Art Progression Document (Pembroke Park)

"Art is a place for children to learn to trust their ideas, themselves and to explore what is possible."

(MaryAnn F Kohl)

How is this subject taught and why? Art is taught weekly and alternates termly with DT in order to ensure coverage. Weekly teaching allows recall of prior learning over time, which learning theory suggests strengthens learning over time when compared to "blocking" of subjects. The final unit of Craft will be covered in a summer term "arts week" to ensure a balanced coverage.

Rationale for using a "scheme of learning": Kapow offers engaging and progressive schemes of work and lesson plans and includes teacher CPD videos and supporting materials that help support and develop staff subject knowledge. Kapow Primary's Art and design scheme has been designed as a spiral curriculum with the following key principles in mind:

✓ Cyclical: Pupils return to the same skills again and again during their time in primary school

✓ Increasing depth: Each time a skill is revisited it is covered with greater complexity

✓ Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again

Adaptations made to the scheme: The scheme that we use doesn't cover classical Artists nor allow the opportunity to explicitly compare them. We have added and adapted our planning to include key artists such as Picasso and Van Gogh who have an important role to play in the history and progression of art and whose work can be seen in the London National Gallery (our pupils were unaware of their history on previous visits). We have also created a unit to include the study of a local artist. For us, this ensures that we are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

Assessment in Art is supported through topic-specific tick sheets, which enable teachers to monitor pupils' progress in developing key knowledge and skills. Each topic area also has an assessment overview, identifying the key vocabulary, practical skills and sticky knowledge that pupils should acquire and retain. These documents support teachers in assessing understanding, identifying gaps and ensuring clear progression in knowledge and skills across year groups. An end of unit art piece is used to assess skills.

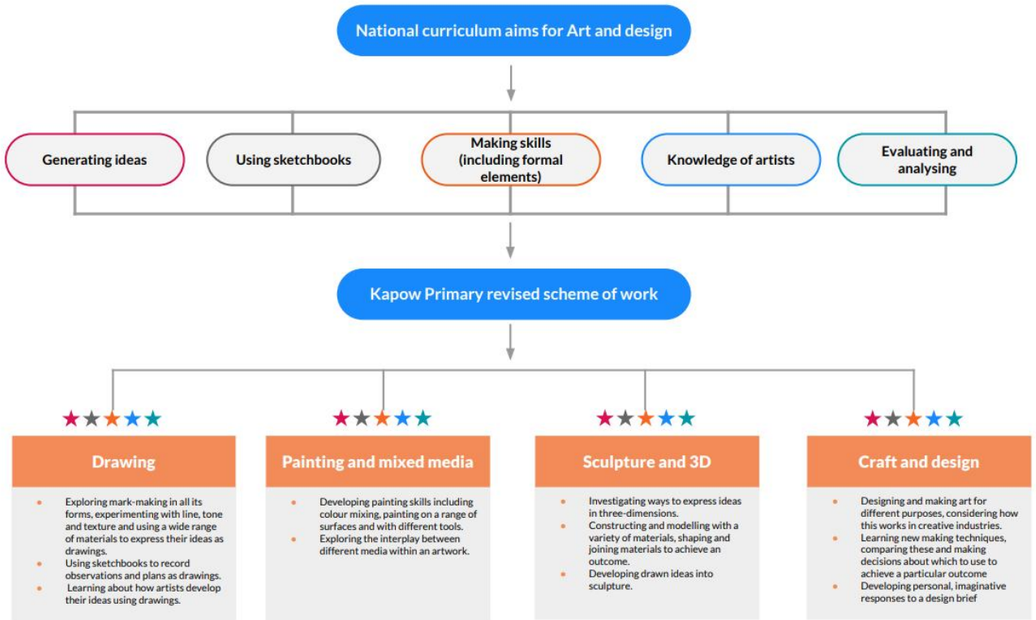
Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum for Art and design aims to ensure that all pupils:

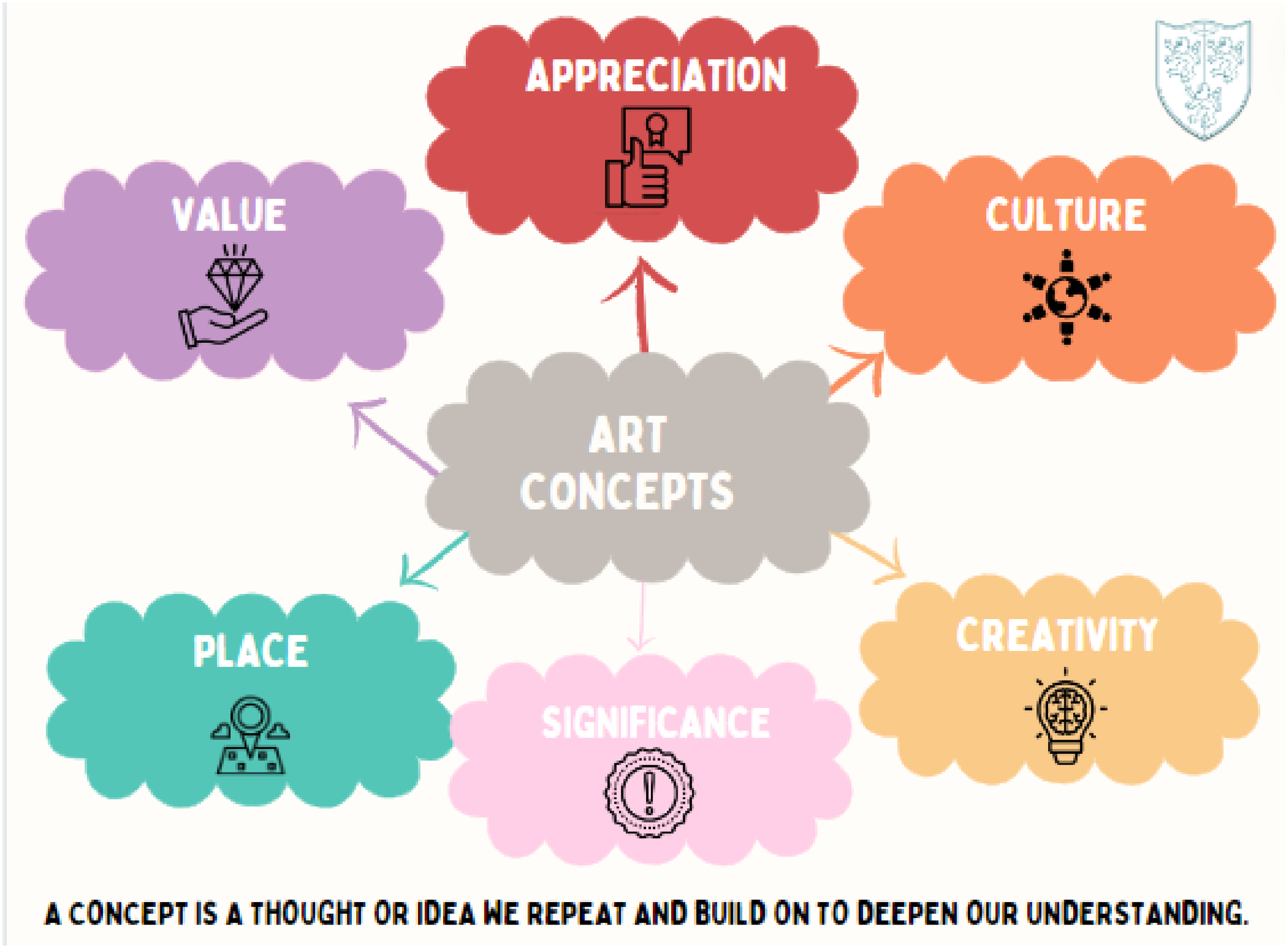
- ★ Produce creative work, exploring their ideas and recording their experiences
- ★ Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ★ Evaluate and analyse creative works using the language of art, craft and design
- ★ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

From these aims, we have identified five strands which run throughout our scheme of work:

- Generating ideas
- Using sketchbooks
- Making skills (including formal elements)
- Knowledge of artists
- Evaluating and analysing

How is the revised Art and design scheme of work organised?





A CONCEPT IS A THOUGHT OR IDEA WE REPEAT AND BUILD ON TO DEEPEN OUR UNDERSTANDING.

Long term plan

ART Week	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Craft and design: Woven wonders	Craft and design: Map it out	Craft and design: Egyptian scrolls	Craft and design: Fabric of nature	Craft and design: Architecture	Craft and design: Photo opportunity

	Term 1 - Drawing	Term 2 - Drawing	Term 3 – Painting and mixed media	Term 4 – Painting and mixed media	Term 5 - Sculpture	Term 6 - Sculpture
EYFS	**EYFS1 Drawing** Create closed shapes with continuous lines and begin to use these shapes to represent objects. Mark making. **EYFS2** Children will learn to draw a simple face/ self-portrait in pencil by looking in a mirror, and how to talk about their artwork. Self-portrait in paint – colour matching using paintbrushes Vegetable printing	**EYFS 1** 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 like happiness, sadness, fear etc. **EYFS 2** Children will learn how to draw things seen to make simple representations/observational drawing. Photograph autumn collages using natural resources like artist Goldsworthy – children will learn how to talk about what they have seen in a picture or piece of art. Firework pictures in paint – blowing bubbles, splat painting and rolling marbles. Chalk/coloured rice Rangoli patterns Clay modelling – diva lamps Christmas crafts	**EYFS 1** Create closed shapes with continuous lines and begin to use these shapes to represent objects. Mark making. Explore colour and colour mixing primary colours. **EYFS2** Children will use a variety of artistic effects to express their ideas and feelings when designing superhero masks. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Such as finger painting, colour-mixing techniques to enable them to match suitable colours, appropriate to task. Children will know; that when two colours are mixed it makes a different colour, how to match the colours seen to what is being represented, how to use paint tools with care and precision, red and blue makes purple, yellow and blue makes green, red and yellow makes orange, that artists create works of art. Children will learn how to use a paint brush and pallet.	**EYFS 1** Explore colour and colour mixing colours. Show different emotions in their paintings like happiness, sadness, fear etc. **EYFS 2** Children will learn to mix secondary colours and create shades by adding white and black to lighten and darken. Use a variety of tools in paint to scrape and dab. Drawing digital images.	**EYFS 1** Explore different materials freely to develop their ideas about how to use them and what to make. **EYFS2** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Aboriginal style dot painting using cotton buds Dotted paintings like artist Georges Seurat Printing sunflowers	**EYFS 1** Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. **EYFS 2** Fish collage They will and build on their previous learning, refining ideas and develop their ability to represent them.

Y1		**Drawing** To know that their sketch book is where they record their art. To know drawing techniques such as: hatching and scribbling. To know who Paul Klee is To know that the more pressure used, the darker the outcome To know 2 or more drawing techniques **Application:** Draw a self portrait using lines and shapes inspired by Paul Klee.		**Da Vinci – Mona Lisa** To know how to control my paintbrush To know how to create a range of strokes using my paintbrush. To know how much paint to put on my brush To know the effect of a variety of media e.g. different brush sizes, sponges, glue spreaders To know that secondary colours can be mixed to create different colours To know the primary colours **Application:** To create a replica painting of the Mona Lisa.		**Sculpture and 3D: Paper play (KAPOW unit)** To roll paper to make 3D structures. To shape paper to make a 3D drawing. To apply paper-shaping skills to make an imaginative sculpture To work collaboratively to plan and create a sculpture. **Application:** Working as a class to recreate Louise Bourgeois' 'Maman' spider sculpture (1999), the children will plan and create the legs and body of the spider.
Y2		**Drawing – Tone and texture** To experiment with a range of materials to create marks and tones		**Monet - Rivers and landscapes** To know a range of painting techniques e.g. layering, mixing		**Sculpture and 3D: Clay houses** *(Kapow)* Explore how clay can be shaped with hands Practise using "score and slip" joining technique

		To use different pressures To describe the texture To explore how tone is used by artists To develop observational drawing **Application:** To complete and observational drawing with tone and texture.		To know which shades and tones best suit a piece of art To know types of marks made with a range of media. To know who Monet is and what style of painting he was known for To know that adding black to a colour will darken it To know that adding white to a colour will lighten it To know primary and secondary colours **Application:** To create a piece of art in the style of Monet		To learn about Rachel Whiteread Experiment with working positively and negatively into a clay surface To plan a 3D clay tile **Application:** To use rolling, joining and pressing to create a clay tile house
Y3		**Drawing: developing drawing skills** To recognise how artists use shape in drawing To understand and apply tone in drawing by shading. To understand how texture can be created and used to make art To apply observational drawing skills to create detailed studies To explore composition and scale to create abstract drawings To apply line, shape and tone with digital tools. **Application:** Create a digital image inspired by drawing. Create line, shape and tone using digital tools.		**Van Gogh – Sunflowers** To know why some colours are more complimentary than others (use the colour wheel to support this) To know who Van Gogh is To name 2 or more of Van Gogh's famous paintings To know terms blocking, layering and thickening **Application:** To create a piece of art in the style of Van Gogh		**Sculpture and 3D abstract shape** Try out different ways to make card shapes three dimensional Make a structure that holds its 3D shape. Explain in simple terms the difference between 2D and 3D art. Combine shapes together to make an interesting free-standing sculpture. Plan an abstract sculpture based on play equipment. Choose appropriate methods for joining elements in their sculptures. To work together to create a large piece of artwork **Application:** Construct a sculpture inspired by playground equipment
Y4		**Drawing: tone, texture, proportion** To draw using tone to create a 3D effect. To explore proportion and tone when drawing. To plan a composition for a mixed-media drawing. To use shading techniques to create pattern and contrast. To represent the size of one object relative to another. To consider where to place each element thinking carefully about the space. To show texture in the collage. **Application:** An observational drawing using texture, tone and proportion.		**Picasso – Cubism self portraits** To know about Picasso To know terms cubism, blocking, wash and thickening To know the purpose of developing a painting from a drawing To know why some colours are more complimentary than others To know which colours to mix to create dark, light or specific colour choices **Application:** To create a piece of art in the style of Picasso		**Sculpture and 3D: Mega materials (*Kapow unit*)** To develop ideas for 3D work through drawing and visualisation in 2D. To use more complex techniques to shape materials. To explore how shapes can be formed and joined in wire. To consider the effect of how sculpture is displayed. To choose and join a variety of materials to make sculpture. **Application:** Taking inspiration from the work of sculptor, El Anatsui, children explore different ways to join materials and create their own 3D piece using materials destined for recycling.
Y5		**Drawing: depth, emotion and movement.** To use various types of lines to emphasise emotion or draw attention. To describe how artists have shown emotion. To use colour and line to convey emotion or movement in their sketch. To design a print, considering the composition carefully. To use a combination of marks to create tone and depth. To describe how artists use tone to show depth in their art work. To create an effective printing plate. To reflect and improve their sketchbook experiments and final work. **Application:** To create an effective printing plate with tone and depth		**John Constable (Local artist, Salisbury) – Salisbury Cathedral** To know who John Constable is and understand that he is a local artist To be able to name 5 or more mark making patterns To know which colours work well to create a specific atmosphere and be able to justify why To justify why they have chosen such techniques **Application:** To create a painting in the style of John Constable – using local scenery		**Sculpture and 3D: Interactive installation (*Kapow unit*)** To identify and compare features of art installations. To investigate the effect of space and scale when creating 3D art. To problem-solve when constructing 3D artworks. To plan an installation that communicates an idea. To apply their knowledge of installation art and develop ideas into a finished piece. **Application:** Learning how art installations can be interactive and applying this to their own artwork, presenting their final ideas and showing how the viewer will experience their installation.
Y6		**Expressing ideas** To identify key features of street art and murals. To discuss the intention and impact of street art. To use various shading techniques to show texture, tone, form and depth. To apply one point perspective in their work. To enlarge a drawing by scaling using an accurately drawn grid. To show an understanding of perspective, scale and proportion with a level of accuracy across their design.		**Banksy** To know who Banksy is and what made him famous To explain their own style of painting To explain and demonstrate a range of texture in painting. To be able to adapt and evaluate their own work, linking back to the studied artist		**Clay sculptures *(Kapow)*** Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Competently use scissors to cut shapes accurately. Talk about artists' work and explain what they might use in their own work.

		To choose appropriate materials for their design and explain their choices and intention. To use space effectively to enhance visual impact of their graffiti tag. **<u>Application:</u>** <u>To create own street art/mural</u>				Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. Identify and make improvements to their work. Produce a completed sculpture demonstrating experimentation, originality and technical competence. Competently reflect on successes and personal development.
Y7	Formal Elements: • Colour wheel • Primary, secondary and tertiary and complimentary colours. • Exploration of abstract compositions • Shading and blending • Mark making • How to use line and mark making techniques to make a shape. • Blending colour pencils. • Mixed media approaches • Reflection and Analysis ARTISTS: Henri Matisse, Wassily Kandinsky, Piet Mondrian The Environment: • Nature observational drawings • The Environment and Art • How to portray issues in the environment through Art • Observation drawing • Painting techniques • Using waste materials as a surface • Realisation of forms as 3D sculptures ARTISTS: Hesse Honegger		Cubism: • Exploration of form • Observation drawings • Collage • Photography • Fragmentation of imagery • Painting techniques • Personal response to Artists work • Reflection and Analysis ARTISTS: Cubism Sustainability: • Introduction to new media • Development of techniques • Observation studies • Refinement of media exploration • Developing composition through use of textile Artist • Realisation of intentions using textile skills ARTISTS: Contemporary textile Artists and practitioners		Artist Exploration • Research into Artists • Workshops appropriate to exploring different Artists processes. • Broaden understanding of Art History • Understanding context • Exploration of new techniques and different media • Mark making techniques • Observational drawings • Responding with appropriate media • Personal Response • Reflection and Analysis ARTISTS: Van Gogh, Barbara Hepworth, Surrealism, Contemporary practitioners. Linked to national exhibitions

<u>Year 1 LESSON OVERVIEWS (Knowledge & Skills)</u>

Drawing	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**Vocabulary**
By the end of this block you will have achieved the following **National Curriculum outcomes**	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To be taught 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.	Drawing Artist Control Line Pressure Shape

Other curriculum areas covered	Geometry – properties of shapes 'Pupils should be taught to: recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]
Session 1	To know that their sketch book is where they record their art. To explore control and pressure to create different types of lines. I can talk about an artist and their work. I can draw different types of lines with a range of materials. I can press hard and light to create different types of lines. I can describe lines using the words I have learnt.
Session 2	**To practise drawing different lines using music as a stimulus.** I can identify different types of lines in a drawing. I can draw lines reflecting what I hear in music, changing my pressure and control. I can select different materials to make lines.
Session 3	**To connect lines to create shapes.** I can identify organic shapes. I can connect lines to create a shape. I can use different types of lines to create a shape.
Session 4	**To explore lines and shapes in pictures for portrait drawing.** I can identify basic shapes in works of art and everyday objects. I can talk about what I like and dislike in a piece of art. I can use shapes to draw a face.
Session 5	**To use control and pressure skills to add colour to a drawing.** I can change how hard I press to make a colour lighter or darker. I can colour within lines. I can choose colours similar to Paul Klee's artwork.
Session 6	Application: To draw a self portrait inspired by Paul Klee. Draw portraits from their photos onto new piece of paper. Once the children have drawn the complete face, allow them to colour it in. Remind children of previous learning – Hold a pencil Colour in the same direction and motion. Press a little harder (add more pressure) to make the colour darker. Press a little lighter (use less pressure) to make the colour lighter. Try to stay in the lines.

Painting	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**Vocabulary**
By the end of this block you will have achieved the following **National Curriculum outcomes**	To be taught 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	**Painting and Mixed Media** Hue Shade Primary colour Secondary colour Pattern Mix Blend Print Shape Kaleidoscope
Session 1	To know the primary colours To know who Da Vinci is and the painting called Mona Lisa To know how to control my paintbrush I can tell you about Da Vinci	

	I can name the primary colours I can hold a paint brush correctly	Texture Space Thick
Session 2 	To know that secondary colours can be mixed to create different colours I can name the primary colours I can name secondary colours I can mix secondary colours I can use my paintbrush in different ways	
Session 3  	To know how to create a range of strokes using my paintbrush. To know how much paint to put on my brush I can mix colours with paint I know how to clean my paint brush I can replace the water	
Session 4 	To know the effect of a variety of media e.g. different brush sizes, sponges, glue spreaders I can use a variety of media with paint I can use different tools to create texture	
Session 5 & 6  	<u>Application</u>: To create a replica painting of the Mona Lisa. I can say who painted the Mona Lisa I can select appropriate tools I can recreate an image	

Sculpture	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**Vocabulary**
By the end of this block you will have achieved the following **National Curriculum outcomes**	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To be taught 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.	**<u>Sculpture & 3d</u>** Sculpture Artist Three dimensional (3D) Cylinder Curve Loop Tube
Other curriculum areas covered	Science describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	

Session 1 	To roll paper to make 3D structures.	Concertina Overlap Spiral Zig-zag Carving Mosaic Imagine
Session 2 	To shape paper to make a 3D drawing. I can fold and roll paper to create 3D shapes I can choose how to arrange the paper shapes to make a 3D drawing I can overlap paper strips on my 3D drawing	
Session 3 	To apply paper-shaping skills to make an imaginative sculpture I can plan a sculpture by drawing my ideas first I can use at least three different techniques for shaping paper I can add detail to my tree	
Session 4  	Application Working as a class to recreate Louise Bourgeois' 'Maman' spider sculpture (1999), the children will plan and create the legs and body of the spider. To work collaboratively to plan and create a sculpture. I can work cooperatively I can create different parts of a sculpture I can secure parts of the sculpture together I know that 3D sculpture can be created from a range of materials	
Session 5 & 6  	Application Working as a class to recreate Louise Bourgeois' 'Maman' spider sculpture (1999), the children will plan and create the legs and body of the spider. To apply painting skills when working in 3D. I can use different tools to paint with I can work as part of a collaborative project I can paint onto 3D surfaces using appropriate methods	

Year 2 LESSON OVERVIEWS (Knowledge & Skills)

Drawing	Pupils should be taught:		**Vocabulary**
By the end of this block you will have achieved the following **National Curriculum outcomes**	Experiment with a range of materials to create marks and tones.	Use different pressures and control to make different marks.	grip
	Describe the texture of objects.	Identify how artists use tone.	mark making
	Control shading to show tone.	Sketch simple shapes lightly so that changes can be made.	materials
	Refine a drawing by building up the outline of an object.	Pose to show a clear expression and head position to create a photograph.	

Other curriculum areas covered	Geometry – properties of shapes 'Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]'	refine shading sketch texture tone
Session 1  	To explore drawing techniques using a range of materials. I can name different drawing materials. I can use different drawing materials to create marks and tones. I can change my marks by holding the material in different ways. I can record my exploring and learning in my sketchbook. Introduce the artist Käthe Kollwitz	
Session 2 	To explore and describe texture through touch and rubbings. I can observe and feel different surfaces and record them by making texture rubbings. I can describe the surfaces I used and the textures I created. I can explain what texture is.	
Session 3 	To develop tonal shading skills using control and pressure. I can explain the meaning of the word 'tone' in art. I can describe how artists use tone in their drawings. I can vary the pressure to show tone.	
Session 4 	To develop an initial sketch for an observational drawing. I can identify the shapes in an object. I can sketch simple shapes lightly so changes are easy to make. I can refine my drawing to build up the outline of the object.	
Session 5 & 6  	To use tone and texture to create an observational drawing. I can use different tools to make light and dark tones. I can choose different materials to add texture and details. I can use a mixture of tools like pencils, charcoal and chalk. Application: observation with tone and texture	

Painting	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**Vocabulary**
By the end of this block you will have achieved the following **National Curriculum outcomes**	To be taught 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	Mixing Primary colour

Session 1 	To know who Monet is and what style of painting he was known for To know primary and secondary colours I know what kind of artwork Monet made I know what landscapes are I can name primary and secondary colours	Secondary colour Texture Collage Overlap Detail Surface
Session 2 	To know that adding black to a colour will darken it Recap painting expectations from Year 1. I can add black to make a colour darker I can hold my paintbrush correctly I know how much paint to use	
Session 3 	To know that adding white to a colour will lighten it I can add white to make a colour lighter I can hold my paintbrush correctly I know how much paint to use	
Session 4 	To know which shades and tones best suit a piece of art I can choose appropriate colours for a landscape	
Session 5 	To know a range of painting techniques e.g. layering, mixing I can add layers with watercolours I know when to add more layers to create tone and depth	
Session 6 	Application: To create a piece of art in the style of Monet Children to recreate a piece of Monet's art.	

Sculpture	Pupils should be taught:	**Vocabulary**
By the end of this block you will have achieved the following **National**	to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Roll Smooth Flatten Shape

Curriculum outcomes		Cut Pinch pot Ceramic Score Slip Surface Join Sculpture Sculptor Three dimensional Impressing
Other curriculum areas covered	Design and technology: Generate, develop, model and communicate their ideas through talking, drawing… and templates Select from and use a range of tools and equipment to perform practical tasks	
Session 1 	To use my hands as a tool to shape clay I can flatten clay to make a smooth surface. I can shape clay using my hands. I can make different marks in clay by pressing into it. I can shape clay to make a model.	
Session 2 	To shape a pinch pot and join clay shapes as decoration I can use the pinching technique to shape a pot I can use my fingers and thumbs to make the sides of the pot even I can join clay to help decorate my pot	
Session 3 	To use impressing and joining techniques to decorate a clay tile I can describe my ideas about the work of artist Rachel Whiteread I can roll a smooth clay tile I can create a pattern by pressing into and joining pieces onto my tile	
Session 4 	To use drawing to plan the features of a 3D model I can draw a house that will be made into a clay tile I can decide how to create features like a door, windows and the roof in clay I can label my drawing clearly	
Session 5 & 6 	To make a 3D clay tile from a drawn design I can use my design to guide my clay work I can use both pressing in and joining clay techniques on my tile I can evaluate my finished tile and say how it reflects my design	

Year 3 LESSON OVERVIEWS (Knowledge & Skills)

Drawing	Use their observation skills to describe specific shapes, textures or patterns in objects.	**Vocabulary**
By the end of this block you will have achieved the	Shade with a reasonable degree of accuracy and skill following the four shading rules. Use mark marking to show texture and details.	blend even tones

following **National Curriculum outcomes**	Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. Apply shading skills to show areas of light and dark (tone). Apply line, shape and tone with digital tools. Save and present digital artwork. Use materials to create a design inspired by The Sun.	observation organic
Other curriculum areas covered	Mathematics: Geometry- properties of shapes Pupils should be taught to: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Science: Light Pupils should be taught to: recognise that they need light to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that shadows are formed when the light from a light source is blocked by an opaque object Science: Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	
Session 1 	To recognise how artists use shape in drawing. I can recognise simple shapes in objects. I can use shapes to help me draw. I can sketch my drawing before adding details.	
Session 2 	To develop shading skills and use them to blend tones. I can use the side of a pencil so that the lead is flat on the paper. I can blend between light and dark to create even tones. I can press evenly and shade in one direction.	
Session 3 	To use careful observation for adding detail to drawings. I can observe objects carefully to notice all the details. I can use simple shapes to sketch the form of an organic object. I can use shading and mark making to show texture and tone. Artists: Katie Daisy, Sara Boccaccini Meadows, Dianne Sutherland.	
Session 4 	To use line, shape and tone in an imaginative drawing. I can use simple and organic shapes to sketch imaginative forms. I can use different lines and marks to show detail and texture. I can add tone using shading skills.	
Session 5 & 6 	To explore digital media techniques to develop drawings. I can select appropriate tools to recreate elements of my drawing digitally. I can apply line, shape and tone with a range of digital tools. I can save and present my digital artwork. Application: Create a digital image inspired by drawing. Create line, shape and tone using digital tools.	
Painting By the end of this block you will have achieved the	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To be taught 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 To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	**Vocabulary** Charcoal Composition

following **National Curriculum outcomes**		Negative image Pigment Positive image Prehistoric Proportion Smudging Scaled up Sketch Texture Tone
Prior learning links	Drawing flowers from previous unit will help in session 5	
Session 1 	To know who Van Gogh is Using PowerPoints/ videos/ artwork explain to the children who Van Gogh is and give them an insight into his life	
Session 2  	To name 2 or more of Van Gogh's famous paintings I can discuss similarities and differences between paintings. I can form an opinion and discuss what I think Look at a range of paintings from Van Gogh (have printed out on tables/ laminated). Children to discuss and think about their own opinions of the painting, what they like/ dislike, the similarities between them all ect. Have a good amount of focus on sunflower painting as this is needed for final session.	
Session 3  	To know why some colours are more complimentary than others (use the colour wheel to support this) Talk about appropriate colour choices when doing still life paintings. Unless we are doing an abstract colour then we need to try and recreate the correct colour. Look at colour wheel and make colour swatches. Which colours work well together? Which clash?	
Session 4 	To know terms blocking, layering and thickening Model and discuss the above techniques and give children opportunity to try themselves.	
Session 5 	To plan and sketch for a painting Explain that next two session you will be recreating a floral still life painting like Van Gogh's sunflower painting. Have a bunch of flowers on tables for children to sketch. Model looking and staying in seat to sketch.	
Session 6  	Application To recreate a painting of flowers in the style of Van Gogh Have flowers back on table. Children to paint their sketches from yesterday DO THIS DAY AFTER SESSION 5 SO FLOWERS ARE STILL ALIVE	
Sculpture	Pupils should be taught:	**Vocabulary**

By the end of this block you will have achieved the following **National Curriculum outcomes**	Try out different ways to make card shapes three dimensional Make a structure that holds its 3D shape. Combine shapes together to make an interesting free-standing sculpture. Try out more than one way to create joins between shapes.. Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. Plan an abstract sculpture based on play equipment.	Sculpture Structure Three-dimensional Found objects Sculptor Abstract Negative space Positive space
Other curriculum areas covered		
Session 1 	LO: To join 2D shapes to make 3D structures. I can define sculpture. I can try different ways to join card shapes. I can build a 3D structure that stands up on its own.	
Session 2 	LO: To join materials in different ways when working in 3D. I can try out more than one way to join 3D shapes. I can work with a partner to make larger structures. I can problem solve if something I try doesn't work first time.	
Session 3 	LO: To develop ideas for 3D artwork. I can identify 2D shapes in photos of 3D objects. I can identify shapes in the background space between objects (negative space). I can use drawings to plan a sculpture	
Session 4 	LO: To apply knowledge of sculpture when working in 3D. I can follow my sketchbook plan. I can make choices about how to join materials. I can adapt my ideas if things do not go to plan.	
Session 5 & 6 	LO: To evaluate and improve an artwork. I can compare two sculptor's work. I can say what I like and what I could change about my sculpture. I can choose how to add texture and colour to the surfaces of my sculpture.	

Year 4 LESSON OVERVIEWS (Knowledge & Skills)

Drawing	Pupils should be taught:	**Vocabulary**

By the end of this block you will have achieved the following **National Curriculum outcomes**	Create a three-dimensional effect by using contrasting tones to show light and dark. Combine lines and marks to represent different textures. Use lines and marks in different ways to represent dark and light areas (tone). Comparing the sizes of different objects to draw them in proportion. Represent the size of one object relative to another. Consider where to place each element thinking carefully about the space. Show texture in the collage. Use the impasto technique to create textured effects.	collage composition form highlight proportion shadow three-dimensional
Other curriculum areas covered	Mathematics: Geometry- properties of shapes Pupils should be taught to: draw 2-D shapes and 3-D shapes and recognise 3-D shapes in different orientations and describe them	
Session 1 	**To draw using tone to create a 3D effect.** I can notice areas of light and dark on an object. I can experiment with shading to create different tones. I can explore using different pressures. ***Artist: Sarah Graham***	
Session 2 	To explore how combining lines and mark making can show texture and tone in drawings. I can combine lines and marks to represent different textures. I can use lines and marks in different ways to show darker and lighter colours (tone). I can observe and replicate the texture and tone of real objects in my drawings. ***Artist: Nicola McBride***	
Session 3 	**To understand proportion by observing how it is used in artwork.** I can explain what proportion is and identify how artists use it in their artwork. I can explain how proportion affects the balance and realism of an artwork. I can present my observations about proportion in artwork.	
Session 4 	**To understand what is an effective composition in art.** I can carefully select and arrange wrappers in an interesting way. I can demonstrate effective use of space in my collage by considering the proportion and placement of each element. I can add various elements to enhance the texture and overall appearance of my collage.	
Session 5 & 6 	To apply an understanding of texture, tone and proportion in a drawing. I can sketch lightly and adjust my drawing to show proportion. I can use different lines and marks to show detail and texture. I can add tone using shading skills. Application: an observational sketch using texture, tone and proportion	

Painting	Pupils should be taught	**Vocabulary**

By the end of this block you will have achieved the following **National Curriculum outcomes**	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. 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.	Portrait Landscape Shadow Tint Shade Texture Contrasting Vivid Muted
Session 1 	To know about Picasso , Begin to mirror style of an artist Show slide with images of several Picasso cubism portraits – what do they notice? Discuss opinions. Slide show about Picasso with some basic info about his life and background. Go back to images and look at the colour schemes he used. Model colouring in a blank portrait in the style of Picasso.	
Session 2 	To know terms cubism, blocking, wash and thickening Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects Recap what we learnt about Picasso in last session. Explain that today we are going to experiment with his most popular painting/ drawing techniques. Slide show of the terms in LO. Then model to the children on flipchart how to achieve these 4 styles.	
Session 3  	To know the purpose of developing a painting from a drawing, Start to develop a painting from a drawing Slide show of several of Picasso's cubism portraits. Do we think he painted these straight onto paper? Explain that most artists will sketch before they paint and do an outline. Say that today we will be sketching the other half of our face in the cubism style. Model using own picture and the visualiser.	
Session 4  	To know why some colours are more complimentary than others To know which colours to mix to create dark, light or specific colour choices, Use light and dark within painting and show understanding of complimentary colours. Mix colour, shade and tones with increasing confidence. Slide show of different colours. Explain that many colours will have one that compliments them or be part of a matching set – pastels, neon etc. Look at Picasso's work – how would you describe his colours? Model making a few colours from his work using white and black.	
Session 5 & 6  	To create a final piece of Art in the style of Picasso, Begin to mirror style of an artist Begin to choose appropriate media to work with and justify why. Explain that today they will be using last week's colour mixing practice and applying it to their drawings from week 3. They need to mix colours and add them to their image. Model doing it using visualizer.	

Sculpture		**Vocabulary**

By the end of this block you will have achieved the following **National Curriculum outcomes**	Try drawing in an unfamiliar way and take risks in their work. Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be cut from soap. Transfer a drawn idea successfully to a soap carving. Make informed choices about their use of tools. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. Show they are considering alternative ways to display their sculpture when photographing it. Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. Describe how their work has been influenced by the work of El Anatsui.	Visualisation Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape Sculpture Tone Form Carving Model Hollow Figurative Abstract Quarry Texture Surface Join Pliers Template Secure Mesh Found objects Typography Weldin Weaving
Other curriculum areas covered	History 'The national curriculum for history aims to ensure that all pupils: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind'	
Session 1 	**Planning for this unit is on KAPOW.** To develop ideas for 3D work through drawing and visualisation in 2D. I can use my whole arm to draw big shapes. I can use curved lines to suggest three dimensional shapes. I can name key features of Magdalene Odundo's artwork.	
Session 2 	To use more complex techniques to shape materials. I can draw a simple design for a three-dimensional piece. I can use tools and my hands to carve, model and refine my sculpture. I can work safely with the carving tools.	
Session 3 	To explore how shapes can be formed and joined in wire. I can bend the wire to make shapes. I can join wire by twisting and looping it. I can add details using smaller pieces of wire. I can work safely with the tools and equipment I am using.	
Session 4 	To consider the effect of how sculpture is displayed. I can make decisions about how to display my sculpture. I can compose photographs that present my shadow sculpture as a finished piece.	
Session 5 & 6 	To choose and join a variety of materials to make sculpture. I can try different ways of joining materials to make something three dimensional. I can explore combinations of colour and texture. I can decide how to display my sculpture.	

Year 5 LESSON OVERVIEWS (Knowledge & Skills)

Drawing	Pupils should be taught:	**Vocabulary**
By the end of this block you will have achieved the following **National Curriculum outcomes**	Use various types of lines to emphasise emotion or draw attention. Describe how artists have shown emotion. Use colour and line to convey emotion or movement in their sketch. Design a print, considering the composition carefully. Use a combination of marks to create tone and depth. Describe how artists use tone to show depth in their artwork. Create an effective printing plate. Reflect and improve their sketchbook experiments and final work.	background composition depth focal point foreground main subject middle ground printing plate printmaking proportion
Other curriculum areas covered	Mathematics: Geometry- properties of shapes Pupils should be taught to: draw 2-D shapes and 3-D shapes and recognise 3-D shapes in different orientations and describe them	
Session 1 	**To apply an understanding of expressive and gestural lines to capture movement.** I can use different lines and mark making to express movement. I can explain how different lines and marks show movement or emotion. I can give ideas when discussing the work of an artist. ***Artist:* *Elizabeth Catlett***	
Session 2 	**To understand how lines and marks can communicate emotion.** I can express emotions through mark making. I can create variations in lines to emphasise an emotion. I can describe my drawing and compare it to an artist's work. ***Artist: Charlie Mackesy.***	
Session 3 	**To understand how artists use mark making and shading to create depth.** I can understand what depth in art means and how a foreground, middle ground and background can create this. I can describe how artists use tone to add depth to their work. I can identify techniques to show tone.	
Session 4 	**To apply an understanding of composition to plan a print.** I can explain what makes a good composition. I can use my understanding of print techniques to create a design. I can include artistic influences in my design and explain how and why I have used them.	
Session 5 & 6 	**To develop drawn ideas through printmaking.** I can use my knowledge of the printing process to create an effective printing plate. I can use a combination of marks to create tone and depth in my print. I can blend influences from artists in my print.	

Painting By the end of this block you will have achieved the following **National Curriculum outcomes**	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: 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.	**Vocabulary** Background Continuous line drawing, Portrait Self-portrait Paint wash Collage Texture Composition Carbon paper Transfer Printmaking Monoprint Mixed media Multi media Justify Research Evaluate Represent Atmosphere Art medium
Session 1	To know who John Constable is and understand that he is a local artist PowerPoint and other sources to introduce the artist John constable. Emphasis that he is from Salisbury. Look at some of his work – what do they like/ dislike about it?	
Session 2	To be able to name 5 or more mark making patterns https://green.extension.wisc.edu/files/2020/08/Mark-Making-Techniques-powerpoint.pdf	
Session 3	To know which colours work well to create a specific atmosphere and be able to justify why Look at warm and light colours. What are these? Can they sort colours in sketchbooks and place them in a table.	
Session 4	To justify why they have chosen such techniques In sketch books children to create own scene/ landscape. Then colour it using either warm colours only or cool colours only. Using techniques from session 2.	
Session 5	Application: To create a painting in the style of John Constable – using local scenery Go outside onto the field and sketch a scene (or take a photo and print/ display) Children to sketch their scene ready for next session. If possible, do local walk to Old Sarum or cathedral?	
Session 6	Application: To create a painting in the style of John Constable – using local scenery Using techniques taught this term, children paint their sketches.	

Sculpture	Pupils should be taught:	**Vocabulary**

By the end of this block you will have achieved the following **National Curriculum outcomes**	Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions. Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive	Display Installation art Mixed media Features Evaluate Analyse Location Scale Scaled down Special effects Three dimensional Art medium Performance art Stencil Atmosphere Props Influence Experience Culture Revolution Concept Elements Interact Interactive
Session 1 	To identify and compare features of art installations. I can give a definition for installation art. I can identify similarities and differences between art installations. I can analyse artworks and justify my ideas.	
Session 2 	To investigate the effect of space and scale when creating 3D art. I can justify my opinions of installation artworks. I can work safely when creating my model installation space. I can create the effect of a large-scale space when photographing my box. I can suggest the effect on the viewer of being in my model installation space.	
Session 3 	To problem-solve when constructing 3D artworks. I can adapt everyday objects and make them interesting for the viewer. I can make changes and try new ideas if something doesn't work first time. I can move my object around within a space and find the best way to display it.	
Session 4 	To plan an installation that communicates an idea. I can choose a clear message for my installation. I can identify how my installation idea might make the viewer feel. I can describe how I have considered space, materials and arrangement in my installation.	
Session 5 & 6 	To apply their knowledge of installation art and develop ideas into a finished piece. I can describe how installations can be interactive. I can show what I have learned about installation art in my final idea. I can explain the choices I have made when displaying my installation art.	

Year 6 LESSON OVERVIEWS (Knowledge & Skills)

Drawing	Pupils should be taught:	**Vocabulary**
By the end of this block you will have achieved the following **National Curriculum outcomes**	Identify key features of street art and murals. Discuss the intention and impact of street art. Use various shading techniques to show texture, tone, form and depth. Apply one point perspective in their work. Enlarge a drawing by scaling using an accurately drawn grid. Show an understanding of perspective, scale and proportion with a level of accuracy across their design. Choose appropriate materials for their design and explain their choices and intention. Use space effectively to enhance visual impact of their graffiti tag.	depth graffiti horizon mural one point perspective proportion realism scale street art vanishing point
Session 1 	To explore how street artists use art to convey messages and provoke thought. I can identify key features and messages of street art and murals. I can discuss the intention and impact of street art examples. I can sketch ideas inspired by street art. ***Explore: Tuttomondo by Keith Haring***	
Session 2 	To understand and apply one point perspective in a drawing inspired by street art. I understand how perspective creates an illusion of depth. I can apply one point perspective in my work. I can use different shading techniques to develop texture, tone and form. I can add details to make my drawing realistic. ***Artisit: Edgar Müller***	
Session 3 	To understand and use scale and proportion effectively in drawings. I can accurately enlarge a drawing by scaling up precisely. I can ensure proportions remain consistent to draw objects realistically. I can reflect on how scale affects the impact of art.	
Session 4 	To design a street-art-inspired piece using a brief. I can design a street-art-inspired piece that reflects my chosen message. I can apply perspective, scale and proportion in my work. I can articulate my artistic intentions and purposefully choose materials and techniques.	
Session 5 & 6 	To create a street-art-inspired piece that conveys a message using perspective, scale and proportion. I can scale up a design into a final piece. I can use materials purposefully and articulate my artistic intentions for my piece. I can suggest improvements to refine my work.	

Painting By the end of this block you will have achieved the following **National Curriculum outcomes**	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: 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.	**Vocabulary** Artist Compositions Evaluation Medium Mixed media Technique Translate Analyse Meaning Narrative Interpret Justify Inference Respond Tableau Abstract Convey Compose Thought-provoking
Session 1	To know who Bansky is and what made him famous Look at his artwork and history	
Session 2	To consider how symbolism in art can convey meaning I can generate a range of symbols, patterns and colours that represent me. I can take inspiration from an artist's style. Idea – Recap Bansky and how his art symbolises things Show the children some examples of artwork by Dan Fenelon using the link: Dan Fenelon Portfolio The piece titled ' Urban Petroglyphs' is a good example to explore with the children. Explain that Fenelon's work is a modern interpretation of what inspired him about Mayan art. Within his canvas, he fills the space with patterns, colours and symbols that interest him to create an aesthetically pleasing piece of art. Discuss the meaning of the word 'Aesthetic' if any children are unsure. (Used in this context as an adjective, it describes something nice to look at.) Ask children to think about what other symbols could represent them. Encourage them to talk with their peers to help generate ideas, and record them in sketchbooks. Explain to the children that they are going create a drawing filled with patterns inspired by those found in Maya art, as well as their spirit companion and any other symbols they have thought of.	
Session 3	To evaluate the context and intention of street art. I can discuss the similarities and differences between art styles. I can discuss ideas about what art is or should be and justify choices. I can identify something I feel strongly about and consider how to represent it through a drawing. You can use ideas from KAPOW here: https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-4-street-art/	
Session 4	To explain and demonstrate a range of texture in painting	
Session 5	To explain their own style of painting	
Session 6	To be able to adapt and evaluate their own work, linking back to the studied artist Make a final piece – could make stencils previous lesson and then paint over today. Using black paint with a splash of colour in style of Banksy.	
Sculpture	Pupils should be taught to:	**Vocabulary**

By the end of this block you will have achieved the following **National Curriculum outcomes**	Discuss the work of artists that appreciate different artistic styles. Create a sculpture to express themselves in a literal or symbolic way. Reflect verbally or in writing about creative decisions. Suggest ways to represent memories through imagery, shapes and colours. Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. Competently use scissors to cut shapes accurately. Talk about artists' work and explain what they might use in their own work. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. Successfully translate plans to a 3D sculpture. Work mostly independently, experimenting and trying new things. Identify and make improvements to their work. Produce a completed sculpture demonstrating experimentation, originality and technical competence. Competently reflect on successes and personal development.	Expression Self Identity Attribute Symbolic Literal Assemblage Sculpture Manipulate Relief Composition Juxtaposition Embedded Tradition Pitfall Representation Originality Collection
Session 1 	LO: To analyse how art can explore the concept of self. I can identify common themes within different artworks. I can consider how I can use art to express myself. I can reflect on my work and choices.	
Session 2 	LO: To explore sculptural techniques. I can generate a selection of memories from primary school. I can represent ideas within a composition of shapes. I can create a cardboard relief sculpture.	
Session 3 	LO: To use creative experience to develop ideas and plan a sculpture. I can discuss the approach of different artists and consider how this may influence my own work. I can use my sketchbook to test and develop ideas into a plan. I can explain what I need and how I will make my sculpture.	
Session 4 	LO: To apply an understanding of materials and techniques to work in 3D. I can use my plans to construct 3D forms. I can combine materials and techniques to fit my ideas. I can work independently, experimenting with tools and materials.	
Session 5	LO: To problem solve, evaluate and refine artwork to achieve a chosen outcome. I can identify areas of my work to refine. I can select appropriate tools and materials to improve my work. I can reflect on my work and personal development as an artist.	