

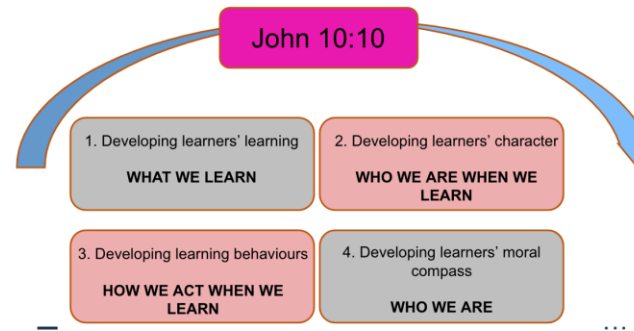


LIFTON COMMUNITY ACADEMY: ART CURRICULUM

Our curriculum is the beating heart of our school and is rooted in John 10:10.

“I came that they might have life and live it to the full”

Within our Christian vision ‘together we grow, together we flourish’ our children will develop a love of learning and be totally immersed in different worlds, cultures and times preparing them for the next stage of their education.



Developing learners' learning

WHAT WE LEARN

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.

Developing learners' character

WHO WE ARE WHEN WE LEARN

Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.

Developing learning behaviours

HOW WE ACT WHEN WE LEARN

Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.

Developing learners' moral compass



WHO WE ARE

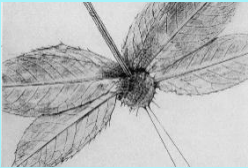

Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.


Art and Design Intent As artists, our children will be challenged and inspired to develop a sense of individual expression and have the confidence to imagine, invent, design and create their own works of art through a wide range of media and techniques. Experimentation, fuelled by curiosity, is embraced and valued as children develop techniques in using colour, pattern, texture, line, shape, form and space. Alongside this, children will deepen their knowledge of great artists, as well as local artists, who have shaped and contribute towards our artistic culture and heritage on a local, national and global scale.


Year A	Autumn (Local)	Spring (National)	Summer (Global)
Year 1/2	'Changing Seasons' with Yvonne Coomber	'Nature Sculptures' with Andy Goldsworthy	'Frottage Studies' with Max Ernst
Year 3/4	'Travel Posters' with Becky Bettesworth	'Repeat Print Designs' with William Morris	'The Human Form' with Giacometti
Year 5/6	'Abstract Landscapes' with Martin Bush	'The Blitz' with L.S Lowry	'Cubism' with Pablo Picasso
Year B	Autumn (Local)	Spring (National)	Summer (Global)
Year 1/2	'Devon Seascapes' with Brian Pollard	'Collage Art' with Clover Robin	'Natures Colours' with Kandinsky
Year 3/4	'Devonshire Landscapes' with Stephen Thomas	'Clay sculptures' with Henry Moore	'The world's rivers and lakes' with Claude Monet
Year 5/6	'Animals and charcoal' with Valerie Davide	'Abstract Space' with Zoe Squires	'Botanical Printmaking' with Wang Gai


Year A	Term	NC Objectives/Topic Outcome	Artists Study and Key Vocabulary	Key Knowledge and Skills
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Year 1/2	Autumn	<p><u>Seasons – link to geography</u></p> <p>Outcome: Can I create an observed drawing/painting showing the changing seasons?</p> <ul style="list-style-type: none"> - 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 	<p><u>Local artist</u></p> <p>Yvonne Coomber (Totnes)</p>  <p><u>Linked artists:</u></p> <ul style="list-style-type: none"> - Breda Holden (Totnes/Dartmoor) - Belinda Reynell (Tiverton/Devon) <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none"> - Shade/tone - Primary/Secondary colours - Perspective - Soft/Hard - Line/ Brushstroke - Mark making - Foreground/Background 	<p><u>Drawing and Mark making</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can begin to make different marks with a range of media (e.g. pencils or crayon) - I can begin to use my pencil to show pattern and texture by adding dots and lines. - I can use lead and coloured pencils (HB, B, 2B and 4B leads) to make a range of experimental marks such as dots, dashes, scribbles, sweeping lines, wavy lines or straight lines and demonstrate light and dark shades. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain that tone refers to the lightness or darkness of something. - I can explain how different shape sizes can affect how close or far away something looks (perspective). <p><u>Painting and Colour</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create and describe different shades of one colour using paint - I can begin to use a variety of tools and materials to apply colour. (different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources) - I can develop control when using different paint brushes. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can name primary colours and mix them together to create secondary colours. - I can describe my use of colour to achieve a specified intention such as happiness/sadness/cold/hot
	Spring	<p><u>Sculptures inspired by nature – link to geography</u></p> <p>Outcome: Can I create sculptures inspired by natural objects found on our school grounds?</p> <ul style="list-style-type: none"> - Use a range of materials creatively to design and make products - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices 	<p><u>National artist:</u></p> <p>Andy Goldsworthy (British)</p>  <p><u>Linked artists:</u></p> <ul style="list-style-type: none"> - Richard Long - Richard Shilling <p><u>Key vocabulary:</u></p>	<p><u>Sculpture & 3D form</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can construct and use materials to make known objects for a purpose. - I can use recycled, natural and man-made materials to create sculptures. - I can use simple 2-D shapes to create a 3-D form. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain which textures I have created out of my chosen natural materials. - I can define symmetrical art and create and demonstrate using my own example. - I can describe different materials Andy Goldsworthy used to create his sculptures and what inspired them. <p><u>Colour</u></p>

		and disciplines, and making links to their own work.	<p>Sculpture Shape/Form Texture Scale Colour Balance Symmetrical</p>	<p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can choose and justify appropriate colours to reflect a theme and purpose. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe how colour can represent different thoughts and feelings and settings.
	Summer	<p><u>Natural Frottage Studies – Link to Science</u></p> <p>Outcome: Can I create a repeat pattern collage inspired by rubbings of the natural landscape?</p> <ul style="list-style-type: none"> - develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to use a range of materials creatively to design and make products 	<p><u>Global artist:</u> Max Ernst (German)</p>  <p><u>Linked artists:</u></p> <ul style="list-style-type: none"> - Henri Michaux - Jennifer Bornstein <p><u>Key vocabulary:</u></p> <p>Frottage Rubbings Texture Tone/shade Shape Line Detail Soft/Hard</p>	<p><u>Pattern, Printing & Textiles</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create a sample page in my sketchbook of different rubbings and experiments. - I can take rubbings from a range of interesting surfaces and use them to create a pattern. - I can use rubbings to create a simple repeat pattern or design - I can layer my Frottage studies using colour <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can identify manmade and natural repeating patterns. - I can explain the process of Frottage, and who invented the technique. - I can justify and explain my choice of rubbing material to create softer/harder prints.
Year 3/4	Autumn	<p><u>Illustrative Poster Art – Link to Geography</u></p> <p>Outcome: Can I create two travel posters inspired by a British and European town?</p> <ul style="list-style-type: none"> - Create sketch books to record their observations and use 	<p><u>Local artist</u> Becky Bettesworth (Torquay)</p> 	<p><u>Drawing and Mark making</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can show how different grades of pencil affect my drawing of shape and form. - I can use my understanding of geometry and shape to create simple landscapes. - I can decide on a subject inspired by a theme (cities/towns) and represent using a combination of observational drawings and my imagination. <p>Suggested knowledge:</p>

		<p>them to review and revisit ideas</p> <ul style="list-style-type: none"> - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p><u>Linked artists:</u></p> <ul style="list-style-type: none"> - Henry Rivers - Nicholas Green <p><u>Key vocabulary:</u></p> <p>Geometric shape Foreground/background Primary/Secondary colour Scale Perspective Shape/size Block colour Layout/Composition Balancing colour</p>	<ul style="list-style-type: none"> - I can explain how I decided on the content of the travel poster using critical research. - I can explain how perspective is created by manipulating shape and size. - I can describe the difference between foreground and background. <p><u>Painting and Colour</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can develop control over the marks I make using a range of paintbrush strokes and shades. - I can manipulate paint to achieve a range of accurate colours and shades. - I can research and analyse an artist's work to plan my own. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can analyse and describe the use of colour within artists' work. - I can describe what composition is, and how I have laid out my shapes/objects to create a balanced picture.
	<p>Spring</p>	<p>Repeat designs based on a landscape – link to geography</p> <p>Outcome: Can I create a repeat pattern inspired by different geographical regions in Britain?</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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects and designers in history. 	<p><u>National artist:</u></p> <p>William Morris (British)</p>  <p><u>Linked artists:</u></p> <ul style="list-style-type: none"> - Lindsay Phillip Butterfield - Walter Crane <p><u>Key vocabulary:</u></p> <p>Symmetrical Asymmetrical Repetition Design Layout/Composition Balancing colour Observation</p>	<p><u>Pattern, Printing & Textiles</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create original outcomes by using colour, geometric shapes and repeating/symmetrical patterns. - I can use a variety of techniques to create different textual effects (lino printing, dyeing, weaving, stitching and rubbing). - I can make my design using recycled materials <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the process of repeating a lino print and which materials are needed. - I can explain how I decided on my design based on the research of geographical regions - I can analyse and describe the use of colour within artists' work. <p><u>Drawing and Mark making</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can draw both from observation and pictures for a sustained period. - I can understand how to simplify objects to create a clear illustrative design. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can show how different grades of pencil affect my drawing of shape and form.

			<p>Details Illustration Geometry</p>	<ul style="list-style-type: none"> - I can identify which objects William Morris used to draw his designs. - I can explain the importance of observation and how/why artists use it to start off an artistic project.
	<p>Summer</p>	<p>The human form – link to science Outcome: Can I use wire and clay to create a sculpture of the human/animal form?</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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects and designers in history. 	<p>Global artist: Giacometti (Swiss)</p>  <p>Linked artists: - Richard Deacon - Antony Gromley</p> <p>Key vocabulary: Sculpture/Sculptor Clay/wire Texture Malleable materials Balance Carve Model Pinch Pot/Slip</p>	<p>Drawing Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can observe quick sketches of the human form in my sketchbook. - I can use my knowledge of shape and tone to simplify my subject. - I can use charcoal to experiment with line and texture. - I can show an awareness of objects having a third dimension and perspective when drawing. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the importance of observational drawings to aid sculptures. - I can explain what simplified or abstract art is. <p>Sculpture & 3D form Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can plan, design and make models from observation or imagination. - I can create a pinch pot and use slip to strengthen my model. - I can join clay adequately and construct a simple base for extending and modelling other shapes. - I can create surface patterns and textures in a malleable material. - I can plan and discuss ideas with my peers before starting my project.



			<p>Shape/form Simplify</p>	<p>Suggested knowledge</p> <ul style="list-style-type: none"> - I can describe how to create texture with clay. - I can explain why I chose to formulate my sculpture in a certain way. - I can explain why a solid base is important for a sculpture and how to create balance with different materials.
Year 5/6	Autumn	<p>Abstract landscape painting – link to Science</p> <p>Outcome: Can I create an abstract landscape using a range of natural and manmade materials?</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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Local artist: Martin Bush (Plymouth)</p>  <p>Linked artists: Jackson Pollock Clotaire Lehoux</p> <p>Key vocabulary: Foreground/background Primary/Secondary colour Scale Perspective Block colour Texture Mark Making Layout/Composition Complimentary colour Abstract/simplify Abstract expressionism</p>	<p>Painting</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can purposely control the types of marks made and experiment with different effects and textures using a range of materials. (blocking in colour, washes, thickened paint creating textural effects.) - I can work in a sustained and independent way to develop my own style of painting. (This style may be through the development of colour, tone, and shade.) - I can take inspiration from a range of different abstract artists to inform my own practice. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the difference between figurative and abstract art, and what inspired the abstract expressionist movement. - I can explain how to use different materials to create a textural effect. <p>Colour</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can experiment with a range of different materials to create expressive marks and textures. - I can express feelings, emotions, and events through colour mixing and application. - I can recreate colours used by impressionist and expressionist painters. - I can create a range of colour tones and shades and have a good understanding of complementary colours. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe how my colour choice is reflective of the landscape or my emotions. - I can explain what complementary colours are, and why they are important in creating a balanced composition.
	Spring	<p>WW2 Art – link to history</p> <p>Outcome: Can I create a drawing inspired by the Blitz?</p>	<p>National artist:</p>	<p>Drawing</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can use different techniques for different purposes i.e. shading, hatching within my own work. I understand which works well in my work and why.

		<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, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects, and designers in history. 	<p>L.S Lowry (British)</p>  <p>Linked artists: Henry Moore Paul Nash</p> <p>Key vocabulary: Texture Tone/shade Shape Line Detail Soft/Hard Composition Figurative art War art Foreground/Background Perspective Scale</p>	<ul style="list-style-type: none"> - I can develop my drawing from a simple perspective using a single focal point and horizon. (inspired by Henry Moore’s tunnel drawings) - I can show an awareness of composition, scale, and proportion in my drawings. - I can use a range of pencils (HB, 2B, 3B etc.) to create an accurate depiction of dark and light tones. - I can create a sustained drawing over a period of 2 or more lessons. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe the effect of light and dark tones on the overall impression of a drawing (i.e. monochrome/darker tones reflecting the sombre/sinister mood) - I can explain how the layout of an artist’s/my composition affects the perspective (i.e. objects appear further away due to scale/tonal differences) - I can demonstrate my knowledge of the WW2/blitz through a drawing
Summer		<p>Cubism – link to science Outcome: Can I create a painting/drawing/sculpture of a human/animal inspired by the cubist movement?</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, painting, and sculpture with a range of 	<p>Global Artist: Pablo Picasso</p>  <p>Linked artists: Georges Braque Paul Klee (Swiss)</p> <p>Key vocabulary: Cubism Geometric shapes</p>	<p>Drawing</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can use different techniques for different purposes i.e. shading, hatching within my own work. I understand which works well in my work and why. - I can show an awareness of composition, scale, and proportion in my drawings. - I can use a range of pencils (HB, 2B, 3B etc.) to create an accurate depiction of dark and light tones in geometric shapes. - I can create a sustained drawing over a period of 2 or more lessons. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe which combinations of shape and tones help to create a cubist perspective. - I can explain what inspired cubism, and who created the movement. <p>Painting and colour</p>


		<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> - Learn about great artists, architects, and designers in history. 	<p>Complimentary colours</p> <p>Tone/shade</p> <p>Perspective</p> <p>Scale</p> <p>Depth</p> <p>Primary/secondary colours</p> <p>Abstract/simplify</p> <p>Block colour</p> <p>Texture</p> <p>Sculpture/Sculptor</p> <p>Observation</p> <p>Details</p> <p>Asymmetrical</p>	<p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can take inspiration from a range of different cubist artists to inform my own practice. - I have a good understanding of colour combinations to help create a sense of depth/perspective. - I can use a range of different geometric shapes to create a distorted figure. - I can use a paintbrush with control in order to create accurate lines and marks. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain what inspired cubism, and who created the movement. - I can describe which combinations of shape and colour help to create a cubist perspective. <p><u>Sculpture & 3D form</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can plan a sculpture through drawing and other preparatory work. - I can select, shape, model and manipulate a variety of materials to create a sculpture. - I can produce intricate textures in malleable media. - I can use my knowledge of geometric shapes to create a cubist figure <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can use my artistic knowledge of composition to develop ideas from observation and imagination - I can discuss and evaluate the works of other artists/sculptors and my peers. - I have a good understanding of the properties of different materials in order to create my own sculpture.
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Year B	Term	NC Objectives/Topic Outcome	Artists Study and Key Vocabulary	Key Knowledge and Skills
Nursery		<u>Physical Development</u>		<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p>

		<u>Expressive Art & Design</u>		<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>
Reception		<u>Physical Development</u>		<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p>
Year 1/2	Autumn	<u>Expressive Art & Design</u>	Devon seascapes - link to geography	<p><u>Local artist:</u> Brian Pollard (Plymouth)</p> <p><u>Drawing and Mark making</u></p>


		<p>Outcome: Can I create a landscape painting inspired by Devon's seas?</p> <ul style="list-style-type: none"> - 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 	 <p>Linked artists: John Dyer Joanne Short</p> <p>Key vocabulary:</p> <ul style="list-style-type: none"> - Shade/tone - Primary/Secondary colours - Perspective - Soft/Hard - Line/ Brushstroke - Mark making - Foreground/Background - Observation - Details 	<p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can begin to make different marks with a range of media (e.g. pencils or crayon) - I can begin to use my pencil to show pattern and texture by adding dots and lines. - I can use lead and coloured pencils (HB, B, 2B and 4B leads) to make a range of experimental marks such as dots, dashes, scribbles, sweeping lines, wavy lines or straight lines and demonstrate light and dark shades. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain that tone refers to the lightness or darkness of something. - I can explain how different shape sizes can affect how close or far away something looks (perspective). <p>Painting and colour</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create and describe different shades of one colour using paint. - I can begin to use a variety of tools and materials to apply colour. (different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources) - I can develop control when using different paint brushes. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can name primary colours and mix them together to create secondary colours. - I can describe my use of colour to achieve a specified intention such as happiness/sadness/cold/hot
	Spring	<p>Collage art - link to history/geography</p> <p>Outcome: Can I create a collage inspired by the British landscape?</p> <ul style="list-style-type: none"> - Use a range of materials creatively to design and make products - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices 	<p>National artist: Clover Robin</p>  <p>Linked artists: Kurt Schwitters Harold Nelson</p> <p>Key vocabulary: Layout/Composition Complimentary colours</p>	<p>Sculpture & 2D form</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can construct and use materials to make a figurative image. - I can use recycled, natural and man-made materials to create a collage. - I can use simple 2-D shapes to create a picture. - I can use my observation skills to layout a figurative composition. - I can layer my collage to create a range of textures and a sense of perspective. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain which textures I have created out of my chosen materials.

		and disciplines, and making links to their own work.	<p>Details Perspective Design Research Positive/negative shapes Geometric shapes</p>	<ul style="list-style-type: none"> - I can describe how the colours and textures I have chosen reflects the subject (Great Fire of London).
	Summer	<p>Nature's colours - link to science Outcome: can I create a painting inspired by nature's colours [in the style of Kandinsky's circles]?</p> <ul style="list-style-type: none"> - 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 	<p>Global artist: Kandinsky</p>  <p>Linked artists: Mark Rothko Josef Albers</p> <p>Key vocabulary:</p>	<p>Painting and colour</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create and describe different shades of one colour using paint - I can begin to use a variety of tools and materials to apply colour. (different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources) - I can develop control when using different paint brushes. - I can make informed decisions about which colours I will put together and why. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can name primary colours and mix them together to create secondary colours. - I can describe my use of colour to achieve a specified intention such as happiness/sadness/cold/hot - I can describe how other colour artworks make me feel and reflect upon this with my peers.
Year 3/4	Autumn	<p>British landscapes - link to geography Outcome: Can I create a drawing inspired by the British Landscape?</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, painting, and sculpture with a range of 	<p>Local artist: Stephen Thomas</p>  <p>Linked artists: William Turner John Constable</p> <p>Key vocabulary: Texture</p>	<p>Drawing</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can show how different grades of pencil affect my drawing of shape and form. - I can draw for a sustained period of time from observation and imagination. - I can apply and blend charcoal to create more sophisticated areas of tone. - I can use a sketchbook to experiment with composition and practice using different shades/tones. - I can use oil pastels to blend and apply colour which reflects the time of day i.e. sunrise/sunset. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can show how different grades of pencil affect my drawing of shape and form.

		<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> - Learn about great artists, architects, and designers in history. 	<p>Tone/shade Shape Line Detail Soft/Hard Composition Figurative art Foreground/Background Perspective Scale</p>	<ul style="list-style-type: none"> - I can explain the importance of observation and how/why artists use it to start off an art project. - I can explain how Stephen Thomas creates reflections in the water using colour and tone. - I can explain the importance of creating an atmosphere when drawing/painting.
	<p>Spring</p>	<p>Clay sculptures - link to science Outcome: Can I create a clay sculpture of an animal inspired by Henry Moore?</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, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects, and designers in history. 	<p><u>National artist:</u> Henry Moore</p>  <p><u>Linked artists:</u> Barbara Hepworth Pablo Picasso (Sculptures)</p> <p><u>Key vocabulary:</u> Sculpture/Sculptor Clay/wire Texture Malleable materials Balance Carve Model Pinch Pot/Slip Shape/form Simplify</p>	<p><u>Sculpture & 3D form</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can plan, design and make models from observation or imagination. - I can create a pinch pot and use slip to strengthen my model. - I can join clay adequately and construct a simple base for extending and modelling other shapes. - I can create surface patterns and textures in a malleable material. - I can plan and discuss ideas with my peers before starting my project. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe how to create texture with clay. - I can explain why I chose to formulate my sculpture in a certain way. - I can explain why a solid base is important for a sculpture and how to create balance with different materials. <p><u>Drawing</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can observe quick sketches of the animal form in my sketchbook. - I can use my knowledge of shape and tone to simplify my subject. - I can use charcoal to experiment with line and texture. - I can show an awareness of objects having a third dimension and perspective when drawing. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the importance of observational drawings to aid sculptures. - I can explain what simplified or abstract art is.

<p>Summer</p>	<p>Summer</p>	<p>The World's Rivers and Lakes - link to geography</p> <p>Outcome: Can I paint our worlds rivers and lakes inspired by Claude Monet?</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, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects, and designers in history. 	<p><u>Global artist:</u> Claude Monet</p>  <p><u>Linked artists:</u> Vincent Van Gogh Édouard Manet</p> <p><u>Key vocabulary:</u> Foreground/background Primary/Secondary colours Scale Perspective Texture Mark Making Layout/Composition Complimentary colours Abstract/simplify Tone/shade</p>	<p><u>Painting and colour</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can develop control over the marks I make using a range of paintbrush strokes and shades. - I can manipulate paint to achieve a range of accurate colours and shades. - I can research and analyse an artist's work to plan my own. - I can create the illusion of light and dark through my sophisticated choice of tones and shades. - I can experiment with composition through observing different viewpoints. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can analyse and describe the use of colour within Monet's paintings. - I can describe what composition is, and how I have laid out my shapes/objects to create a balanced picture. - I can describe impressionism and what influenced the movement.
<p>Year 5/6</p>	<p>Autumn</p>	<p>Animals and charcoal - Link to science</p> <p>Outcome: Can I draw animals using charcoal inspired by local artist Valerie Davide?</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, painting, 	<p><u>Local artist:</u> Valerie Davide</p>  <p><u>Linked artists:</u> April Coppini Belinda Elliott</p> <p><u>Key vocabulary</u> Texture Tone/shade</p>	<p><u>Drawing</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can use different techniques for different purposes i.e. shading, hatching within my own work. I understand which works well in my work and why. - I can show an awareness of composition, scale, and proportion in my drawings. - I can use a range of pencils (HB, 2B, 3B etc.) and charcoal to create an accurate depiction of dark and light tones. - I can create a sustained drawing over a period of 2 or more lessons. - I can experiment with different character positions in my sketchbook to aid my overall composition. - I can create a drawing which reflects the character of my animal.

		<p>and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Shape Line Detail Soft/Hard Composition Figurative art Expressive art Foreground/Background Perspective Scale Proportions</p>	<p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe the effect of light and dark tones on the overall impression of a drawing - I can describe what expressive art is, and can refer to this in my own drawing. - I understand what proportion is, and how best to balance correct proportions with an interesting composition.
	<p>Spring</p>	<p>Abstract Space - link to science Outcome: Can I create a painting inspired by space?</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, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p><u>National artist:</u> Zoe Squires</p>  <p><u>Linked artists:</u> Julie Perrot NASA photographs</p> <p><u>Key vocabulary:</u> Foreground/background Primary/Secondary colour Scale Perspective Block colour Texture Mark Making Layout/Composition Complimentary colour Abstract/simplify</p>	<p><u>Painting</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can purposely control the types of marks made and experiment with different effects and textures using a range of materials. (blocking in colour, washes, thickened paint creating textural effects.) - I can work in a sustained and independent way to develop my own style of painting. (This style may be through the development of colour, tone, and shade.) - I can take inspiration from a range of different abstract artists to inform my own practice. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can explain the difference between figurative and abstract art, and what inspired the abstract expressionist movement. - I can explain how to use different materials to create a textural effect. <p><u>Colour</u></p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can experiment with a range of different materials to create expressive marks and textures. - I can express feelings, emotions, and events through colour mixing and application. - I can create a range of colour tones and shades and have a good understanding of complementary colours. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe how my colour choice is reflective space.

			Abstract expressionism	<ul style="list-style-type: none"> - I can explain what complementary colours are, and why they are important in creating a balanced composition.
	Summer	<p>Botanical print making - link to history Outcome: Can I create a botanical print inspired by the Shang Dynasty?</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, painting, and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - Learn about great artists, architects, and designers in history. 	<p>Global artist: Wang Gai</p>  <p>Linked artists: Katsushika Hokusai William Morris</p> <p>Key vocabulary: Symmetrical Asymmetrical Repetition Design Layout/Composition Balancing colour Observation Details Illustration Geometry Botanical Printmaking Linoprint Relief Printing</p>	<p>Drawing</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can use different techniques for different purposes i.e. shading, hatching within my own work. I understand which works well in my work and why. - I can show an awareness of composition, scale, and proportion in my drawings. - I can use a range of pencils (HB, 2B, 3B etc.) and charcoal to create an accurate depiction of dark and light tones. - I can create a sustained drawing over a period of 2 or more lessons. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can describe the effect of light and dark tones on the overall impression of a drawing <p>Pattern, Printing & Textiles</p> <p>Key Artistic Skills:</p> <ul style="list-style-type: none"> - I can create printing blocks by simplifying a sketch book idea. - I can use the relief or impressed method when printing (leaf printing with watercolour). - I can overlay prints to create different colours and textures. - I can use polyprint tiles to create repeating printed patterns (lino printing). - I can experiment with batik technique. <p>Suggested knowledge:</p> <ul style="list-style-type: none"> - I can use my knowledge of the Shang Dynasty to create botanical designs. - I can explain how to create prints using woodblock, linocut, and Batik. - I can research and analyse other artists' work to inform my own practice. - I can define symmetrical and asymmetrical designs, and reflect on my own choice.