

Sacred Heart Art & Design Intent



Our Art and Design Intent

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Aspects of learning for EYFS planning are taken from 2020 Development Matters and are prerequisite skills for art within the national curriculum. The table below outlines the relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year-Olds and Reception to match the programme of study for art.

Area of Learning	3 and 4 Year Olds Pupils will know how to:	Reception Pupils will know how to:	ELG Pupils will know how to:
Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination, and agility. 	Fine Motor Skills <ul style="list-style-type: none"> 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, paintbrushes, and cutlery. Begin to show accuracy and care when drawing.
Expressive Arts & Design	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. 	<ul style="list-style-type: none"> Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

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TERM IN WHICH EACH UNIT IS TAUGHT			
Year 1	ADVENT 2 Sculpture & 3D: Paper Play <i>(Geog- How Green is Our School)</i> National Curriculum: <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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 	LENT 2 Painting & Mixed Media: Colour Splash <i>(Geog- United Kingdom)</i> Mixing colours related to seasons in the UK Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns on seasonal themes National Curriculum: <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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 	PENTECOST 1 Drawing: Make Your Mark <i>(History- Land Ahoy!)</i> National Curriculum: <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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
Core Knowledge	<ul style="list-style-type: none"> • Know how to shape paper to create a 3D structure. • Know how to join and fix materials in place in different ways. • Know how to join individual paper structures to make a whole sculpture. • Know how to apply paper-shaping skills to make an imaginative structure. 	<ul style="list-style-type: none"> • Know that the primary colours are red, yellow and blue. • Know that primary colours can be mixed to make secondary colours. • Know that a pattern is a design in which shapes, colours or lines are repeated. 	<ul style="list-style-type: none"> • Know that an outline is a joined-up line that shows a 2D shape. • Know that drawing tools can create different marks. • Know that you can draw different types of lines. • Know that texture means 'what something feels like'. • Know that different marks can be used to represent the textures of objects.

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Wider Knowledge	<ul style="list-style-type: none"> Know how the Tree of Life Mythology has inspired artists such as Marco Balich. Know how the Tree of Life Mythology has been interpreted around the world by craft workers, artists, designers and architects. 	<ul style="list-style-type: none"> Know how to apply paint consistently to their printing materials to achieve a print. Know how to mix five different shades of a secondary colour. Know how to make the shade of a colour lighter or darker. 	<ul style="list-style-type: none"> Know that things we see have darker and lighter areas.
Skills	<ul style="list-style-type: none"> Investigate how rolling paper can create 3D structures. Manipulate paper in different ways e.g. folding, curling, scrunching to represent an image. Talk about the work of an artist and imitate their work. Use the work of artists, architects, designers to inspire their own sculpture. Work independently and collaboratively. 	<ul style="list-style-type: none"> Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces. Beginning to explore colour mixing. Selecting colours, shapes and materials to suit ideas and purposes. Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. 	<ul style="list-style-type: none"> Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Developing observational skills to look closely and reflect surface texture through mark-making. Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. Describing and comparing features of their own work and other's art work.
Diversity Links Artist Study	<p>'Tree of Life' by Marco Balich –this is an external website and we do not have control over its content – please check before showing it to the children.</p> <p>Video: Tree of Life Sculpture Still images: Tree of Life Images</p> 	<p>Clarice Cliff female ceramics painter in the 1920s, 30s, 40s This is an external video check content ahead of pupils.</p> <p>Video: Clarice Cliff - Art Deco - English ceramic artist - YouTube</p> 	<p>Zaria Forman documents climate change with pastel drawings. She travels to remote regions of the world to collect images and inspiration for her work, which is exhibited worldwide.</p> <p>Zaria Forman - Maldives'</p> <p>External video check before using with pupils.</p> 

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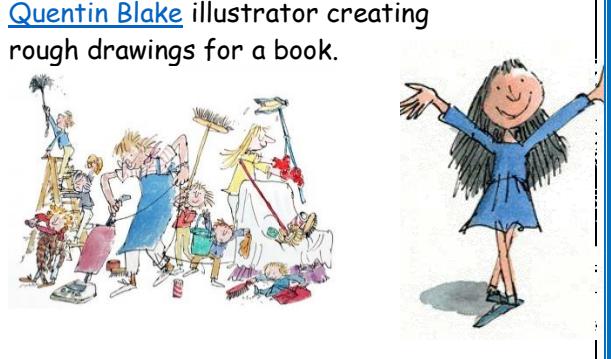
Vocabulary	Fold, scrunch, zig zag, spiral, overlap, curl, roll, sculpture, 3D	Primary, secondary colours, blend, mix, print, shade, hue, space, pattern, shape, texture, thick.	2D shape, 3D shape, abstract, chalk, charcoal, pastel, printing, shade, straight, texture, cross-hatch, diagonal, horizontal, vertical, wavy, dots, form, line, mark making
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<p>Year 2</p> <p style="text-align: center;">LENT 2</p> <p>Painting and mixed media: Life in Colour (Geog- world hot & cold places)</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p style="text-align: center;">Lent 2</p> <p>Sculpture & 3D: Clay pots & Tiles (Geog- Nottingham & Nairobi)</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use modelling & sculpting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using pattern, texture, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p style="text-align: center;">PENTECOST 1</p> <p>Drawing: Tell a Story (History: Heroes)</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
<p>Core Knowledge</p> <ul style="list-style-type: none"> • Know that watercolours can be used by adding the paint to a wet surface or adding paint to a dry surface and blending it with water. • Know that colours can be blended softly by adding both colours to a wet surface to give a watery/fluid appearance. • Know how to create tones of colour using water on watercolour paper or make secondary colours. • Know that layering of translucent materials can create shades of one colour or create secondary colours e.g. tissue paper, cellophane etc 	<ul style="list-style-type: none"> • Know that pieces of clay can be joined using the 'scratch and slip' technique. • Know that a clay surface can be decorated by pressing into it or by joining pieces on. • Know that patterns can be made using shapes. • Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • Know that patterns can be used to add detail to an artwork. 	<ul style="list-style-type: none"> • Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. • Know that patterns can be used to add detail to an artwork. • Know that drawing techniques such as hatching, scribbling, stippling and blending can create surface texture
<p>Wider Knowledge</p> <ul style="list-style-type: none"> • Know that hard edges/lines of paint can be softened by adding water. • Know that artists use a range of colours and tones of colours to represent water in different lights: blue, green, grey, white, purple, lilac etc. • Know that impressionist artists represented how light reflected on water. 	<ul style="list-style-type: none"> • Know that is easier to work with clay in cold conditions than a warm room. 	<ul style="list-style-type: none"> • Know that 'composition' means how things are arranged on the page. • Know how to apply expressions to illustrate character. • Know how to develop illustrations to tell a story.

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Skills	<ul style="list-style-type: none"> • Know how to create a 'wash' using watercolour paper and watercolour paints. • Know how to soften dried lines of paint using water. • Know how to bleed colours by adding to wet watercolour paper. • Know how to remove colour using blotting technique or masking technique. • Know how to apply 2 primary colours to wet paper to create a secondary colour. <p>Use lesson 1 from the Kapow unit 'Life in Colour' as a starting point.</p>	<ul style="list-style-type: none"> • Developing understanding of sculpture to construct and model simple forms. • Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Developing basic skills for shaping and joining clay, including exploring surface texture. • Following a plan for a making process, modifying and correcting things and knowing when to seek advice. • Talking about art they have seen using some appropriate subject vocabulary. • Explaining their ideas and opinions about their own and other's art work, giving reasons. 	<ul style="list-style-type: none"> • Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experiment in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. • Further develop mark-making within a greater range of media, demonstrating increased control. • Develop observational skills to look closely and reflect surface texture through mark-making. • Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form; drawing light/dark lines, patterns and shapes. • Begin to talk about how to improve their own work
Diversity Links Artist Study	<p>Claude Monet created The Waterlilies when he was visually impaired. <u>Waterlilies</u></p> <p>Georgia O'Keefe female artist who championed the role of women in art.</p> 	<p><u>Study of the crafts workers in a Ghanaian village</u> this is an external video always watch before showing children.</p> <p>Ranti Bam British-Nigerian artist Kapow unit Clay Houses lesson 2</p> 	<p>Links to national and international heroes studied from different ethnic backgrounds.</p> <p><u>Quentin Blake</u> illustrator creating rough drawings for a book.</p> 

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Vocabulary	Watercolour, wash, light, secondary colour, shade, blotting, masking, bleed, impressionist	detail, flatten, impress, in relief, join, pinch pot roll, score, shape, slip, smooth, surface, three dimensional, thumb pot, sculptor, sculpture	blending, concertina, cross hatching, lines, mark-making, sketch, stippling, texture, thick, thin emotion, expression, illustrations, illustrator, re-tell, storyboard
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Year 3	ADVENT 1 Painting & Mixed Media: prehistoric cave drawing/painting (Hist- Stone Age) National Curriculum: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example soft metals & modelling clay] about how artists recalled events and successes through art in history from the stone age period 	LENT 1 Craft & Design: Roman Jewellery (History- Romans & Pompeii) National Curriculum: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example soft metals & modelling clay] about great artists and designers in history from the Ancient Roman period. 	PENTECOST 2 Drawing/Craft & Design: Henri Matisse Cut-Outs Artist study French Fauvist artist (Geog-Nottingham & Cote D'Azur) National Curriculum: <ul style="list-style-type: none"> 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 and painting with a range of materials [for example, pencil, paint, digital images] know about great artists, architects and designers in history and how they responded to mood i.e. Matisse cut-outs.
Core Knowledge	<ul style="list-style-type: none"> Know that using light and dark colours next to each other creates contrast. Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. 	<ul style="list-style-type: none"> Know that Ancient Romans wore complex jewellery designs and used a wide range of materials, especially gold, colourful gems and glass beads. Know this craft was inspired by the influence of the different cultures they 	<ul style="list-style-type: none"> Know Henri Matisse was a 19th century French Fauve artist who lived in the South of France. Know Matisse used brightly coloured paper and scissors to cut out shapes, animals, leaves, dancers and flowers and then arrange them in a vibrant way.

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	<ul style="list-style-type: none"> • Know that different drawing tools can create different types of lines. 	<p>invaded and the variety of natural resources available in all the Mediterranean territories under their control.</p> <ul style="list-style-type: none"> • Know that metals would be twisted, engraved or embossed to create a detailed design. • Know that jewels would be added to create detail. 	<ul style="list-style-type: none"> • Know what abstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives. It has form, so it has colours, lines and shapes, but they are not designed to represent living things or actual objects <p>https://www.youtube.com/watch?v=hy4DUpSC22c <u>Tate Modern Meet Matisse</u></p> <p>These are external videos watch them in advance of showing children.</p>
Wider Knowledge	<ul style="list-style-type: none"> • Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. 	<ul style="list-style-type: none"> • Know wealthy men would wear one or several rings, bracelets, collars with pendant and torcs. • Know men's rings were made of gold or electrum, and sometimes their stone shows an intaglio (engraved image or design) that was used to seal important documents with hot wax. • Know Roman women would have collections of different jewellery sets with many luxurious rings, earrings, bracelets and necklaces all worn at the same time. • Know symbols used in Roman jewellery were often animals including snakes, symbols of their gods and beliefs. 	<ul style="list-style-type: none"> • Know that Matisse is famous for his cut outs on canvas but was also a painter and sculptor. • Know the shapes and colours that Matisse used reflect his approach to life and the colourful area of the Cote D'Azur. • Know that Matisse developed this style of art following an illness that led to a disability and him being confined to a wheelchair.
Skills	<ul style="list-style-type: none"> • 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. • Confidently using a range of materials, selecting and using these appropriately with more independence. • Developing drawing through further direct observation, using tonal shading and starting 	<ul style="list-style-type: none"> • Know how to work with flexible air-dry modelling clay • Know how to create a design from a live source e.g. animals, snakes etc • Know how to use tools safely to cut soft metals. • Know how to twist and shape soft metals and foam modelling clay. • Know how to emboss and engrave soft metals. • Know how to add embellishments 	<ul style="list-style-type: none"> • Use sketch books to plan out ideas, shapes and use of space through drawing ahead of cutting. • Annotate sketches with intentions and ideas. • Take inspiration from the work of others. • Use the 'colour wheel' to choose complimentary and contrasting colours to use in art work. • Confidently use scissors to cut along pre-drawn lines and free cutting of shapes without outlines. • Place shapes considering the space between them as much as the shape itself.

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	<ul style="list-style-type: none"> to apply an understanding of shape to communicate form and proportion. Selecting and using a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task. Mixing colours with greater accuracy and beginning to consider how colours can be used expressively. Using mixed media techniques to make different surfaces for painting and drawing. Learning a new making technique (paper making) and applying it as part of their own project. Using subject vocabulary to describe and compare creative works. 	<ul style="list-style-type: none"> Know how to add an attachment to secure the jewellery piece. 	
Diversity Links Artist Study	Cai Guo-Qiang cave art working on rock White Tone video Making of White Tone 	Ivory Bangle Lady Roman Africans in York For Romans skin colour didn't determine your place in society. Know how much of Roman jewelry designs and materials were inspired by the people and cultures of countries they invaded. Across history and today we benefit from other cultures sharing their knowledge, skills and designs. Ancient Rome's jewels, gems and intaglio These are external videos watch them in advance of showing children.	Know that Matisse developed this style of art following an illness that led to a disability and him being confined to a wheelchair. Know that as Matisse also started to lose his sight he had assistants who he directed to place his pieces how he saw them in his mind. His disability didn't prevent him from creating great art, it inspired him to create a new form of art- cut outs. These are external videos watch them in advance of showing children.
Vocabulary	Charcoal, composition, negative image, positive image, pigment, prehistoric, proportion, scaled up Sketch, smudging, texture, tone	Jewellery, ring, torc, bracelet, collar, pendant, precious stone, semi-precious stone, melting , engraving, embossing, design, intaglio	Abstract, form, shape, colour, space, Matisse, cut-outs

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<p>Year 4</p> <p>LENT 1</p> <p>Painting and mixed media: Light & Dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques. (Geog-Water World)</p> <p>National Curriculum Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. 	<p>LENT 2</p> <p>Craft & Designers Anglo Saxon wet felt making (see Kapow unit 'Map it Out' yr 2, lesson 2, 'making felt' video resource) (History- Vikings & Anglo Saxons)</p> <p>National Curriculum Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and felting with a range of materials [for example, pencil, wool fibres, embellishments e.g. beads] • about great artists and designers in history from the Viking period & Kim Soon-Im. 	<p>PENTECOST 2</p> <p>Sculpture & 3D– installation/environmental art Artist study -Andy Goldsworthy (Geog-Blue Planet Water Ecology)</p> <p>National Curriculum Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, natural materials] • about great artists and designers in history- Andy Goldsworthy.
<p>Core Knowledge</p> <ul style="list-style-type: none"> • Know how to apply paint in different ways. • Know how to mix tints and shades of a colour. • Know how to use tints and shades to give a three-dimensional effect when painting. • Know how paint can create different effects. • Know how to apply prior knowledge of colour mixing and painting techniques to create a finished piece. 	<ul style="list-style-type: none"> • Know that felting can be used to create images and be inspired by images e.g. maps, landscapes, seascapes. • Know the wool fibres/felt will shrink as it dries; when creating an image it will need to be larger than the desired final product. • Know that felt is made from layering wool fibres in alternating directions. • Know you need to use an artificial loose woven fabric like net to cover the wool fibres before rolling. 	<ul style="list-style-type: none"> • Know that installation/environmental art is created in response to the environment in which it is created. • Know that installation art is usually large-scale, mixed media constructions designed for a specific place. • Know how to create a piece of art in response to the work of another artist. • Know how to use different effects within an IT paint package.

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		<ul style="list-style-type: none"> • Know how to add hot water and soap to bind the wool fibres. • Know how the rolling process compresses the wool fibres to make felt. • Know that detail can be added to dry felt by stitching, embroidering, adding embellishments e.g. beads, seeds etc 	
Wider Knowledge	<ul style="list-style-type: none"> • Know how to add black to make a colour darker and add white to make a colour lighter. • Know how to use tints and shades of colour to make a painted object appear 3D. • Know how to show light and dark by using tints and shades of colour. • Know what composition and proportion means. 	<ul style="list-style-type: none"> • Know that craft workers in Anglo Saxon and Viking periods made textiles and products involving the felt making process. • Know that wool roving/fibres from sheep is used to make felt. • Know that natural wool fibres were coloured by using the dying process using natural resources available in the environment e.g. berries, leaves, soil, clay etc • Know that colour and detail can be added by using different colours and the twisting and shaping of wool fibres. • Know that wool fibres will move around, change position and shape during the felting process. Know that adding a thin layer of wool fibre over smaller shapes will help to keep them in place. 	<ul style="list-style-type: none"> • Know that Andy Goldsworthy is an environmental artist, sculptor and photographer. • Know that art can be created with natural objects. • Know that photography is a genre of art. • Know that images can be manipulated digitally to enhance or change the final piece. • Know the rule of thirds to take more interesting photographs. <p>Link to Kapow Unit Yr 5 Installation Art</p>
Skills	<ul style="list-style-type: none"> • Describe the differences between paintings using art vocabulary • Add different amounts of black paint to mix shades of a colour • Add different amounts of white paint to mix tints of a colour • Describe the way colours change in different lights • Use just one original colour in a painting and only change it by adding black, white or water • Use a painting tool in a new way • Explain what composition means 	<ul style="list-style-type: none"> • Using hands and tools with confidence when shaping and joining malleable materials. • Responding to a simple design brief with a range of ideas. • Applying skills in arranging and joining a range of materials to include wool fibres, felt and embellishments. • Following a plan for a making process, modifying and correcting things and knowing when to seek advice. • Talking about art they have seen using some appropriate subject vocabulary. 	<ul style="list-style-type: none"> • Choose and use natural materials from the environment to create art. • Locate a site in the environment to display their art. • Use an iPad/camera to take digital images. • Manipulate images digitally to enhance or change the final piece. • Create own work in the style of Andy Goldsworthy. • Create pieces of artwork (flat lay) using natural resources, influenced by Andy Goldsworthy looking at shape, size and colour.

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	<ul style="list-style-type: none"> Choose and arrange objects to create a still-life composition. Select important detail to include in my composition sketch. 	<ul style="list-style-type: none"> Making links between pieces of art from British and other cultures, contemporary and historical. Explaining their ideas and opinions about their own and other's art work, giving reasons. 	
Diversity Links Artist Study	<p>Audrey Flack Photorealism and Vanitas An example of how modern artists draw on past traditions and transform them in art that reflects the concerns of modern life.</p> 	<p>'Dove Boy' by Kim Soon-Im (2012) – this is an external website and we do not have control over its content – please check before showing it to the children.</p>   <p>World Felt Artists</p> 	<p>Andy Goldsworthy environmental artist who works with the landscapes on permanent and temporary sculptures using natural materials. His work is also translated into digital art.</p>  <p>Cai Guo-Qiang Sky Ladder</p> 
Vocabulary	Tints, shades, three-dimensional, composition, proportion, texture, effect, still life.	Craft workers, textiles, wool fibres, felt, compress, embellish, landscape, seascape, map	Andy Goldsworthy, natural art, photography, environment, composition, effect, sculptor,

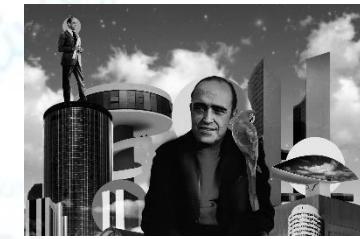
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			manipulate, urban, environmentalist, viewfinder.
Year 5	<p>ADVENT 1</p> <p>Craft & Designers: 'Buried with the Dead' Ancient Egypt- Tombs within pyramids (Hist- Ancient Egypt)</p> <p>National Curriculum: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting with a range of materials • about great artists and designers in history from the Ancient Egyptian period. 	<p>ADVENT 2</p> <p>Painting & Mixed Media: Pop Art (Geog- North American Study)</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • 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 and painting with a range of materials [for example, pencil, paint, digital images] • know about great artists, architects and designers in history. 	<p>PENTECOST 2</p> <p>Craft & Design: Architecture of Brazil</p> <p>Adapt the Kapow unit to focus on key architectural pieces of Rio De Janeiro and the architect Niemeyer.</p> <p>(Geog- Nottingham & Rio)</p> <p>National Curriculum:</p> <ul style="list-style-type: none"> • 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 and painting with a range of materials [for example, pencil, paint, digital images] • know about great artists, architects and designers in history in Brazil- Rio de Janeiro
Core Knowledge	<ul style="list-style-type: none"> • Know how to organise line, tone, shape and colour to represent figures and forms in movement. • Research the work of artists in history and use their work to replicate a style. • Use the grid method to enlarge an image - apply on homemade papyrus paper 	<ul style="list-style-type: none"> • Know how to use media to create emotion in art. • Know how to use images created, scanned and found; altering them where necessary to create art. • Know about the Pop Art movement, where it originated and who are the key artists involved. • Know the features of pop art. • Know about the work of Keith Haring and use their work to replicate/innovate a style. 	<ul style="list-style-type: none"> • Know how to apply observational drawing skills to interpret forms accurately. • Know how to apply composition skills to develop a drawing into print. • Know the role of an architect. • Know how to apply an understanding of architecture to design a building. • Know about one of the buildings designed by Niemeyer and use it to inspire own design. • Know the intention of the monument of Christ in Rio.
Wider Knowledge	<ul style="list-style-type: none"> • Know that Egyptians made smaller version of the scene and uses grids to scale them up to make large wall murals. 	<ul style="list-style-type: none"> • Know about the works of Keith Haring as a graffiti artist and pop artist. 	<ul style="list-style-type: none"> • Know how to interpret the monument of Christ. • Know why people make monuments.

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	<ul style="list-style-type: none"> • Know how to convert a small grid picture into a large scale mural. • Know that the Egyptian had a specific set of rules for drawing bodies. • Know that they use hieroglyphics in their art work. • Know that their art work told a story. • Know that Egyptian art often adorned the walls of tombs. 	<ul style="list-style-type: none"> • Know that Keith Haring used symbols which had meaning. • Know about the work of Roy Lichtenstein; his work look like comics. • Know that Pauline Boty was one of the only female pop artists. • Know pop art was produced in the mid-to-late 1950s. • Know pop art originated in the United Kingdom and United States. 	<ul style="list-style-type: none"> • Know how to design a monument to symbolise a person or event.
Skills	<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists working in different times and cultures. • Begin to develop an awareness of composition, scale and proportion in their work. • Show an awareness of how paintings are created. • Develop a painting from a drawing. • Trying out different media and materials and mixing appropriate colours. 	<ul style="list-style-type: none"> • Use multiple media and techniques in one piece of art- digital images, collage, drawing, paint. • Use camera/i pad to take portrait and object images. • Increase the size or crop a digital image. • Research British and American Pop Artists Www.tate.org.uk/kids/explore/what-is/pop-art • Create work in the style of Pop artists studied. 	<ul style="list-style-type: none"> • Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. • Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. • Combining a wider range of media, e.g. photography and digital art effects. • Designing and making art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. • Extending ideas for designs through sketchbook use and research, justifying choices made during the design process. • Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the

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			cultural and historical context may have influenced their creative work.
Diversity Links Artist Study	<p>Reference the impact Egyptian Tomb painting had on the work of today's street artists e.g. Banksy and Keith Haring studied in Advent 2</p> <p>Ancient Egyptian diversity <u>Nubian</u> people in Egyptian Art</p>	<p><u>Keith Haring</u> much of his work was inspired by the work of the ancient Egyptians- hieroglyphics</p> <p>Link to British street artist <u>Banksy</u> who communicates messages through his work.</p> <p>Social discussion- <u>Banksy</u> Graffiti vs Street Art</p> <p><u>Jean Michel-Basquiat</u> graffiti artist</p> 	<p><u>Oscar Niemeyer</u> Brazilian architect</p>  <p><u>Christ the Protector</u> <u>Christ the Redeemer vs Christ the Protector</u></p> 
Vocabulary	Scale, proportion, composition, hieroglyphics, profile, process, cultural, historical, tomb, sarcophagus, pyramid, papyrus, ink, minerals, mural.	Cultural, popular, pop art, Keith Haring, Roy Lichtenstein, graffiti, colour, bold, line, print, digital images, graphic artists.	architect, environment, design, design intention, monument, commemorate, elevation, futuristic, observational drawing, perspective.

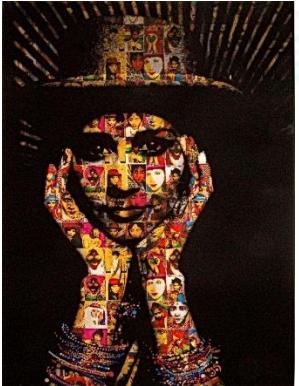
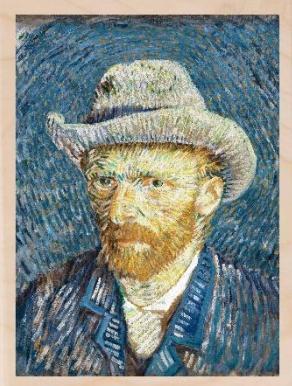
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Year 6	ADVENT 1 Painting & Mixed Media: Portraits (Hist-Victorians) National Curriculum <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, paint, digital images] • know about great artists, architects and designers in history. 	LENT 1 Sculpture & 3D: Drawing to Sculpture Henry Moore (Hist- WW II) National Curriculum <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, charcoal and clay] • about great artists and designers in history- Henry Moore 	PENTECOST 2 Drawing: observational and abstract drawing flowers/plants (Geog- climate zones & Biomes) National Curriculum: <ul style="list-style-type: none"> • 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 and painting with a range of materials [for example, pencil, paint, digital images] • know about great artists, architects and designers in history and how they responded to organic stimuli.
Core Knowledge <ul style="list-style-type: none"> • Know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • Know how a background can change the effect of a drawing/portrait. • Know the features of self-portraits. • Know how mixed media and different techniques can be used to create different effects in their self-portraits. • Know that different marks and lines can be used to create specific effects. • Know that artists create pattern to add expressive detail and texture to art works. 	<ul style="list-style-type: none"> • Know how to use marks and lines to produce texture. • Know how to use shading to create mood and feeling. • Know how to create emotion in art through shape and form. • Know how to organise line, tone, shape and colour to represent figures and forms in movement. • Know about the work of Henry Moore and use their work to replicate a style. <p>Henry Moore wartime inspiration video clip from 5.30min</p>	<ul style="list-style-type: none"> • Know that different drawing tools can create different types of lines. • Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). • Know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object. • Know rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps. • Know that shading helps make drawn objects look more three dimensional. • Know that 'tone' in art means 'light and dark'. 	

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Wider Knowledge	<ul style="list-style-type: none"> • Know that portraits can be lifelike or abstract in representing the sitter. • Know how to create the correct dimensions of the face. • Know about contemporary and traditional portrait artists in history. 	<ul style="list-style-type: none"> • Know about the work of Henry Moore during WW2 period. • Know that many of Henry Moore's sculptures were inspired by the drawing he made during air raids in the underground during WW2. • Know that many of the sculptures were inspired by the human form. • Know that a cool environment is needed to work with clay. • Know how to join clay securely. • Know how to create a smooth finish on clay. • Know that some clay is air-dried and some kiln-fired. 	<ul style="list-style-type: none"> • Know about the work of artists who were inspired by organic stimuli e.g. Van Gogh, Georgia O'Keefe,
Skills	<ul style="list-style-type: none"> • Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. • Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. • Applying known techniques with a range of media, selecting these independently in response to a stimulus. • Applying paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Explore the roles and purposes of an artist working in a different time. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. • Work from a variety of sources including observation, photographs and digital images. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay including joins using slip and etched surfaces. 	<ul style="list-style-type: none"> • 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. • Confidently using a range of materials, selecting and using these appropriately with more independence. • Drawing with expression and beginning to experiment with gestural and quick sketching. • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Confidently explaining their ideas and opinions about their own and other's art work, giving reasons. • Using sketchbooks as part of the problem-solving process and making changes to improve their work

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	<ul style="list-style-type: none"> Combining a wider range of media, e.g. photography and digital art effects. 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. Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. 	 	
Diversity Links	<p>Link: Who is Chila Kumari Singh Burman? Tate Kids</p> <p>Link: Who is Vincent van Gogh? Tate Kids</p>  	<p><u>Kathe Kollowitz</u> is a German artist who too used the war to influence her artwork and show the culture of living in the war but from a German perspective, using similar mediums of charcoal and sculpture. Similar to Henry Moore she showed desperation, loneliness and hunger through the use of light, shape and emotion.</p> 	<p><u>Georgia O'Keefe</u> who battled to become successful as a female artist in a male dominated world in America.</p> <p>Alternative video</p>  
Vocabulary	medium, atmosphere, background, collage, evaluate justify, mixed media, monoprint, multimedia, paint wash portrait, self-portrait, printmaking, represent, research texture	Sculpture, clay, slip, texture, kiln, air-dry, model, inspiration, sculptor, pre-sketch, Henry Moore	expressive, form, frame, frottage, geometric, gestural, magnified, organic, object, scale, shading, shape