



Intent

At Manor Park Academy, we believe that high-quality Art lessons will inspire children to think innovatively, express themselves and develop creative understanding. Our Art curriculum ensures full coverage of the National Curriculum and provides children with opportunities to develop their skills using a range of media and materials. Our progression map for art sets this out in more detail, as do our long-term curriculum plans.

It is paramount that artwork be purposeful; as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work (and the work of others), thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular piece of work.

Implementation

Teachers are provided with support to plan their curriculum through our school's CPD offer, inset days and staff meetings. Art is taught through art projects within learning adventures. It is also linked to 11 before 11 (11 specific enrichment activities that all children in REACh2 schools participate in during their journey through primary school) through the promise 'create something amazing'.

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists, artistic movements and cultures over time. Links will be made between artistic expression, culture, identity and the impact of art on society. Additionally, children will explore how art from different time periods tells us about that time period. Many areas of art link with mathematical ideas of shape and space; for example, when printing repeating patterns and designs, symmetry, the links between Islamic art and geometry and thinking about 2D and 3D shapes to explore shape and form.

As part of this process, teachers plan the following:

- A clear, project-based sequence of learning which develops progression of skills and knowledge;
- A clear focus on technical vocabulary which progresses over time;
- The sequence of lessons - planning for progression and depth;
- An 'end product' to display – and an opportunity to celebrate the pupils' work and to share their learning with parents and the local community.

Impact

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good progress in line with age related expectations.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning - which includes discussion of their thoughts, ideas, processing and evaluations of work;
- Termly assessment against the progression document to assess if the child is working at age related expectations for art.

National Curriculum

	ELGS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum</p> <p><i>Pupils should be taught:</i></p>	<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. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with 	<ol style="list-style-type: none"> 1. <i>To use a range of materials creatively to design and make products</i> 2. <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> 3. <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> 4. <i>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.</i> 		<ol style="list-style-type: none"> 1. <i>To create sketch books to record their observations and use them to review and revisit ideas</i> 2. <i>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]</i> 3. <i>About great artists, architects and designers in history</i> 			

	peers and their teacher. <ul style="list-style-type: none"> • 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. 		
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Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Generic Skills (to be covered in all art lessons)	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.	Record and explore ideas from first-hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds.		Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.		Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

	<p>Join different materials and explore different textures.</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>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>
Skill	EYFS	KS1	LKS2	UKS2

<p>Drawing</p> <p>(pencil, crayon, charcoal, inks, chalk, pastels, ICT software)</p>	<p>Show different emotions in their drawings – happiness, sadness, fear etc</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Control the types of marks made with the range of media</p> <p>Lines and marks</p> <p>Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.</p> <p>Shape</p> <p>Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p>Tone</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p>Texture</p> <p>Investigate textures by describing, naming, rubbing, copying.</p>	<p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Lines and Marks</p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Form and Shape</p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p>Tone</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p>	<p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Lines, Marks, Tone, Form & Texture</p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p>Perspective and Composition</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p>
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			Texture Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	Begin to develop an awareness of composition, scale and proportion in their drawings e.g. foreground, middle ground and background. Show an awareness of how drawings are created ie. Composition.
Skill	EYFS	KS1	LKS2	UKS2
Painting	Explore colour and colour mixing. Explore a variety of materials, tools and techniques, experimenting with colour, design.	Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Identify primary colours by name Mix primary shades and tones. Texture Create textured paint by adding sand, plaster	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades	Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. Colour Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours.
Skill	EYFS	KS1	LKS2	UKS2
Printing (found materials,	Explore, use and refine a variety of artistic effects to	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.	Create printing blocks using a relief or impressed method. Create repeating patterns.	Create printing blocks by simplifying an initial sketch book idea. Use relief or impressed method.

fruit/veg, wood blocks, press print, lino, string)	express their ideas and feelings.	<p>Make simple marks on rollers and printing palettes.</p> <p>Take simple prints i.e. mono-printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</p> <p>Build repeating patterns and recognise pattern in the environment.</p> <p>Create simple printing blocks with press print.</p> <p>Design more repetitive patterns Colour.</p> <p>Experiment with overprinting motifs and colour.</p> <p>Make rubbings to collect textures and patterns.</p>	Print with two colour overlays.	<p>Create prints with three overlays.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>
Skill	EYFS	KS1	LKS2	UKS2
<p>3D</p> <p>(3D work: clay, dough, boxes, wire, paper, sculpture, mod roc)</p>	<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>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>Explore sculpture with a range of malleable media.</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile.</p> <p>Understand the safety and basic care of materials and tools.</p>	<p>Plan, design and make models from observation or imagination.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Use Papier Mache to create a simple 3D object.</p>	<p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media.</p>

Skill	EYFS	KS1	LKS2	UKS2
		<p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use simple 2-D shapes to create a 3-D form.</p> <p>Change the surface of a malleable material e.g. build a textured tile.</p>		
Textiles	<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>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Cut and shape fabric using scissors/snips.</p> <p>Apply shapes with glue or by stitching.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Create cords and plaits for decoration Colour.</p> <p>Apply colour with printing, dipping, fabric crayons.</p> <p>Create and use dyes i.e. onion skins, tea, coffee.</p> <p>Texture</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p>	<p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p> <p>Experiment with batik techniques.</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>

		Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.		
Skill	EYFS	KS1	LKS2	UKS2
Collage	<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 images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers Work on different scales.</p> <p>Colour</p> <p>Collect, sort, name match colours appropriate for an image.</p> <p>Shape</p> <p>Create and arrange shapes appropriately.</p> <p>Texture</p> <p>Create, select and use textured paper for an image.</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>
Skill	EYFS	KS1	LKS2	UKS2
Digital Media (link to Computing)		Explore ideas using digital sources i.e. internet, Aps ect.	Record and collect visual information using digital cameras and video recorders.	Record, collect and store visual information using digital cameras, video recorders.

			Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with: Lines by changing the size of brushes in response to ideas; Shapes using eraser, shape and fill tools; Colours and Texture using simple filters to manipulate and create images. Use basic selection and cropping tools.	Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision, changing the type of brush to an appropriate style e.g. charcoal. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.	Present recorded visual images using software e.g. Photostory, PowerPoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas (sketch books etc.)			
History of Art	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Artists, designers and crafts people	Frida Kahlo – self portraits	Van Gogh Sunflowers	Roy Lichenstein	Pointilism George Seurat Paul Signac Pablo Picasso	Polyclitus Henri Rousseau John Macallan Swan	Jimoh Buraimoh Pablo Picasso Kurt Schwitters	H. Andrew Freeth Amanda C Marino Jackson Pollock Nick Park Tim Burton	Monet Manet Cezanne Lowry O’Keefe Conrad Martins Andy Warhol



Art Whole School Knowledge Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	<p>Who am I?</p> <p>I know that different materials can be used to create pictures.</p> <p>I know what a portrait is.</p> <p>I know how to paint a portrait of myself.</p> <p>I know how to create a picture of people in my household.</p>	<p>What changes can we see?</p> <p>I know that when two or more colours are mixed together, a new colour is created.</p> <p>I know how to add details to my work to make it more interesting.</p>	<p>How does that building stay up?</p> <p>I know how to join some materials together.</p> <p>I know materials such as blocks, clay, soft wood and card can be used to create a model/building.</p>	<p>Is it shiny?</p> <p>I know how to find out more about materials by exploring their texture using my senses.</p> <p>I know how to use scrap materials to create something new.</p>	<p>How many colours are in a rainbow?</p> <p>I know how to mix colours to create a new colour.</p>	<p>How many pebbles are on the beach?</p> <p>I know how to use natural resources to create my own work.</p> <p>I know that water can be used to change the consistency and texture of materials</p>
R	<p>Who are we?</p> <p>I know that paint can be used to replicate a piece of famous art.</p> <p>I know some information about Van Gough and can create a piece of art based on his famous work.</p> <p>I know how to mix two colours to create a new colour and can experiment with this.</p>	<p>Who are the people that help us?</p> <p>I know that materials can be used to create my own versions of people that help us.</p> <p>I know how to create lines and dots with a paintbrush.</p> <p>I know how to experiment with different art implements, e.g. different size brushes depending on what type of art I am creating.</p>	<p>How can we care for our world?</p> <p>I know that some materials can be recycled into something new.</p> <p>I know how to choose objects of the appropriate size for my piece of art.</p> <p>I know that I can use some natural materials to create pieces of art.</p> <p>(Introduce artist Sarah Turner)</p>	<p>Where do we live?</p> <p>I know how to make different shapes with clay by rolling, squashing, pulling etc.</p> <p>I know how to use clay to create models of different types of homes from stories I have read.</p> <p>I know how to join my artwork using glue, cello tape, masking tape.</p> <p>I know that I can be creative when making my own models and versions</p>	<p>How do we move around?</p> <p>I know how to use different materials to replicate modes of transport.</p> <p>I know how to use malleable materials to create models of things in the environment.</p> <p>Children to experiment with colour mixing, collage, and other materials to create a map of the UK.</p>	<p>Why do we love water?</p> <p>I know how to use water to change the consistency of materials so that it is easier for me to use.</p>

			https://www.sarahturner.co.uk/	of things I have been inspired by.		
Y1	<p>Superheroes</p> <p>Painting</p> <p>Roy Lichtenstein - https://www.tate.org.uk/art/artists/roy-lichtenstein-1508</p> <p>I know why Roy Lichtenstein is famous.</p> <p>I know some of the features of pop art.</p> <p>I know what the primary colours are.</p> <p>I know how to mix other colours from primary colours.</p> <p>I know how to use different brush strokes for different effects.</p> <p>I know why some artists choose to use acrylic paint.</p>	<p>London's burning!</p> <p>Collage – skyline silhouettes</p> <p>I know what a silhouette is.</p> <p>I know why different materials are used in collages.</p> <p>I know what marbling is and how it is used.</p> <p>I know how to attach materials.</p>	<p>Twinkle, twinkle little star</p> <p>Drawing/painting – Wax resist planets</p> <p>I know what watercolour paint is.</p> <p>I know why wax resists watercolour paint.</p> <p>I know that I can control my crayon in different ways for different effects.</p> <p>I know that I can show texture by using different marks.</p> <p>I know the names of the colours I have used.</p>	<p>What's in the woods?</p> <p>3D – clay boggart</p> <p>I know what clay is.</p> <p>I know that clay keeps its shape when it dries.</p> <p>I know how to change the shape of clay.</p> <p>I know how to attach objects to my boggart.</p> <p>I know how to use water to help me manipulate clay.</p>	<p>Dinosaurs: Dangerous or Delicate?</p> <p>3D – group sculpture</p> <p>I know what glue is.</p> <p>I know how to attach objects to make a specific shape.</p> <p>I know how to choose objects for a purpose.</p> <p>I know that Papier Mache can be used to make models stronger.</p> <p>I know that glue needs to dry before I paint my model.</p>	<p>Fur, Feathers, Scales and Skin</p> <p>Drawing/Digital Media - animals</p> <p>I know different types of pencils have different effects.</p> <p>I know that pressure changes how dark a line is.</p> <p>I know that I can control my pencil in different ways for different effects.</p> <p>I know that I can show texture by using different marks.</p>
Y2	Once Upon a Castle	Victorians: Victorious	Land Ahoy	Awesome Aston	Bloomin' Marvellous	Wriggle, Crawl, Fly!

	<p>Printing – coat of arms</p> <p>I know what a print is.</p> <p>I know there are different ways to make prints.</p> <p>I know how to make a printing block.</p> <p>I know that designs can be made of repeating patterns.</p>	<p>or Vile?</p> <p>Digital media - photography</p> <p>I know what a photograph is.</p> <p>I know why Victorians had to stand still for a long time to have their photograph taken.</p> <p>I know photography has changed over time.</p> <p>I know the difference between digital and analogue photography.</p> <p>I know some reasons why digital photography is popular.</p>	<p>Textiles – tie dye/knotting</p> <p>I know what textiles are.</p> <p>I know what dye is used for.</p> <p>I know some examples of where natural dye comes from.</p> <p>I know what a knot is.</p> <p>I know why knots are used.</p>	<p>Drawing – Aston Landmarks (Picasso)</p> <p>I know who Picasso was.</p> <p>I know how Picasso made marks to show shape.</p> <p>I know how to use pencils to show different shapes, lines and tones.</p> <p>I know how describe shape, lines and tones.</p>	<p>Painting – Pointillism</p> <p>I know what pointillism is.</p> <p>I know who George Seurat was.</p> <p>I know how to tell if a painting is in the pointillist style.</p> <p>I know how George Seurat created his paintings.</p>	<p>Drawing – Pastels</p> <p>I know what an oil pastel is and what it can be used for.</p> <p>I know what a chalk pastel is and what it can be used for.</p> <p>I know that chalk pastels make lighter tones.</p> <p>I know that oil pastels make darker tones.</p> <p>I know the difference between oil and chalk pastels.</p>
<p>Y3</p>	<p>Rock and Roll</p> <p>Textiles – weaving</p> <p>I know what weaving is.</p> <p>I know what weaving can be used for.</p> <p>I know some materials that can be weaved.</p>	<p>Crunch! Crack! Clang!</p> <p>3D – Mod Roc robots</p> <p>I know that I need to use a mesh as a base for Mod Roc.</p> <p>I know that water is used to make Mod Roc malleable.</p>	<p>Greeks: Groovy or Gruesome?</p> <p>3D – Polyclitus (clay)</p> <p>I know where clay comes from.</p> <p>I know what type of stone Greek statues were made from.</p>	<p>Tudors: Tame or Terrifying?</p> <p>Collage – Tudor Rose stained glass</p> <p>I know why glue is used to cover tissue paper in a collage.</p> <p>I know opaque colours change when they are overlapped with other colours.</p>	<p>Remarkable Rainforest</p> <p>Painting/Digital Media – Henri Rousseau</p> <p>I know features of Henri Rousseau’s work.</p> <p>I know that computers can be used to create repeated patterns and shapes.</p>	<p>Zootopia</p> <p>Drawing – animals</p> <p>https://www.tate.org.uk/art/artworks/swan-head-of-a-tiger-n02774</p> <p>I know who John Macallan Swan was.</p> <p>I know how John Macallan Swan made marks to show shape, form and movement.</p>

		<p>I know that Mod Roc can only be attached when it is wet.</p> <p>I know that Mod Roc hardens when it dries.</p> <p>I know that Mod Roc can be painted when it has dried.</p>	<p>I know how Ancient Greeks carved stone.</p>	<p>I know which materials are used to make stained glass windows.</p> <p>I know some reasons why people create stained glass windows.</p>	<p>I know that computers can be used to create art.</p> <p>I know how computers help designers and artists.</p>	<p>I know that colours can be used to add detail to a drawing.</p> <p>I know that different pencils have different effects and can be used in different ways.</p>
Y4	<p>Smashing Saxons, Vicious Vikings</p> <p>3D – Norse art</p> <p>http://www.hurstwic.org/history/articles/manufacturing/text/norse_art.htm</p> <p>I know why art was important to Viking culture.</p> <p>I know why people decorate things.</p>	<p>Inside your insides</p> <p>Drawing/Digital Media/Collage - teeth</p> <p>I know different media can be combined for effect.</p> <p>I know how to combine drawing, photography and collage for effect.</p> <p>I know that images can be built up by layers.</p>	<p>Dive into the deep</p> <p>Collage – under the sea</p> <p>https://www.tate.org.uk/art/artists/kurt-schwitters-1912</p> <p>I know different materials have different effects.</p> <p>I know there are different ways of cutting and attaching different materials.</p> <p>I know how Kurt Schwitters made his artwork.</p>	<p>Islamic Intrigue</p> <p>Printing/Digital Media – Islamic Art</p> <p>I know that Islamic art has links to geometry.</p> <p>I know that Islamic art consists of repeated and interlinked patterns.</p> <p>I know that computers can be used to create patterns and shapes.</p> <p>I know that great skill is involved in creating Islamic art.</p>	<p>Natural Rhythm</p> <p>Painting – Jimoh Buraimoh/cubism</p> <p>I know who Jimoh Buraimoh is and where he is from.</p> <p>I know some features of the work of Jimoh Buraimoh.</p> <p>I know what Cubism is.</p> <p>I know some ways that Jimoh Buraimoh’s work is similar to Cubism.</p>	<p>Route 66</p> <p>Textiles – Lazy Stitch and bead embroidery</p> <p>I know that beading and embroidery is a feature of Native American culture.</p> <p>I know how customising clothing can show identity.</p> <p>I know that different stitches can be used for different purposes.</p>
Y5	<p>Egyptians: Eccentric or Eerie?</p> <p>3D – Canopic Jars</p> <p>I know clay has been used to create for a</p>	<p>To infinity and beyond</p> <p>Painting – watercolour planets (Amanda C Marino)</p> <p>https://www.youtube.c</p>	<p>Romans: Rampaging or Resplendent?</p> <p>3D - Mosaics</p> <p>I know what a mosaic is.</p>	<p>Metamorphosis</p> <p>Digital Media – animation/Claymation</p> <p>I know what the term</p>	<p>King Coal</p> <p>Drawing – H. Andrew Freeth (Coal Miner portraits)</p> <p>https://www.royalacad</p>	<p>Feel the Force!</p> <p>Painting – Jackson Pollock</p> <p>I know who Jackson Pollock is.</p> <p>I know some features of</p>

	<p>long time.</p> <p>I know art can also have a practical purpose.</p> <p>I know why symbolism is important in art.</p> <p>I know how artefacts teach us about ancient cultures.</p>	<p>om/watch?v=F-QiM8SO2ro</p> <p>https://mymodernmet.com/space-art-watercolor-paintings-amanda-c-marino/</p> <p>I know who Amanda C Marino is.</p> <p>I know why Amanda C Marino uses watercolours.</p> <p>I know how Amanda C Marino creates her artwork.</p>	<p>I know how mosaics are created.</p> <p>I know why the Romans used mosaics.</p> <p>I know how mosaics help us understand more about the Romans.</p>	<p>animation means.</p> <p>I know the difference between drawn animation and Claymation.</p> <p>I know the difference between the work of Tim Burton and Nick Park.</p> <p>I know how animations are made.</p>	<p>emy.org.uk/art-artists/name/h-andrew-freeth-ra</p> <p>I know what portraits can tell us about the past.</p> <p>I know some reasons why people make portraits.</p> <p>I know different mediums are used to create portraits.</p>	<p>Jackson Pollock's work.</p> <p>I know how Jackson Pollocks artworks show movement and emotion.</p> <p>I know what abstract expressionism is.</p> <p>I know what 'action painting' is.</p> <p>I know how Jackson Pollock used the force of his body to create artwork.</p>
Y6	<p>Making an impression</p> <p>Painting - Impressionism</p> <p>I know features of Impressionist art.</p> <p>I know who Monet, Manet and Cezanne were.</p> <p>I know why the Impressionist movement started.</p> <p>I know that Impressionists artists</p>	<p>WW2: What, where, who?</p> <p>Painting - Lowry</p> <p>I know who Lowry was.</p> <p>I know some features of Lowry's artwork.</p> <p>I know why Lowry was an important artist.</p> <p>I know how Lowry created his artworks.</p>	<p>Origins</p> <p>Drawing – HMS Beagle (Conrad Martins)</p> <p>https://www.smithsonianmag.com/science-nature/beautiful-drawings-darwins-artist-residence-180954953/</p> <p>I know who Conrad Martins was.</p> <p>I know why Conrad Martins was onboard the Beagle.</p>	<p>Brilliant Blood</p> <p>Printing – Lino Cut Hearts/Andy Warhol</p> <p>https://www.tate.org.uk/art/art-terms/l/linocut</p> <p>I know how linocuts are produced.</p> <p>I know why lino is used for printing.</p> <p>I know who Andy Warhol is and why he was famous.</p>	<p>Culture and Community</p> <p>3D – public art (sculpture)</p> <p>I know what public art is.</p> <p>I know where public art is in my city.</p> <p>I know why public art is important.</p>	<p>Sun, Sombreros and Skulls</p> <p>Textiles – Day of the Dead Batik/embroidery</p> <p>https://artfulparent.com/how-to-do-glue-batik-with-kids/</p> <p>I know what Batik is.</p> <p>I know why art is important in Mexican culture.</p> <p>I know why colourful fabrics are used in Mexican culture.</p> <p>I know what the skull symbolises in Mexican culture.</p>

	<p>used certain brushstrokes for effect.</p> <p>I know that different paints have different effects and can be used in different ways.</p>		<p>I know why Conrad Martin's artwork was important.</p>	<p>I know some features of Andy Warhol's work.</p> <p>I know why Andy Warhol used printing as a medium.</p>		
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Assessment is ongoing but evaluated at the end of each topic. All classes complete an observational drawing at the end of the year to show development & progression of skills/techniques.



Art Vocabulary Progression

	Eyebrows Hair Self-portrait/ portrait	Eyebrows Hair Self-portrait/ portrait Profile Size Shape	Eyebrows Hair Self-portrait/ portrait Profile Size Shape	Eyebrows Hair Self-portrait/ portrait Profile Size Shape Expression Proportion Symmetry	Eyebrows Hair Self-portrait/ portrait Profile Size Shape Expression Proportion Symmetry	Eyebrows Hair Self-portrait/ portrait Profile Size Shape Expression Proportion Angle Composition	Eyebrows Hair Self-portrait/ portrait Profile Size Shape Expression Proportion Angle Composition
Collage	Rip Tear	Rip Tear Cut Scrunch	Rip Tear Cut Scrunch	Rip Cut Tear Scrunch Fold Layer glue, adhesive, PVA, multi-purpose	Rip Cut Tear Scrunch Fold Layer glue, adhesive, PVA, multi-purpose Combine	Cut Tear Scrunch Fold Layer glue, adhesive, PVA, multi-purpose Combine Overlay Stitch	Cut Tear Scrunch Fold Layer glue, adhesive, PVA, multi-purpose Combine Overlay Stitch Mixed media
3D work	Roll Pinch Press Cut Dry Wet Moist Knead	Roll Pinch Press Cut Dry Wet Moist Knead Sculpt Smooth Air-dry	Sculpt Roll Pinch Press Cut Dry Wet Moist Knead Smooth Air-dry Hollow Solid Modelling Useful/decorative	Sculpt Roll Pinch Press Cut Dry Wet Moist Knead Smooth Air-dry Hollow Solid Modelling Useful/decoration	Sculpt Roll Pinch Press Cut Dry Wet Moist Knead Smooth Air-dry Hollow Solid Modelling Useful/decoration	Sculpt Roll Pinch Press Cut Dry Wet Moist Knead Smooth Air-dry Useful/decoration Glaze Armature (supportive structure)	Sculpt Roll Pinch Press Cut Dry Wet Moist Knead Smooth Air-dry Useful/decoration Glaze Armature (supportive structure)

				Armature (supportive structure)	Armature (supportive structure)	Fired Kiln Decorative/utilitaria n Manufactured/ handmade	Fired Kiln Decorative/utilitaria n Manufactured/ handmade
Textiles		Material Thread Glue	Material Thread Glue Textile Dye Knot Tie Tie-dye Natural Man-made	Material Thread Glue Textile Dye Knot Tie Tie-dye Natural Man-made Thread Sew Stitch Weave Knit Synthetic/ Warp Weft	Material Thread Glue Textile Dye Knot Tie Tie-dye Natural Man-made Thread Sew Stitch Weave Knit Synthetic/ Warp Weft Tapestry Sewing patterns (e.g. Instructions/templat es) Fabric types (e.g. wool, felt, silk, cotton, acrylic, leather) Embellishment Embroidery	Material Thread Glue Textile Dye Knot Tie Tie-dye Natural Man-made Thread Sew Stitch Weave Knit Synthetic/ Warp Weft Tapestry Sewing patterns (e.g. Instructions/templat es) Fabric types (e.g. wool, felt, silk, cotton, acrylic, leather) Embellishment Embroidery	Material Thread Glue Textile Dye Knot Tie Tie-dye Natural Man-made Thread Sew Stitch Weave Knit Synthetic/ Warp Weft Tapestry Sewing patterns (e.g. Instructions/templat es) Fabric types (e.g. wool, felt, silk, cotton, acrylic, leather) Embellishment Embroidery Stitch names (e.g. tacking, running, blanket, gathering, cross stitch)

Digital Media		Computer	Computer Photograph Photography Digital Analogue Portrait Landscape Film	Computer Photograph Photography Digital Analogue Portrait Landscape Film Computer Design Cut Paste Fill	Computer Photograph Photography Digital Analogue Portrait Landscape Film Computer Design Cut Paste Fill Software Interlinked	Computer Photograph Photography Digital Analogue Portrait Landscape Film Computer Design Cut Paste Fill Software Interlinked Editing Lighting Composition Camera Angles Storyboard Sound File Media 2D animation 3D animation Animation Animate Claymation Stop motion Exporting Foreground Background	Computer Photograph Photography Digital Analogue Portrait Landscape Film Computer Design Cut Paste Fill Software Interlinked Editing Lighting Composition Camera Angles Storyboard Sound File Media 2D animation 3D animation Animation Animate Claymation Stop motion Exporting Foreground Background
Printing	Stamp Press	Stamp Press Print	Stamp Press Print Block Block print Repeat	Stamp Press Print Block Block print Repeat	Stamp Press Print Block Block print Repeat	Stamp Press Print Block Block print Repeat	Stamp Press Print Block Block print Repeat

			Pattern	Pattern Transfer	Pattern Transfer Layer	Pattern Transfer Layer	Pattern Transfer Layer Engraving Engrave Lino Lino cut Roller Stencil
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