques to create a mask e.g. drawing, cutting, adding colour Sketch initial ideas to include traditional motifs and patterns. Use observational skills to sketch African animals, patterns, and colours Lightly sketch and shade techniques Use and experiment with mask making initially using paper then different thicknesses/tissue etc Develop language to describe the masks making process and use to describe their own and others' work. Recording experiences and feelings via sketching. Look at drawings and comment thoughtfully. Give details and story to their sketch.	Mix and choose colours for effect Use visible brush strokes and dabs of paint in own work Use the space on a page effectively and consider the shapes of the objects as part of an overall composition. Use drawing and painting to convey a specific feeling. Use the work of a famous artist to inform their own still life and be able to compare similarities and differences with a famous painting and their own work. Creating an outline using different materials-light water mark, pencil, stone etc Use large eyed needles, different thicknesses of thread and different sized running stitches. Use simple appliqué work attaching material shapes to fabric with running stitches. Start to explore other simple stitches - backstitch, cross-stitch.
	<b>Significant artists</b>	<ul style="list-style-type: none"> <li>Vincent Van Gogh: "Starry night" -oil pastels.</li> <li>Carol Roll- paper Mache sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>Edward Saidi Tingatinga- sketching and poster paint African animals.</li> <li>Yannima Pikarli Tommy Watson- aboriginal art.</li> </ul>	<ul style="list-style-type: none"> <li>Andy Goldsworthy-land art (beach school and science-plants links) Weaving- natural materials.</li> <li>Tim Wirth-sand and paint</li> <li>Van Gogh sunflowers (plants science links)-painting</li> <li>Becky Samuelson- local artist St Helens landscape</li> </ul>
	<b>School context</b>	<ul style="list-style-type: none"> <li>Children will explore the sculptures around the school, and their local environment.</li> <li>They will be using recycled materials from school at home (discussing the importance of recycling in community).</li> <li>Well-being day: Crafting activities</li> </ul>	<ul style="list-style-type: none"> <li>Animals found in St Helens-sketches of local creatures</li> <li>Well-being day: Crafting activities, weaving baskets.</li> </ul>	<ul style="list-style-type: none"> <li>Gardening club. Sketching in our school garden.</li> <li>Our local area-Beach school walks-creating Dinosaur land art with materials off the beach.</li> <li>Well-being day: Crafting activities, beach art</li> </ul>

**Year B**

<p><b>KS1 Art End Points (NC):</b></p> <p>Can use a range of materials creatively to design and make products.</p> <p>Can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Is able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Knows about the work of a range of artists, craft makers and designers. Is able to describe the differences and similarities between different practices and disciplines, and is able to make links to their own work.</p>	<b>Term and topic</b>	<b>Autumn: The Queen of Hearts Sculpture</b>	<b>Spring: Adventurers Assemble Drawing and Printing</b>	<b>Summer: Over the Ocean Waves Painting</b>
	<b>Outcomes</b>	Collage of the Queen (Queens hat) Pastel of a place in London-Houses of Parliament	<b>Printed Skyline of New York city buildings</b> <b>Pop art self portrait</b>	<b>Water colour waves picture</b> <b>Whale painting</b> <b>Clay penguin</b>
	<b>Key Knowledge</b>	Discuss how textiles create items – curtains, clothing, decorations Collage techniques Observations are important. Consider anatomy to draw accurate representations of people. Explore pictures of the Queen by different artists- Andy Warhol, Lucian Freud, Dorothy Wilding, Isobel Peachey- compare differences, and similarities Many artists, including Andy Goldsworthy, have ongoing themes and features. Claude Monet is a famous French painter and has painted/used pastels to create difference scenes. Art can represent feelings. Tones can be created by blending primary colours. Art techniques and styles can represent thoughts, as well as feelings.	Different materials can be used for drawing e.g. pencils, charcoal, graphite sticks, cartridge paper, sugar paper, sketchbooks. Observational drawings require careful observation of the subject to create a realistic representation. Drawings can be used to develop initial ideas. Shapes can be represented through drawing. Marks, lines and patterns can be added to drawings for effect. Printing-using lines and blocks of primary colours. Roy Lichtenstein - Pop artist-creating portraits and comparing techniques. A printed pattern is created with a wood block or shape that is repeated. A painted pattern is created by hand. Patterns can be created using lines and shapes. A pattern is repeated, rotated, or reversed.	Drawing techniques and styles can represent thoughts, as well as feelings. Maggi Hambling is a famous artist who painted a range of landscapes inspired by the changing state of waves. Specific primary colours can be mixed to achieve specific secondary and tertiary colours. Varying tones can be created with the use of colour. A piece of art can be composed in stages and ideas can evolve and be developed and represented through use of a range of materials e.g. watercolours. Water makes clay softer and easier to mould, but that too much can make it unworkable. Clay can crack when it dries if it is too thin. Sculptures have been created throughout history. The choice of a material affects what the product will look like and its use. We can sketch with different materials eg pencil and charcoal. I know Wyland is a famous artist who paints sea life and is inspired by the ocean.
	<b>Cross Curricular</b>	<b>History: Queens in history</b> <b>PSHE-colour mood board</b>	<b>Science: Materials*</b> <b>Geography: New York buildings</b>	Geography-costal Science-animals and their habitats
	<b>Key Skills</b>	Explore texture eg crumpling, overlaying, overlapping of materials to create a desired effect Combine materials for colour and sectioning Use any Goldsworthy's land art to inspire own art. Sketching a portrait-improving proportion Applying colour-paint to paper and clay Sketching lightly Using pastels-blending colours. Experiment with colour mixing and use understanding of the colour system, for effect in their own paintings.	Observe carefully when drawing. Exercise control over a variety of drawing tools and media. Explore a range of marks that can be made when drawing and the effects of these. Consider scale of buildings Primary colours Different application of colours-lines, dots, blocks etc Make links between their own work and that of different artists, recognising similarities and differences in the way that artists have represented fruit. Develop language to describe the printing process. Sketch initial printing ideas and develop.	Use clay to create sculptures Create textured pictorial designs using tools. Use scoring and slip to join clay parts together when creating their sculpture. Form and share responses to the work of Maggi Hambling, using this as a stimulus for their own ideas and imagination. Experiment with colour mixing and use understanding of the colour system, for effect in their own paintings. Paint in the style of Maggi Hambling, making and explaining informed choices on their use of chosen media. Sketching-observations I can make tints, shades and tones of colour. Evaluate own and others' work against criteria informed by the work of an established artist. Applying colour-paint to paper and clay
	<b>Significant Artists</b>	<ul style="list-style-type: none"> <li>➢ Claude Monet-pastels of houses of parliament</li> <li>➢ David Best-modern art dominoes fire of London</li> </ul>	<ul style="list-style-type: none"> <li>➢ Roy Lichtenstein- portraits.</li> <li>➢ Esher-tessleations</li> </ul>	<ul style="list-style-type: none"> <li>➢ Maggi Hambling; Stormy seascapes-waves.</li> <li>➢ Andy Goldsworthy-land art (beach school links)</li> <li>➢ Wyland-whale paintings</li> </ul>
	<b>School Context</b>			
<ul style="list-style-type: none"> <li>● Sketching buildings in local area</li> <li>● Create a colour mood board for school display.</li> <li>● Well-being day: Crafting activities</li> </ul>	<ul style="list-style-type: none"> <li>● Children to sketch buildings in St Helens- consider differences/lines etc</li> <li>● Well-being day: Crafting activities</li> </ul>	<ul style="list-style-type: none"> <li>● Refer to children's personal experiences of how light changes through the day and how that makes them feel.</li> <li>● Virtual visits to London art galleries where Turner's work is displayed.</li> <li>● Well-being day: Crafting activities</li> </ul>		

**Year A**

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<p>LKS2 Art Curriculum End Points (NC)</p> <p>Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p>	Term and topic	Autumn: Romans	Spring: Rivers and Mountains focusing on France	Summer: Tudors
	Outcome	Sculpture of a Roman Soldier	Pointillism landmarks	Drawing architecture of a Tudor house
	Key Knowledge	<p>Acquire knowledge of still human form sculpture as a genre, considering the works of Anthony Gormley.</p> <p>Consider sculpture in the context of memorial and know about related works of art including 'Monument to the Women of WWII' by John W Mills and the life-size 'Five Man Tank Crew' by Vivien Mallock.</p> <p>Extend knowledge of the effect of light and shadow on more complex objects)</p> <p>Gain knowledge and awareness of human body proportions and use this to develop accurate representation of the body.</p> <p>To know which materials suit different parts of the artistic process, from the development of initial ideas to the realisation of a 3D body sculpture.</p> <p>Know and select materials according to how appropriate they are for specific purposes within the overall process (including clay for modelling and specific pencils to create shadows and faint outlines)</p> <p>Know where shadows fall on a 3D form and use this to develop own techniques for representing 3D forms with 2D sketches and drawings.</p>	<p>Acquiring knowledge of pointillism landmark drawing, focusing on work by Georges Seurat.</p> <p>Using different methods (cotton buds, pencil, pens, paint) to create a colour wheel using primary colours</p> <p>Using pointillism to create transitions between shades of colours and from one colour to another.</p> <p>Mixing primary colours to form other colours</p> <p>Close observations of landmarks and sketching our own.</p> <p>Colour theory is practical guidance to colour mixing and the effects of a specific colour combination and that this can be applied to creating artwork to create a specific effect.</p> <p>Creating a replica version of Georges Seurat's Eiffel Tower using cotton buds and our knowledge of the colour wheel and how to blend different shades of colour for smooth transitions.</p>	<p>Drawing leads to a range of careers and engineering, designing and architecture require the use of representations of buildings</p> <p>Sir Gilbert Scott, was a prolific English Gothic revival architect, chiefly associated with the design, building and renovation of churches and cathedrals (over 800 buildings were designed or altered by him and he designed St Mary's New Church, as well as St Pancras Renaissance hotel).</p> <p>An elevation drawing enables you to see the front or side of something, providing the change to see everything from other viewpoints.</p> <p>Art and design can be influenced by and representative of different cultures and eras (for example, Celtic and neo-classical design).</p> <p>Scale and elevation are used in interior and exterior building design, in addition to overhead/floor plans.</p>
	Cross Curricular Links	English book - Escape from Pompeii and trip to Brading Roman Villa History - Romans	Geography topic - Rivers and Mountains	History topic - Tudors
	Key Skills	<p>Use an image to sketch the human form in different, still positions considering body proportions.</p> <p>Explore and use different materials and ways of working with them as part of the progression from initial ideas to a 3D body sculpture.</p> <p>Experiment more widely with clay skills (manipulating, rolling, cutting, shaping and measuring)</p> <p>Develop an understanding of the differences between 2D and 3D art forms and reflect on their relevance.</p> <p>Express views on existing sculptures and justifying views, understanding the importance and significance of a sculpture's setting (for example, sculpture in Abney Park Cemetery).</p> <p>Use questions to interpret art: sculpture and surrounding environment - how does it fit in/stand out? where is it located? why there? what message does it convey?</p>	<p>Investigate and explore mark making with paint, using a wider range of tools, consistencies and surfaces.</p> <p>Develop composition as alongside form.</p> <p>Further develop mixing and matching colour skills, using the double primary system.</p> <p>Experiment freely with different approaches to using and applying paint, working from first hand experiences, memory and imagination.</p> <p>Work at different scales for different purposes and articulate ideas and feelings expressed in art.</p>	<p>Develop use of a wide range of marks with varied angle, speed, pressure and sharpness to show line, tone, shape, pattern and texture.</p> <p>Produce and develop observational drawings and drawings from imagination, informed by historical sources, using sketchbooks</p> <p>Make and record observations (noting repeating patterns, angles and proportion) and use these to inform and develop basic architectural designs.</p>
	Significant artists		Georges Seurat.	Gilbert Scott,
	School Context			

Year B					
<p>LKS2 Art Curriculum End Points (NC)</p> <p>Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p>	Term and topic	Autumn: North America / Europe	Spring: Stone Age and Iron Age / Anglo Saxons	Summer: Famous locations in the UK.	
	Outcome	Compare American and European artists	Sculpture of Stone age artefacts	Paint a London (or other significant) skyline	
	Key Knowledge	<p>A variety of materials can be used to create printing art and develop their use of these, experimenting with monoprints between two layers of paper.</p> <p>Different types of paper have different properties that will vary the effect of the paint.</p> <p>Local artists Orla Kiely and Mary Collett, use particular techniques and their work has particular themes.</p>	<p>A figurehead is an ornamental symbol or figure formerly placed on some prominent part of a ship, usually at the bow.</p> <p>A figurehead could be a religious symbol, a national emblem, or a figure symbolising the ship's name.</p> <p>Viking longboat figureheads (often dragons and snakes were) were designed to provoke fear in the spirits of whichever land the Vikings were raiding.</p> <p>Viking figureheads were made of wood and were skilfully carved.</p> <p>Viking figureheads were stylised and the subject was represented in a particular style to emphasise certain features and aspects.</p> <p>A range of images and examples can be used to inform a new design, which can develop and be refined over time.</p> <p>Calving from the clay, rather than sticking on to it, can achieve a stronger model, although slip can be used to join surfaces.*</p> <p>Thinner pieces of clay are more susceptible to damage when the clay dries.</p>	<p>Stephen Wiltshire is a British architectural artist and autistic savant.</p> <p>Wiltshire is known for his ability to draw a landscape from memory, after seeing it just once.</p> <p>Different artists and artistic styles can represent the same subject matter in different ways (focus on a city skyline-London-and variance in style, technique and moos).</p> <p>Different artists use different media</p> <p>Art can be observational or created from imagination and memory. Be inspired by first-hand experiences</p> <p>A piece of art can evolve and source material, gathered using different media, can be referred back to.</p> <p>Using a wide range of marks, with varied angle, speed, pressure and sharpness can effectively show tone, shape, pattern and texture.</p> <p>Different pencils can be used to create different effects and shadows and shade can support the representation of 3D form.</p> <p>That proportion, size and depth are significant in this style of landscape and should be considered with a focus on the foreground, background and middle section of paper.</p> <p>A skyline is an outline of land &amp; buildings defined against the sky.</p>	
	Cross Curricular Links	Topic: Geography- North America/Eurpoe	Topic: History- The Stone Age & The Anglo Saxons	Topic - Famous locations in the UK	
	Key Skills	<p>Compare two different styles of printing and use these to inform own work, explaining choices.</p> <p>Create detailed images from a stimulus, using close observation</p> <p>Choose colours and use understanding of symmetry and correspondence, as well as consideration of the properties of the materials being used, to create a full image using the transfer of a painted image.</p>	<p>Sketch forms and develop an original design, informed by a range of images.</p> <p>Experiment with clay to emphasise aspects of the design and produced a stylised representation.</p> <p>Refine the features of the sculpture using improved mastery of modelling with clay and techniques to create form</p> <p>Develop and show understanding of representing symmetry in a 3D form considering the purpose and style of design.</p> <p>Review own and others designs in the context of a prototype considering the purpose and desired effect.</p>	<p>Making observations - discussion/comparisons/focus on observational drawings and sketches.</p> <p>Discuss and evaluate and compare different artists' representations of skyline and refer these to their own work.</p> <p>Experiment with the use of different media to gather and research samples from which to inform own sketches.</p> <p>Practise sketching by using a wide range of marks with varied angle, speed, pressure and sharpness to show tone, shape, pattern and texture. Shading?</p> <p>Drawn a skyline in proportion, focused on size, depth, use of foreground, background and middle section of paper.</p> <p>Develop and refine images and aspects of a piece of work through a process of ongoing review.</p>	
	Significant artists		<ul style="list-style-type: none"> <li>- Alberto Giacometti</li> <li>- Banksy</li> </ul>	<ul style="list-style-type: none"> <li>- Stephen Wiltshire</li> <li>- Akie Nakata</li> </ul>	
	School Context				





Year A				
UKS2 Art Curriculum End Points (NC)	Term and topic	Autumn Ancient Greece	Spring Amazon RainForest	Summer Mayans
<p>Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	Outcome	Looking at the Human form Drawing and Sculpture 3D form ( Clay)	Colour choice, application and mixing	Textural Mural Collaborative Art
	Key Knowledge	<p>To know that the human form in motion was a source of inspiration for ancient Greek artists and sculptors</p> <p>Study of the classical sculpture 'Discobolus (Discus Thrower)' was created by the ancient Greek sculptor Myron.</p> <p>The Elgin marbles were created under the supervision of the architect and sculptor Phidias</p> <p>Polyclitis was a Greek sculptor who created rules from the proportions of the human body to produce a realistic human form</p> <p>Explore different techniques to sketch a body in motion</p> <p>use sketch books to record different athletic postures in motion</p> <p>to explore different ways of sketching the human form during movement to develop mastery of drawing techniques.</p> <p>Using different medium to draw with eg pencil, felt tip, charcoal, wire, clay</p>	<p>Creating Amazon inspired art . Representations of the forest, the canopy and animals.</p> <p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Considering how to use colour to achieve purpose.</p> <p>Size of paint brush and paper</p>	<p>Mayan Art They used a variety of materials, such as stone, wood, ceramics, jade, and bone to <b>decorate their buildings and to make objects that were either sacred or served a specific function (such as storing water)</b>. Some of the most striking works of art are the Maya's portraits of themselves</p>
	Cross Curricular Links	History Greeks. ELJs are books inspired by study of ancient Greece. Science the study of human anatomy	Geography topic The Amazon Rainforest. ELJs are linked to Rainforest eg Journey to the River Sea and the EXplorer balanced with picture non fiction books about the Amazon.	History topic The Mayans ELJs are linked to Mayan topic. Transition to Secondary school. Year 6 leaving a mark behind...

<p>(for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of great artists, architects and designers in history.</p>	<p><b>Key Skills</b></p>	<p>To explore different ways of sketching the human form during movement to develop mastery of drawing techniques</p> <p>Develop increased control of drawing tools and a greater understanding of their potential to achieve specific effects.</p> <p>Investigate and develop practical skills.</p> <p>Explore different functions of drawing.</p> <p>Draw from memory imagination experimenting in sketchbooks.</p> <p>Use drawing as a starting point</p>	<p>Understand how to mix acrylic paint.</p> <p>Create secondary and tertiary colours</p> <p>Add texture to paint. ( Tache methods)</p> <p>Understand how brush strokes can be used for effect.</p> <p>Experiment with painting for mood.</p> <p>Use colour to express moods and feelings.</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p>	<p>Developing embellishment , applique, drawing, sticking, cutting , weaving, layering.</p> <p>Using knowledge of different techniques to express feelings.</p> <p>aim to use junk modelling ; found and constructed materials within design.</p> <p>Work on a larger scale collaboratively.</p>
	<p><b>Significant artists</b></p>	<p>Julien Opi, Anthony Gormley, Leonardo da Vinci, Laura Lancaster ( contemporary) Picasso, Giacometti</p>	<p>Rosseau, Ruth Daniels, (contemporary)John Dyer (contemporary)</p>	<p>David Hockney, Goldsworthy, Molly Williams , Jill Denton, Linda Caverley.</p>
	<p>School Context</p>			

Year B				
UKSZ Art Curriculum End Points (NC)	Term and topic	Autumn: Victorians	Spring: Extreme Environments, Antarctica, Volcanoes Earthquakes	Summer War and Conflict
<p>Has learnt to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Is able to record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Demonstrates improved mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Demonstrates knowledge of</p>	<p><b>Outcome</b></p>	<p>William Morris inspired repeat printing on fabric</p> <p>Drawing skills illustration perspective and use of light.</p>	<p>Acrylic penguins Graphic response</p> <p>Geometric graphic icebergs</p> <p>Colour choice, mixing and application.</p> <p>Volcano collages</p>	<p>Drawing and Sculpture 3D form Collaborative and Larger scale.</p> <p>“Junk Modelling”</p>
	<p><b>Key Knowledge</b></p>	<p>Investigate the work of JMW Turner.</p> <p>A vanishing point can be used to give the impression of depth in a picture.</p> <p>When considering perspective, smaller images in a painting can give the illusion of distance and larger objects can appear closer.</p> <p>The use and portrayal of shade and colour can impact on the mood and expression conveyed by a piece of art.</p> <p>Investigate William Morris</p> <p>Know printing can be done on different materials</p> <p>Evaluate printing techniques</p> <p>Record observations and use them to review and revisit ideas through the use of sketchbooks.</p>	<p>investigate the work of Hokusai- The Great wave of Kanagawa</p> <p>Volcanic Collages Margaret Godfre</p> <p>Collages are artworks created by carefully selected smaller images</p> <p>A montage is a singular image created through the combination of smaller images (including photographs)</p> <p>Graphics</p> <p>To know that varying the colour of the same piece of art can create a contrasting mood and alter the viewer's perception.</p> <p>Graphic art using colour computer generated images.</p> <p>Record observations and use them to review and revisit ideas through the use of sketchbooks.</p> <p>Experiment with different approaches in painting to improve skills.</p>	<p>Drawing anatomy of a horse Gainsborough</p> <p>Horses head sculptures National memorial, Junk Modelling</p> <p>Artistic interpretations of “The Island”</p> <p>Conveying Mood Portraits Julia Margaret Camoron</p> <p>Photography Dimbola Links back to Victorians</p> <p>Use a wide variety of media, selecting and combining them to explore the visual elements (line, tone, texture, pattern and so on).</p> <p>Demonstrate greater awareness of the qualities of materials</p> <p>Develop practical skills, including working on different scales. eg explore Puppetry War Horse National Theatre</p> <p>Develop increased control of painting, drawing and printing tools and a greater understanding of their potential to achieve specific effects</p> <p>Photography computer manipulation of images.</p> <p>Record observations and use them to review and revisit ideas through the use of sketchbooks.</p>

great artists, architects and designers in history.	<b>Cross Curricular Links</b>	Victorians, housing decoration Light in science	Antarctica through ELJ Endurance Extreme environments in geography Science change in materials and their properties.	War Horse in English learning Journey
	<b>Key Skills</b>	Drawing: Perspective introduced as a concept Drawing: Look at the effect of light on an object from different directions Colour Controlling and experimenting particular qualities of tone shade hue and mood. 3D printing polystyrene tiles inspired by William Morris Textiles Printing on fabric	Colour Mixing Using and creating graphical images as opposed to life like images. Understand the difference Develops experience in embellishing, pooling together experiences in texture to complete a piece - applique, drawing, sticking, cutting, paint, weaving, layering etc.	3D skills Shape, form, model and join with confidence. Produce more intricate patterns and textures. Work directly from observation or imagination with confidence. Take into account the properties of media being used. Applies knowledge of different techniques to express feelings. Use found and constructed materials. Work collaboratively on a larger scale.
	<b>Significant artists</b>	William Morris JWM Turner	Hokusai- The Great wave of Kanagawa Volcanic Collages Margaret Godfre	Drawing anatomy of a horse Gainsborough Horses head sculptures National memorial Julia Margaret Cameron Photography
	<b>School Context</b>			
	Landscapes of the Isle of Wight. Link to Turner visiting IOW and painting seascapes		Graphic design spotted in posters , bus stops hoardings, Advertising	Pictorial representations of the IOW