

	Autumn	Spring	Summer
<p>Year 1 and 2 Knowledge taught throughout</p> <ul style="list-style-type: none"> Describe what they can see and like in the work of another artist/craft maker/designer. Ask sensible questions about a piece of art. Link colours to natural and man-made objects. Say how other artist/craft maker/designer have used colour, pattern and shape. Create a piece of work in response to another artist's work. <p>Sketch books</p> <ul style="list-style-type: none"> Begin to demonstrate their ideas through photographs and in their sketch books. Set out their ideas, using 'annotation' in their sketch books. Keep notes in their sketch books as to how they have changed their work. 	<p>Painting - Kandinsky</p> <p>Computing</p> <ul style="list-style-type: none"> Use a simple painting program to create a picture. Use tools like fill and brushes in a painting package. Go back and change their picture. Edit their own work. <p>Painting</p> <ul style="list-style-type: none"> Choose to use thick and thin brushes as appropriate. Name the primary and secondary colours. Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones 	<p>Drawing portraits– Degas and Picasso comparisons</p> <p>Drawing</p> <ul style="list-style-type: none"> Communicate something about themselves in their drawing. Create moods in their drawings. Draw using pencil and crayons. Draw lines of different shapes and thickness, using 2 different grades of pencil. Use three different grades of pencil in their drawing (4B, 8B, HB). Use charcoal, pencil and pastels. Create different tones using light and dark. Show patterns and texture in their drawings. Use a viewfinder to focus on a specific part of an artefact before drawing it. <p>Computing</p> <ul style="list-style-type: none"> Take different photographs of themselves displaying different moods. Change their photographic images on a computer. 	<p>Collage – Emma Caplin (local artist)</p> <ul style="list-style-type: none"> Cut and tear paper and card for their collages. Gather and sort the materials they will need. Create individual and group collages. Use different kinds of materials on their collage and explain why they have chosen them. Use repeated patterns in their collage.
<p>Year 3 and 4• Knowledge taught throughout</p> <ul style="list-style-type: none"> Compare the work of different artists. Explore work from other cultures. Explore work from other periods of time. Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. Experiment with different styles which artists have used. Explain art from other periods of history. <p>Sketch books</p> <ul style="list-style-type: none"> Use their sketch books to express feelings about a subject and to describe likes and dislikes. Make notes in their sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketch books. Produce a montage all about themselves. Keep notes about the purpose of their work in their sketch books. 	<p>Architecture – Bauhaus movement</p> <p>Printing</p> <ul style="list-style-type: none"> Investigate and art movement looking at its influence on design and architecture. Make notes in their sketch books about techniques used by artists. Use their sketch books to adapt and improve their original ideas. Make a printing block. Make a 2 colour print. Print using at least four colours. Create an accurate print design. Print onto different materials. 	<p>Drawing portraits – Hans Holbein</p> <ul style="list-style-type: none"> Show facial expressions in their drawings. Use their sketches to produce a final piece of work. Write an explanation of their sketch in notes. Use different grades of pencil shade, to show different tones and texture. Begin to show facial expressions and body language in their sketches. Identify and draw simple objects, and use marks and lines to produce texture. Organise line, tone, shape and colour to represent figures and forms in movement. Explain why they have chosen specific materials to draw with. 	<p>Trench Art – recycled materials</p> <ul style="list-style-type: none"> Use found materials to produce a decorative piece. Cut very accurately. Overlap materials. Experiment using different colours and texture. Use montage. Combine visual and tactile qualities.
<p>Year 5 and 6 Knowledge taught throughout</p> <ul style="list-style-type: none"> Experiment with different styles which artists have used. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. 	<p>Line Drawings - Henry Moore</p> <ul style="list-style-type: none"> Identify and draw simple objects, and use marks and lines to produce texture. Successfully use shading to create mood and feeling. Organise line, tone, shape and colour to represent figures and forms in movement. 	<p>Mayan Masks</p> <p>3D</p> <ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make 3D form. Sculpt clay and other mouldable materials. Create models on a range of scales. Justify the materials they have chosen. 	<p>Self expression – mixed media – Munch and Picasso</p> <ul style="list-style-type: none"> Create a range of moods in their paintings. Express their emotions accurately through their painting and sketches.

<ul style="list-style-type: none"> • Make a record about the styles and qualities in their work. • Say what their work is influenced by. • Include technical aspects in their work, e.g. architectural design. <p>Sketch Books</p> <ul style="list-style-type: none"> • Keep notes in their sketch books as to how they might develop their work further. • Use their sketch books to compare and discuss ideas with others. • Sketch books contain detailed notes, and quotes explaining about items. • Compare their methods to those of others and keep notes in their sketch books. • Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. 	<ul style="list-style-type: none"> • Show reflections. • Explain why they have chosen specific materials to draw with. • Sketches communicate emotions and a sense of self with accuracy and imagination. • Explain why they have combined different tools to create their drawings. • Explain why they have chosen specific drawing techniques. 	<ul style="list-style-type: none"> • Combine pattern, tone and shape. 	<ul style="list-style-type: none"> • Use mixed media to produce a piece of art. • Combine visual and tactile qualities to express mood and emotion. • Create work which is open to interpretation by the audience. • Include both visual and tactile elements in their work. • Explain what their own style is. • Use a wide range of techniques in their work. • Explain why they have chosen specific painting techniques.
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<p>Year 3 and 4 Knowledge taught throughout</p> <ul style="list-style-type: none"> • Compare the work of different artists. 	<p>Pottery – Clarice Cliff</p> <ul style="list-style-type: none"> • Add onto their work to create texture and shape. 	<p>Hokusai –: Japanese art Painting</p>	<p>Pop Art – Andy Warhol & Roy Lichenstein Computing</p>

<ul style="list-style-type: none"> • Explore work from other cultures. • Explore work from other periods of time. • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work. • Experiment with different styles which artists have used. • Explain art from other periods of history. <p>Sketch books</p> <ul style="list-style-type: none"> • Use their sketch books to express feelings about a subject and to describe likes and dislikes. • Make notes in their sketch books about techniques used by artists. • Suggest improvements to their work by keeping notes in their sketch books. • Produce a montage all about themselves. • Use their sketch books to adapt and improve their original ideas. • Keep notes about the purpose of their work in their sketch books. 	<ul style="list-style-type: none"> • Work with life size materials... • Experiment with and combine materials and processes to design and make 3D form. • Begin to sculpt clay and other mouldable materials. 	<ul style="list-style-type: none"> • Predict with accuracy the colours that they mix. • Know where each of the primary and secondary colours sits on the colour wheel. • Create a background using a wash. • Use a range of brushes to create different effects. • Create all the colours they need. • Create mood in their paintings. • Successfully use shading to create mood and feeling. 	<ul style="list-style-type: none"> • Use the printed images they take with a digital camera and combine them with other media to produce art work. • Use computing programs to create a piece of work that includes their own work and that of others (using web). • Use the web to research an artist or style of art. • Present a collection of their work on a slide show. • Create a piece of art work which includes the integration of digital images they have taken. • combine graphics and text based on their research.
<p>Year 5 and 6</p> <p>Knowledge taught throughout</p> <ul style="list-style-type: none"> • Experiment with different styles which artists have used. • Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information. • Make a record about the styles and qualities in their work. • Say what their work is influenced by. • Include technical aspects in their work, e.g. architectural design. <p>Sketch Books</p> <ul style="list-style-type: none"> • Keep notes in their sketch books as to how they might develop their work further. • Use their sketch books to compare and discuss ideas with others. • Sketch books contain detailed notes, and quotes explaining about items. • Compare their methods to those of others and keep notes in their sketch books. • Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. • Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. 	<p>Sketching and painting – Lowry</p> <ul style="list-style-type: none"> • Identify and draw simple objects, and use marks and lines to produce texture. • Successfully use shading to create mood and feeling. • Organise line, tone, shape and colour to represent figures and forms in movement. • Sketches communicate emotions and a sense of self with accuracy and imagination. • Explain why they have combined different tools to create their drawings.. • Create a range of moods in their paintings. . • Express their emotions accurately through their painting and sketches. • Use a wide range of techniques in their work. • Explain why they have chosen specific painting techniques. 	<p>Photographic portraits and landscapes – Hockney</p> <p>Computing</p> <ul style="list-style-type: none"> • Create a piece of art work which includes the integration of digital images they have taken. • Combine graphics and text based on their research. • Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. • Create digital images with animation, video and sound to communicate their ideas. • Use software packages to create pieces of digital art to design. • Create a piece of art which can be used as part of a wider presentation. 	<p>Ceramic tiles 3D</p> <ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Sculpt clay and other mouldable materials. • Create models on a range of scales. • Justify the materials they have chosen. <p>Combine pattern, tone and shape.</p> <ul style="list-style-type: none"> • Experiment with and combine materials and processes to design and make 3D form. • Include both visual and tactile elements in their work.