

## Art Knowledge Development

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Adult-led art outcomes	Self-portraits (drawing, colouring with pencil crayons)  Colour Monster (colour mixing)	Diva lamps (clay)  Christmas decorations and Christmas cards (combining materials)	Penguins (drawing, watercolours)  Rainforest painting (shades and tints)  African sunset silhouettes (colour wash)	Naughty Bus (DT)  Mothers' Day cards (observational drawing, watercolours)	Observational drawing of plants and animals (forest school)	Design a boat (DT)  Adventure story illustration  Andy Goldsworthy sculpture (forest school)
	Opportunities during continuous provision	Autumnal tree painting (colour choices)  Autumn Pointillism  Kandinsky-inspired circle artwork	Mondrian artwork  Firework artwork (shape and colour)  Rangoli patterns (colour)  Mendhi patterns (use of line)  Printing with 5	Antarctica painting (shade and tone)  Rousseau artwork  Chinese patterns  African animals – drawing and colouring	Vehicle making (junk modelling)  London artwork  Printing with 3D shapes  Easter eggs	Observational drawing of caterpillars and butterflies  Matisse artwork (The Snail - collage)	Treasure maps
	Always available	Ready-mix paint – primary colours, black, white – and variety of paintbrushes Watercolours 'Chubby' paints Oil pastels and wax crayons Sketching pencils of varying thickness Colouring pencils including skin-tone pencils Craft materials – pom poms, matchsticks, lollysticks etc. Glitter Junk modelling Glue sticks, PVA glue, sellotape, masking tape, staples, paper clips, split pins					
	Prior knowledge	Explore different materials freely, to develop their ideas about how to use them and what to make.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Develop their own ideas and then decide which materials to use to express them.	Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Explore colour and colour mixing.  Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Use drawing to represent ideas like movement or loud noises.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  Use drawing to represent ideas like movement or loud noises.
	New knowledge	Begin to explore and use a variety of a materials, tools and techniques.  Share their creations, explaining the process they have used.	Use their imagination and experience of art to create personal masterpieces	Return to and build on their previous learning.	Experiment with colour, design, texture, form and function.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.

				Share their art and design creations with a group, explaining the features and processes	Share their art and design creations with a group, explaining the features and processes	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Create collaboratively, sharing ideas, resources and skills.  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	<b>Core knowledge</b>	Children can: 1 Name shapes and represent the human body by drawing shapes 2 Name primary colours 3 Mix colours to make new colours.	Children can: 1 Roll, stretch, pinch and pull clay 2 Use Primary colours to create a piece of art inspired by Mondrian 3 Use different medium on black paper e.g. powder paint, chalk, pastels 4 Apply paint onto clay to decorate it 5 Layer materials on top of each other.	Children can: 1 add white to a colour to make it lighter. 2 Add black to a colour to make it darker 3 Blend colours to make a colour wash	Children can: 1 Can look closely at nature and draw what they see. 2 Use different thicknesses of pencil. 3. Gradually add colour using watercolours	Children can: 1 Use different lines and shapes to draw plants and animals.	Children can: 1 Understand that an illustration is a picture that helps to tell a story. 2 Use natural materials to create artwork.
	<b>Key vocabulary</b>	Substantive Artist, art, imagine, explore, observe, feelings, share  Disciplinary Colour words; shape words; words for tools and materials, printing, patterns, repeat, fold, bend	Substantive Artist, art, imagine, explore, observe, feelings, share  Disciplinary Colour words; shape words; words for tools and materials, printing, patterns, primary colours, light, dark, bright, dull, colourful, clay, 3D, knead, roll. Primary colours; mixing; words for different types of media used; clay; 3D; imagination	Substantive Artist, art, imagine, explore, observe, feelings, share  Disciplinary Colour words; shape words; words for tools and materials, watercolours, lines (thick, thin, dark, light, soft, hard)	Substantive Artist, art, imagine, explore, observe, feelings, share  Disciplinary Colour words; shape words; words for tools and materials, primary colours, secondary colours, light, dark, bright, dull, colourful, printing, patterns, repeat, illustration	Substantive Artist, art, imagine, explore, observe, feelings, share  Disciplinary Colour words; shape words; words for tools and materials, cutting, sticking, symmetrical, printing, build, join	Substantive Artist, art, imagine, explore, observe, feelings, share  Disciplinary Colour words; shape words; words for tools and materials, texture (bumpy, smooth, rough, soft), scale, collaborate.
<b>Year 1</b>	<b>Media Focus</b>	<b>Drawing</b>		<b>Painting</b>		<b>3D – Junk Modelling</b>	
	<b>Key Artist</b>	Guy Denning		Roy Lichtenstein		Michelle Reader	
	<b>Prior knowledge</b>	Begin to explore and use a variety of a materials, tools and techniques.  Experiment with colour, design, texture, form and function.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Share their art and design creations, explaining the process they have used.		Begin to explore and use a variety of a materials, tools and techniques.  Experiment with colour, design, texture, form and function.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Share their art and design creations, explaining the process they have used.		Begin to explore and use a variety of a materials, tools and techniques.  Experiment with colour, design, texture, form and function.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Share their art and design creations, explaining the process they have used.	

		Use their imagination and experience of art to create personal masterpieces		Use their imagination and experience of art to create personal masterpieces		Use their imagination and experience of art to create personal masterpieces	
	New knowledge	<p>Sketchbooks:</p> <p>Introduce a sketchbook as a place to record individual responses and ideas.</p> <p>Name, match and draw lines/marks from observations e.g. wavy, zig-zag, straight, horizontal, vertical, diagonal, thick, thin, using different media including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p>Describe and represent textures e.g. Smooth, rough, hard, soft, furry, fluffy, bumpy, using different media including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Investigate using rubbings and prints.</p> <p>Investigate light and dark and begin to produce dark, mid and light tones by exerting different pressure.</p> <p>Understand that drawings / marks can be refined to make them more accurate.</p> <p>Observe and draw simple geometric shapes and understand that they can be linked to produce other forms e.g. a face</p>		<p>Sketchbooks:</p> <p>Understand a sketchbook can be used to explore different media</p> <p>Know that paint brushes can differ in appearance. Hold and control the use of different brushes and other painting tools e.g. cotton buds to produce dots.</p> <p>Know that there are different types of paint and experiment with adding materials to paint to make it thicker.</p> <p>Name primary colours and use them imaginatively.</p> <p>Control using white or black paint to make primary colours lighter or darker.</p> <p>Apply lines that follow basic contours and outlines of shapes from observation.</p>		<p>Sketchbooks:</p> <p>Begin to feel a sense of ownership about a sketchbook.</p> <p>Cut, form, tear, join and shape a range of materials (such as card, plastic, wire, found and natural) to create forms to make things they have designed, invented or seen.</p> <p>Apply thicker paint onto 3D surfaces taking care to ensure a good standard of finish.</p> <p>Use simple 2-D shapes to create a 3-D form.</p>	
	Core knowledge	<p>Children can produce a self-portrait:</p> <ol style="list-style-type: none"> <li>1 Combine accurate geometric shapes on a template to represent a face.</li> <li>2 Accurately hold and use a chosen medium.</li> <li>3 Use techniques to include line, texture and tone in the drawing.</li> </ol>		<p>Children can produce a landscape in the style of Lichtenstein:</p> <ol style="list-style-type: none"> <li>1. Hold the painting tool close to the tip for control.</li> <li>2. Use lines to outline an object.</li> <li>3. Fill a shape using repeated dots.</li> <li>4. Choose appropriate primary colours for purpose.</li> <li>5. Keep colour within the lines.</li> </ol>		<p>Children can illustrate a book cover using 3D art:</p> <ol style="list-style-type: none"> <li>1 Choose appropriate pre-used objects to represent parts of a 3D structure.</li> <li>2 Cut, tear or shape materials to improve their shape as needed to make an accurate 3D structure.</li> <li>3 Join materials in appropriate ways e.g. using glue; staples; tape to make a strong 3D structure.</li> <li>4 Accurately apply paint to a 3D structure to provide decoration.</li> </ol>	

					5 Photograph the 3D image to use as an illustration for a book cover.	
	Key vocabulary	<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Explore, sketchbook, like, dislike, same, different</p> <p>Disciplinary Self-portrait, Guy Denning, media, pencil, rubber, crayon, pastel, charcoal, felt tip, ballpoint, chalk, line, straight, curved, thick, thin, broad, narrow, shapes names, light, dark, tone, pattern, texture, rub, smudge, copy.</p>		<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Explore, sketchbook, like, dislike, same, different</p> <p>Disciplinary Pop Art; Roy Lichtenstein, brush, artist's knife, tool, surface, primary colours, lighten, darken, shade, tone, imagination, blend, palette</p>	<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Explore, sketchbook, like, dislike, same, different</p> <p>Disciplinary 3D, 2D, recycled, Michelle Reader, assemble, Cut, form, tear, join, shape, material names, design, invent, thick, thin, apply, purpose, construct, form, natural, manmade, apply, paint</p>	
Year 2	Media Focus	Painting		Drawing		3D - Clay
	Key Artist	Traditional; Julia Taymor		Rita Greer		Mike Libby; Christopher Marley
	Prior knowledge	<p>Know that paint brushes can differ in appearance. Hold and control the use of different brushes and other painting tools e.g. cotton buds to produce dots.</p> <p>Know that there are different types of paint and experiment with adding materials to paint to make it thicker.</p> <p>Name primary colours and use them imaginatively.</p> <p>Control using white or black paint to make primary colours lighter or darker.</p> <p>Apply lines that follow basic contours and outlines of shapes from observation.</p>		<p>Name, match and draw lines/marks from observations e.g. wavy, zig-zag, straight, horizontal, vertical, diagonal, thick, thin, using different media including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p>Describe and represent textures e.g. Smooth, rough, hard, soft, furry, fluffy, bumpy, using different media including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Investigate using rubbings and prints.</p> <p>Investigate light and dark and begin to produce dark, mid and light tones by exerting different pressure.</p> <p>Understand that drawings / marks can be refined to make them more accurate.</p> <p>Observe and draw simple geometric shapes and understand that they</p>		<p>Cut, form, tear, join and shape a range of materials (such as card, plastic, wire, found and natural) to create Forms to make things they have designed, invented or seen.</p> <p>Apply thicker paint onto 3D surfaces taking care to ensure a good standard of finish.</p> <p>Use simple 2-D shapes to create a 3-D form.</p>

				can be linked to produce other forms e.g. a face			
	New knowledge	<p>Sketchbooks:</p> <p>Plan and develop ideas and a range of media explorations in a sketchbook.</p> <p>Develop control and fluency with different brushes and other painting tools and apply paint neatly and carefully, including within outlines.</p> <p>Use directional strokes to follow the contours of a shape.</p> <p>Experiment with different techniques e.g. splattering, stippling, dripping, pouring to paint expressively.</p> <p>Mix two primary colours to make secondary colours.</p> <p>Use tints and shades to produce gradients of colour.</p>		<p>Sketchbooks:</p> <p>Describe differences and similarities and make links to their own work.</p> <p>Control the types of marks made with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>Experiment using different media on different surfaces.</p> <p>Draw lines with care to represent objects, patterns and shapes.</p> <p>Investigate tone and texture by using a variety of techniques such as stippling, hatching, scribbling and blending.</p>			<p>Sketchbooks:</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Use a blunt tool to cut clay to create forms and make things they have designed, invented or seen.</p> <p>Shape and mould wet clay for a purpose.</p> <p>Understand that two pieces of clay can be joined together using cross hatching and water.</p> <p>Add texture using a blunt tool.</p> <p>Apply paint to decorate a clay sculpture.</p> <p>Make and modify plans allowing for drying and completion time.</p>
	Core knowledge	<p>Children can produce animal characters using painted masks:</p> <ol style="list-style-type: none"> <li>1 Use the colours, shapes and patterns of Africa to inspire a mask design.</li> <li>2 Apply paint accurately following the contours and shapes of the mask.</li> <li>3 Apply a base layer of colour in a gradient using tints and shades.</li> <li>4 Mix colours to enable a wider range of colour choices to be used, including secondary colours.</li> <li>5 Experiment with adding paint in different ways to achieve different effects.</li> </ol>		<p>Children can use a drawing to represent the past:</p> <ol style="list-style-type: none"> <li>1. Investigate the shapes found in the architecture of London in the 1600s.</li> <li>2. Use stippling, hatching, scribbling and blending to add texture to a drawing.</li> <li>3. Use stippling, hatching, scribbling and blending to add light and dark to a drawing.</li> <li>4 Produce a finished drawing of the London skyline showing textures and tones.</li> <li>5. Include the drawings in a collage using tissue paper to represent flames.</li> </ol>			<p>Children can produce an observational 3D sculpture of an insect:</p> <ol style="list-style-type: none"> <li>1 Use tools to cut smaller pieces of clay.</li> <li>2 Shape wet clay by moulding it into the individual parts of an insect's body.</li> <li>3 Join individual parts by cross hatching and re-applying water.</li> <li>4 Add texture using tools.</li> <li>5 Allow the sculpture to dry then accurately apply colour.</li> </ol>
	Key vocabulary	<p>Substantive</p> <p>Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, develop, similarities, differences, review</p>		<p>Substantive</p> <p>Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, develop, similarities, differences, review</p>			<p>Substantive</p> <p>Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, develop, similarities, differences, review</p>

		Disciplinary Maasai, silhouette, Media, traditional, brush, artist's knife, tool, splattering, stippling, dripping, pouring, expressive, surface, primary colours, secondary colours, mixing, fold, crumple, tear, overlap,		Disciplinary Rita Greer, Control, techniques, light, dark, stippling, hatching, scribbling, blending, pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, photocopies, fabric, crepe paper, magazine, arrange, glue, background, fold, crumple, tear, overlap.			Disciplinary Clay, slab, modify, manipulate, knead, roll, tool names, join, malleable.
Year 3	Media Focus			<b>3D - Clay</b>	<b>Painting</b>	<b>Drawing</b>	
	Key Artist			Traditional	Mayan Murals	Graffiti artists; cave painters	
	Prior knowledge			<p>Year 2: Use a blunt tool to cut clay to create forms and make things they have designed, invented or seen.</p> <p>Shape and mould wet clay for a purpose.</p> <p>Join two pieces of clay using cross hatching and water.</p> <p>Add texture using a blunt tool.</p> <p>Apply paint to decorate a clay sculpture.</p> <p>Make and modify plans allowing for drying and completion time.</p>	<p>Year 2: Develop control and fluency with different brushes and other painting tools and apply paint neatly and carefully, including within outlines.</p> <p>Use directional strokes to follow the contours of a shape.</p> <p>Experiment with different techniques e.g. splattering, stippling, dripping, pouring to paint expressively.</p> <p>Mix two primary colours to make secondary colours.</p> <p>Use tints and shades to produce gradients of colour.</p>	<p>Year 2: Control the types of marks made in a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and experiment using these on different surfaces</p> <p>Draw lines with care to represent objects, patterns and shapes.</p> <p>Investigate tone and texture by using a variety of techniques such as stippling, hatching, scribbling and blending.</p>	
	New knowledge			<p>Sketchbooks: Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Manipulate clay in a variety of ways for a purpose e.g. rolling, kneading and coiling.</p> <p>Create flat bases and a balanced design so the sculpture can stand un-supported on a flat surface.</p>	<p>Sketchbooks: Begin to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Use different brushes or other tools for a range of purposes e.g. flat brushes for blending and creating washes; round brushes for adding details.</p> <p>Identify warm colours (red, orange, yellow) and cold colours (blue,</p>	<p>Sketchbooks: Begin to adapt their work according to their views and describe how they might develop it further</p> <p>Know the similarities and differences between a range of different implements and begin to select the one that is most suitable for the task.</p> <p>Use cross hatching; hatching and blending to show light and dark areas and to give an awareness of objects having a third dimension.</p>	

				<p>Use cross-hatching and water to join two pieces of clay together.</p> <p>Smooth edges of connected pieces using thumb or tools to remove any connecting lines.</p> <p>Change the surface through using patterns or textures.</p> <p>Understand the safety and care of materials and tools</p>	<p>green and purple) and describe the mood they produce.</p>	<p>Know that mark making can be symbolic with meaning created by the artist or viewer.</p>	
	Core Knowledge			<p>Children can construct a canopic jar with a lid:</p> <ol style="list-style-type: none"> <li>1 Roll clay to produce coils</li> <li>2 Flatten clay to produce a base for a pot and a lid</li> <li>3 Use cross hatching and water to join the coils to the base and to each other to form a pot.</li> <li>4 Smooth joins to make one flat surface.</li> <li>5 knead and mould clay to form a handle for the lid</li> <li>6 Allow the sculpture to dry then accurately apply colour and pattern.</li> </ol>	<p>Children can work collaboratively to produce a large-scale mural:</p> <ol style="list-style-type: none"> <li>1 Identify hot and cold colours</li> <li>2 Investigate how colours can convey emotions.</li> <li>3 Sketch ideas to represent a childhood memory or an important cause.</li> <li>4 Combine individual ideas in a mural. Composition is considered with regards to placement of the objects.</li> <li>5 Use the correct brushes to paint a background and small details.</li> </ol>	<p>Children can use charcoal and pastels to convey a story:</p> <ol style="list-style-type: none"> <li>1 Hold a small piece of charcoal, held between thumb and forefinger to draw an outline.</li> <li>2 Use cross hatching; hatching and blending to show a contrast between dark, mid and light areas. Lines that are closer together and layered show darker areas.</li> <li>3 Use shading so the objects can begin to possess form. Directional and contour shading aids this.</li> </ol>	
	Key vocabulary			<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, collect, source material, explorations, experiment, media, approaches, viewpoint, develop, sustained.</p> <p>Disciplinary Crafts people, Canopic, material, manipulate, construct, clay, pinch, slab, coil, rolling, kneading, surface, join, slip, intricate, pattern, texture.</p>	<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, source material, explorations, experiment, media, approaches, viewpoint, develop.</p> <p>Disciplinary Mayan, mural, compare, warm, cold, neutral, mood</p>	<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, source material, explorations, experiment, media, approaches, viewpoint, develop.</p> <p>Disciplinary Cave painting, graffiti, sustained, grades of pencil, drawing implements, tone, blend, third dimension</p>	
Year 4	Media Focus	Painting		Printing			Textiles :
	Key Artist	Howard Finster		Andy Warhol			Zipporah Camille Thompson

	Prior knowledge	<p>Use different brushes or other tools for a range of purposes e.g. flat brushes for blending and creating washes; round brushes for adding details.</p> <p>Identify warm colours (red, orange, yellow) and cold colours (blue, green and purple) and describe the mood they produce.</p>					
	New knowledge	<p>Sketchbooks:</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works from a range of sources.</p> <p>Make accurate proportional drawings that can be developed into a painting.</p> <p>Use colours to produce tints and shades e.g. adding purple to make a colour darker.</p> <p>Control types of marks made with brushes on a range of scales.</p>		<p>Sketchbooks:</p> <p>Annotate sketchbooks.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them – referring to the elements of art.</p> <p>Experiment with Relief Block Printing (Create printing blocks using the impressed method into polystyrene).</p> <p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Create a print using two colour overlays</p>			<p>Sketchbooks:</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Cut and shape fabric using scissors/snips.</p> <p>Use running stitch to join fabrics and add decoration.</p> <p>Experiment with ways to add colour to fabric e.g. painting; dyeing; fabric pens</p> <p>Modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Apply decoration using beads, buttons, feathers etc.</p>
	Core Knowledge	<p>Children can produce a self-portrait:</p> <ol style="list-style-type: none"> <li>1. Draw a proportionally accurate face.</li> <li>2. Add black or another dark colour paint to colours to produce shades and white paint to primary and secondary colours to produce tints – link to colours that will be needed to produce a self-portrait e.g. skin colour</li> <li>3. Use different size paint brushes to ensure marks are controlled e.g. a larger paint brush to colour block the skin on the face; a small paint brush to add detail to an eye.</li> </ol>		<p>Children can use printing to protest about the loss of endangered animals:</p> <ol style="list-style-type: none"> <li>1 Accurately draw rainforest animals, focusing on proportion and shape.</li> <li>2 Transfer an initial sketch to a polystyrene printing block by understanding what elements need to be simplified. Investigate the effect of different tools on the printing block e.g. using the end of a tool to produce a circle.</li> <li>3 Use the printing tiles; printing ink and rollers to produce a print in one colour.</li> </ol>			<p>Children can investigate life in the past by investigating artefacts:</p> <ol style="list-style-type: none"> <li>1 Use images of Roman brooches to embellish with textiles and decorations.</li> <li>2 Add fabric to an image using stitching.</li> <li>3 Add other elements to the image such as buttons; feathers.</li> </ol>



				4. Reapply printing ink to the printing tile to achieve a second colour overlay.			
	Key vocabulary	<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, collect, record source material, explorations, experiment, media, approaches, viewpoint, develop, sustained.</p> <p>Disciplinary scale, blocking, washes, thickened, textural, primary, secondary, tint, shade, complementary</p>		<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, collect, record, source material, explorations, experiment, media, approaches, viewpoint, develop, sustained.</p> <p>Disciplinary Andy Warhol, print-making, relief printing, intaglio, impressed, overlay, printing block, styrofoam</p>			<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, collect, record, source material, explorations, experiment, media, approaches, viewpoint, develop, sustained.</p> <p>Disciplinary Combine, print, dye, weave, stitch, cut, join. shape,</p>
Year 5	Media Focus	3D - Clay	Painting				Textiles
	Key Artist	Traditional	John Constable; Thomas Gainsborough; Claude Monet; Paul Baum; Camille Carot				Traditional
	Prior knowledge	<p>Year 3: Manipulate clay in a variety of ways for a purpose e.g. rolling, kneading and coiling.</p> <p>Create flat bases and a balanced design so the sculpture can stand un-supported on a flat surface.</p> <p>Use cross-hatching and water to join two pieces of clay together.</p> <p>Smooth edges of connected pieces using thumb to remove any connecting lines.</p> <p>Change the surface through using patterns or textures.</p> <p>Understand the safety and care of materials and tools</p>	<p>Year 4: Make accurate proportional drawings that can be developed into a painting.</p> <p>Use colours to produce tints and shades e.g. adding purple to make a colour darker)</p> <p>Control types of marks made with brushes on a range of scales.</p>				<p>Year 4: Cut and shape fabric using scissors/snips.</p> <p>Use running stitch to join fabrics and add decoration.</p> <p>Modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Apply decoration using beads, buttons, feathers etc.</p>

	New knowledge	<p>Sketchbooks:</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Explore and consolidate skills.</p> <p>Plan and design a sculpture through drawing and other preparatory work from observation or imagination.</p> <p>Confidently, manipulate clay in a variety of ways – pinch; coil; roll; knead</p> <p>Shape and mould clay for a purpose using scoring and slip to join parts.</p> <p>Produce intricate patterns and textures using tools to decorate.</p> <p>Develop understanding of different ways of finishing work e.g. glaze; paint.</p> <p>Use and care for tools and materials safely and explain why this needs to be done.</p>	<p>Sketchbooks:</p> <p>Begin to review and revisit ideas in their sketchbooks;</p> <p>Begin to offer feedback using technical vocabulary;</p> <p>Develop a painting from preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Scale objects accurately in foreground, mid-ground and background based on perspective and show more detail in the foreground and less detail in the background</p> <p>Use colour and tone to show depth and suggest foregrounds and backgrounds.</p> <p>Mix and match colours to create atmosphere and light effects. Light and shadow is captured in the correct areas with knowledge of light source.</p> <p>Blend watercolours of different tones to create subtle gradients without visible colour lines.</p>				<p>Sketchbooks:</p> <p>Begin to think critically about their art and design work;</p> <p>Accurately cut and shape fabric using scissors/snips.</p> <p>Use more stitches to join fabrics and add decoration such as whipping stitch; blanket stitch; cross stitch; chain stitch</p> <p>Confidently choose a range of techniques to apply more than one colour e.g. printing, dying, fabric crayons.</p> <p>Demonstrate experience in combining techniques to produce an end piece:</p> <p>Use language appropriate to skill and technique.</p>
	Core Knowledge	<p>Children can produce a Bas Relief in the style of Benin figures:</p> <ol style="list-style-type: none"> <li>1 Roll and flatten clay to produce a tile</li> <li>2 Cut, knead, roll, mould clay to produce the parts of a Benin figure</li> <li>3 Join the figure to the tile using scoring and slip</li> <li>4 Add decoration</li> <li>5 Add texture</li> <li>6 Allow the sculpture to dry then accurately apply colour</li> <li>7 Finish with a glaze</li> </ol>	<p>Children can use watercolours to paint a landscape:</p> <ol style="list-style-type: none"> <li>1 Use lines of perspective to show foreground, mid-ground and background.</li> <li>2 Add detail to the drawing – more in the foreground and less in the background.</li> <li>3 Decide on a light source and plan areas of light and shadow</li> <li>4 Use suitable brushes to add colour – stronger colours in the foreground and tints of colours in the background.</li> </ol>				<p>Children can depict an event using textiles;</p> <ol style="list-style-type: none"> <li>1 Transfer information from photographs onto fabric using fabric crayons / paints.</li> <li>2 Add additional detail by cutting and joining fabric using a range of stitches.</li> <li>3 Use stitches to add pattern and texture.</li> <li>4 Add decoration such as buttons; beads.</li> </ol>
	Key vocabulary	<p>Substantive</p> <p>Elements of art: Colour, tone, <b>form</b>, <b>pattern</b>, <b>texture</b>, <b>shape</b>, line.</p> <p>Plan, collect, record, source material, explorations, experiment,</p>	<p>Substantive</p> <p>Elements of art: <b>Colour</b>, <b>tone</b>, form, pattern, texture, <b>shape</b>, <b>line</b>.</p> <p>Plan, collect, record, source material, explorations, experiment,</p>				<p>Substantive</p> <p>Elements of art: <b>Colour</b>, tone, form, <b>pattern</b>, <b>texture</b>, <b>shape</b>, line.</p> <p>Plan, collect, record, source material, explorations, experiment,</p>

		viewpoint, develop, sustained, explore, consolidate, feedback, critical, review, revisit, control  Disciplinary Benin pottery, manipulate, shape, model, form, construct, observation, imagination, join, clay, slab, coil, slip, armature, intricate, malleable, glaze, paint, polish, , Scale, Wedging, Pinch, Coil building, Slab building, Score, Slip, Green ware.	viewpoint, develop, sustained, explore, consolidate, feedback, critical, review, revisit, control  Disciplinary Contrasting, detailed, observation, composition, foreground, middle ground, background, atmosphere.				viewpoint, develop, sustained, explore, consolidate, feedback, critical, review, revisit, control  Disciplinary Bayeux, tapestry, printing, dyeing, weaving and stitching, modify, combine.
Year 6	Media Focus		Printing		Painting	Drawing	
	Key Artist		William Morris		Georgia O’Keeffe	Banksy	
	Prior knowledge		Year 4: Experiment with Relief Block Printing (Create printing blocks using the impressed method into polystyrene).  Create printing blocks by simplifying an initial sketch book idea  Create a print using two colour overlays		Year 5: Develop a painting from preliminary studies, trying out different media and materials and mixing appropriate colours.  Control the types of marks made.  Use colour to show depth and suggest foregrounds and backgrounds.  Mix and match colours to create atmosphere and light effects. Be able to identify and use primary, secondary, complementary and contrasting colours.  Mix tints and shades using colours.	Year 3 Know the similarities and differences between a range of different implements and begin to select the one that is most suitable for the task.  Use cross hatching; hatching and blending to show light and dark areas and to give an awareness of objects having a third dimension.  Know that mark making can be symbolic with meaning created by the artist or viewer.	
	New knowledge		Sketchbooks: Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.  Confidently recall and use Relief Block printing.		Sketchbooks: Explore and consolidate skills and use sketchbooks in cross curricular ways.  Think critically about their art and design work;	Sketchbooks: Review and revisit ideas in their sketchbooks;  Offer feedback using technical vocabulary.	

			<p>Use cardboard, string, found objects and pva glue to create a plate ready for printing (Collagraph Printing)</p> <p>Print using stencils</p> <p>Print using block printing (raising a design to print from)</p> <p>Understand reverse prints and use the vocabulary negative and positive</p> <p>Create prints with three colour overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>		<p>Purposely control the types of marks made</p> <p>Experiment with different effects and textures achieved with watercolour such as wet-on-dry and wet-on-wet techniques.</p> <p>Mix colour, shades, tints and tones with confidence building on previous knowledge.</p> <p>Mix tertiary colours.</p> <p>Understand how complementary colours can distort the realism of a picture.</p>	<p>Children to work confidently and with control using a range of media to make appropriate marks, lines, patterns, textures, tone and shapes.</p> <p>Use tone to show form from different light sources.</p> <p>Know and apply one-point perspective.</p> <p>Develop their own drawing style and be able to describe it and how they might develop it further.</p> <p>Working in a sustained and independent way over several sessions.</p>	
	Core Knowledge		<p>Children can produce a repeated pattern of prints:</p> <p>1 Recall and experiment with different printing techniques and discuss their effectiveness.</p> <p>2 Make observational sketches of natural objects such as leaves and flowers.</p> <p>3 Choose preferred method of print making and accurately transfer an initial sketch to produce a printing tile either indenting into a tile or building up above a tile</p> <p>4 Use additional media to add further details to the print.</p>		<p>Children can use complementary colours in a landscape:</p> <p>1 Compose a landscape photograph with consideration of focal points and light-sources.</p> <p>2 Use a grid to help scale a landscape when painting.</p> <p>3 Select an appropriate brush type for the purpose.</p> <p>4 To create smooth blends, shadows and gradients.</p>	<p>Children can produce a piece of graffiti lettering:</p> <p>1 Experiment with using different letter styles.</p> <p>2 Add shadows and tones to make lettering appear 3-D</p> <p>3 Use perspective to make letters appear to fly off the page.</p>	
	Key vocabulary		<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, collect, record, source material, visual information, explorations, experiment, viewpoint, develop, sustained, explore, consolidate, feedback, critical, review, revisit, control</p> <p>Disciplinary</p>		<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, collect, record, source material, visual information, explorations, experiment, viewpoint, develop, sustained, explore, consolidate, feedback, critical, review, revisit, control</p> <p>Disciplinary Georgia O'Keefe, landscape, control, effects, tertiary,</p>	<p>Substantive Elements of art: Colour, tone, form, pattern, texture, shape, line.</p> <p>Plan, collect, record, source material, visual information, explorations, experiment, viewpoint, develop, sustained, explore, consolidate, feedback, critical, review, revisit, control</p> <p>Disciplinary Graffiti, Street Art, Pavement Art Vandalism, Controversy, Letters</p>	

			William Morris, print-making, simplify, process, positive and negative, work into, overlay, initial, Stimulus, block, half drop, relief, intaglio, lino, poly-block, layering, negative, positive		observational, watercolour, wet-on-wet, wet-on-dry, Layers, wash, graduation, graded wash, variegated wash	Bubble, Shadow, 3D, Wildstyle Serif, Throw up, Force field, perspective	
Comparing Contrasting Evaluating	<b>Describe it:</b> What kinds of things do you see in this artwork? What else do you see? What words would you use to describe this piece? What other words might we use? How would you describe the lines? The shapes? The colours? What does the artwork show? Look at the artwork for a moment. What observations can you make about it? How would you describe this artwork to a person who could not see it? How would you describe the people in this piece? What are they doing? How do you know? How would you describe (the place depicted in this painting)?	<b>Relate it:</b> What does the painting remind you of? What things do you recognise in this piece of art? What things seem new to you? How is this piece of art like the others we have seen? Are there any important differences? What do these two pieces have in common? How is this artwork different to real life? What do these pieces have in common? How is this piece different to real life? What interests you most about this work of art?	<b>Analyse it:</b> What objects seem closer to you? Which objects seem further away? What colour is used most in this piece? What makes this artwork seem crowded? Why? What can you tell me about the person in this piece of art? What can you tell me about how this person lived? How did you arrive at that idea? What do you think is the most important part of this artwork? How did you think the artist made this work? What questions would you ask the artist about their work, if they were here?	<b>Interpret it:</b> What title would you give to this piece of artwork? What made you decide on that title? What other titles could we give it? What do you think is happening in this piece? What else could be happening? What sounds would this artwork make, if it could? Would it make any sound? What do you think is going on in this piece of artwork? How did you arrive at that idea? What do you think this piece of artwork is about? Why? Pretend you are inside this piece of artwork. What does it feel like? What do you think this object was used for? How did you arrive at that idea? Why do you suppose the artist created this piece of artwork? What makes you think that? What do you think it would be like to live inside of this artwork? Why?	<b>Evaluate it:</b> What do you think is good about this piece of artwork? Do you think the person who created this did a good or bad job? What makes you think so? Should other people see this work of art? If so, why? If not, why not? What do you think other people would say about this piece of art? Why do you think that? What would you do with this piece of artwork if you owned it? What do you think is worth remembering about this painting?		