



ART CURRICULUM

Our Art Curriculum includes broad concepts that are embedded throughout the curriculum so that each one can be encountered multiple times. It also has a clear focus on disciplinary concepts so that pupils learn how to develop and communicate their personal ideas, observations and creations.

KEY SUBSTANTIVE CONCEPTS - GENERATIVE KNOWLEDGE			
DRAWING	PAINTING AND MIXED-MEDIA	SCULPTURE AND 3D	CRAFT AND DESIGN
Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. Record observations and plans as drawings and learn about how artists develop their ideas in drawings.	Developing painting skills, including colour mixing, painting on a range of surfaces and with different tools. Exploring the interplay between different media within an artwork.	Investigating ways to express ideas in three-dimensions. Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome. Developing drawn ideas into sculpture.	Designing and making art for different purposes, considering how this works in creative industries. Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome. Developing personal, imaginative responses to a design brief.

DISCIPLINARY KNOWLEDGE AND SKILLS: How we 'work' and 'think' like an Artist.				
GENERATING IDEAS	USING SKETCHBOOKS	MAKING SKILLS INC FORMAL ELEMENTS	KNOWLEDGE OF ARTISTS	EVALUATING AND ANALYSING
Exploring their own ideas using a range of media.	Using sketchbooks to explore and record ideas.	Developing control when using a wide range of tools to draw, paint and create crafts and sculptures. Making choices about which materials to use to create an effect. Developing observational skills to look closely and reflect surface texture.	Gaining understanding of how artists choose materials based on their properties in order to achieve certain effects.	Describing and comparing features of their own and others' artwork. Evaluating art with an understanding of how art can be varied and made in different ways and by different people.

Art Curriculum Topics of Study and Substantive Concepts

TOPICS OF STUDY	SUBSTANTIVE CONCEPTS			
	DRAWING	PAINTING AND MIXED-MEDIA	SCULPTURE AND 3D	CRAFT AND DESIGN
RECEPTION– Marvellous Marks	✓			
RECEPTION– Paint my World- Megan Coyle US		✓		
RECEPTION– Creation Station- Julie Wilson UK			✓	
RECEPTION– Let's Get Crafty				✓
YEAR 1 - Clarice Cliff UK	UK ARTIST STUDY			
YEAR 1 - Make your Mark	✓			
YEAR 1 - Colour Splash- Clarice Cliff		✓		
YEAR 1 - Cecilia Vecuna CHILE	WORLD ARTIST STUDY			
YEAR 1– Paper Play			✓	
YEAR 1– Woven Wonders- Cecilia Vecuna				✓
YEAR 2 - Tell me a story- Quentin Blake	✓			
YEAR 2 - Romare Bearden US	WORLD ARTIST STUDY			
YEAR 2 - Map it Out				✓
YEAR 2 - Clay Houses- Romare Bearden			✓	
YEAR 2 - Quentin Blake UK	UK ARTIST STUDY			
YEAR 2 - Life in Colour		✓		
YEAR 3 – Ancient Egyptian Scrolls				✓
YEAR 3 – Georgia O'Keeffe US	WORLD ARTIST STUDY			
YEAR 3 – Growing Artists- Georgia O'Keeffe	✓			

TOPICS OF STUDY	SUBSTANTIVE CONCEPTS			
	DRAWING	PAINTING AND MIXED-MEDIA	SCULPTURE AND 3D	CRAFT AND DESIGN
YEAR 3 – Light and Dark		✓		
YEAR 3 – Anthony Caro UK	UK ARTIST STUDY			
YEAR 3 – Abstract Shape and Space-Anthony Caro			✓	
YEAR 4 –Prehistoric Painting		✓		
YEAR 4 – Senaka Senanayake SRI LANKA	WORLD ARTIST STUDY			
YEAR 4 – Power Prints-Senaka Senanayake SRI LANKA	✓			
YEAR 4 – Fabric of Nature				✓
YEAR 4 – Barbara Hepworth UK	UK ARTIST STUDY			
YEAR 4 – Mega Materials-Barbara Hepworth			✓	
YEAR 5 – Portraits- Chila Kumari Singh Burman		✓		
YEAR 5 – Chila Kumari Singh Burman UK	UK ARTIST STUDY			
YEAR 5 – Make My Voice Heard-Hannah Hoch	✓			
YEAR 5 – Photo Opportunity				✓
YEAR 5 – Hannah Hoch GERMANY	WORLD ARTIST STUDY			
YEAR 5 – Interactive Installation			✓	
YEAR 6 – David Hockney UK	UK ARTIST STUDY			
YEAR 6 – Architecture				✓
YEAR 6 – Friedensreich Hundertwasser AUSTRIA	WORLD ARTIST STUDY			
YEAR 6 – Making Memories-David Hockney			✓	
YEAR 6 – I Need Space	✓			



Curriculum Overview: Art

YEAR	AUTUMN 1 HISTORY	AUTUMN 2 HISTORY	WHOLE SCHOOL COMPETITION : SELF PORTRAITS (PENCIL)	SPRING 1 GEOGRAPHY	SPRING 2 GEOGRAPHY	WHOLE SCHOOL COMPETITION : LANDSCAPES (PAINT/MIXED MEDIA)	SUMMER 1 DT	SUMMER 2 FLEXIBLE	WHOLE SCHOOL COMPETITION : STILL LIFE (PENCIL/COLOUR)
RECEPTION				MEGAN COYLE (US)			JULIE WILSON (UK)		
	MARVELLOUS MARKS			PAINT MY WORLD			CREATION STATION	LET'S GET CRAFTY	
YEAR 1	CLARICE CLIFF (UK)						CECILA VECUNA (CHILE)		
	MAKE YOUR MARK	COLOUR SPLASH		PAPER PLAY			WOVEN WONDERS		
YEAR 2	QUENTIN BLAKE (UK)						ROMARE BEARDEN (US)		
	TELL ME A STORY			MAP IT OUT	CLAY HOUSES		LIFE IN COLOUR		
YEAR 3				GEORGIA O'KEEFFE (US)			ANTHONY CARO (UK)		
	ANCIENT EGYPTIAN SCROLLS			GROWING ARTISTS	LIGHT AND DARK		ABSTRACT SHAPE AND SPACE		
YEAR 4				SENAKA SENANAYAKE (SRI LANKA)			BARBARA HEPWORTH (UK)		
	PREHISTORIC PAINTING			POWER PRINTS	FABRIC OF NATURE		MEGA MATERIALS		
YEAR 5	CHILA KUMARI SINGH BURMAN (UK)			HANNAH HOCH (GERMANY)					
	PORTRAITS			MAKE MY VOICE HEARD	PHOTO OPPORTUNITY		INTERACTIVE INSTALLATION		
YEAR 6	DAVID HOCKNEY (UK)			FRIEDENSREICH HUNDERTWASSER (AUSTRIA)					
	ARTIST STUDY			ARCHITECTURE			MAKING MEMORIES	I NEED SPACE	

TERMLY 'SEASONAL ART' OPPORTUNITIES (CHRISTMAS DECORATIONS/EASTER CARDS/EID CARDS/MOTHER'S DAY/FATHER'S DAY)

UK ARTIST STUDY*/WORLD ARTIST STUDY

DRAWING

PAINTING AND MIXED MEDIA

SCULPTURE AND 3D

CRAFT AND DESIGN

SUBSTANTIVE KNOWLEDGE OVERVIEW

	DRAWING	PAINTING AND MIXED-MEDIA	SCULPTURE AND 3D	CRAFT AND DESIGN
EYFS- FFDT	<ul style="list-style-type: none"> Know that different mark making tools can create different textures, lines, patterns and shapes. Know that observational drawing is drawing what you can see. Know that an observational drawing of your own face is called a self-portrait. 	<ul style="list-style-type: none"> Know that all paintings are different/ unique. Know the names of a wide range of colours. Know that colours can be mixed to make new colours. Know there are different shades of the same colour and identify colours as 'light' or 'dark'. 	<ul style="list-style-type: none"> Know that most clay comes from the ground. Know that clay can be moulded and is used to create sculptures and models. Know that two pieces of clay can be joined together to make a model using a dab of water and smoothing using your thumb. Know that clay can be rolled, pinched, squashed, flattened and joined. 	<ul style="list-style-type: none"> Know that some materials are harder/easier to cut than others. Know that materials can be cut, threaded, joined and folded to make different designs. Know that different coloured materials can be used to create design and pattern.
Year 1	<ul style="list-style-type: none"> Know a range of 2D shapes and confidently draw these. Know that drawing tools can be used in a variety of ways to create different lines. Know lines can represent movement in drawings. Know that texture means 'what something feels like'. Know that different marks can be used to represent the texture of objects. Know different drawing tools make different marks. 	<ul style="list-style-type: none"> Know that the primary colours are red, yellow and blue. Know that primary colours can be mixed to make secondary colours: <ul style="list-style-type: none"> Red + yellow = orange Yellow + blue = green Blue + red = purple. Know a pattern is a design in which shapes, colours or lines are repeated. Know that there are many different shades (or 'hues') of the same colour. Know that changing the amount of the primary colours mixed affects the shade of the secondary colour. 	<ul style="list-style-type: none"> Know paper can be folded by cutting and folding it. Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture. 	<ul style="list-style-type: none"> Know that craft is making something creative and useful.
Year 2	<ul style="list-style-type: none"> Know that 'composition' means how things are arranged on the page. Know that lines can be used to fill shapes, to make outlines and to add detail or pattern. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and create surface texture. 	<ul style="list-style-type: none"> Know that 'composition' means how things are arranged on the page. Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create imaginary things. Know that painting tools can create varied textures in paint. Know that collage materials can be shaped to represent shapes in an image. Know that patterns can be made using shapes. Know that patterns can be used to add detail to an artwork. Know that collage materials can be chosen to represent real-life texture. Know that collage materials can be overlapped and overlaid to add texture. 	<ul style="list-style-type: none"> Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces together. 	<ul style="list-style-type: none"> Know that 'composition' means how things are arranged on the page. Know that shapes can be organic (natural) and irregular.

SUBSTANTIVE KNOWLEDGE OVERVIEW

	DRAWING	PAINTING AND MIXED-MEDIA	SCULPTURE AND 3D	CRAFT AND DESIGN
Year 3	<ul style="list-style-type: none"> Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Know that using different tools or using the same tool in different ways can create different types of lines. Know that surface rubbings can be used to add or make patterns. Know that texture in artwork can be real or a surface can be made to appear textured. Know that 'tone' in art means light and dark. Know that shading helps make drawn objects look realistic. Know some basic rules for shading when drawing e.g. shade in one direction, blending tones smoothly and with no gaps. Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. 	<ul style="list-style-type: none"> Know paint colours can be mixed using natural substances and that prehistoric people used these paints. Know that negative shapes show space around and between objects. Know that using different tools or using the same tool in different ways can create different types of lines. Know that texture in artwork can be real or a surface can be made to appear textured. 	<ul style="list-style-type: none"> Know that light and dark colours next to each other creates contrast and depth. Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Know that organic forms can be abstract. Know that artists can focus on shapes when making abstract art. Know that artists who focus on three -dimensional artwork is called a sculptor. Know that the space around objects can be called negative space or background space. 	<ul style="list-style-type: none"> Know that pattern can be man-made (like printed wallpaper) or natural (like a giraffe's skin). Know that layering materials in opposite directions make it stronger.
Year 4	<ul style="list-style-type: none"> Know that basic shapes can be used to form more complex shapes and patterns. Know that lines can be lighter or darker, thicker or thinner and that this can add expression or movement to a drawing. Know that patterns can be irregular and change in ways you wouldn't expect. Know that the starting point for a repeated pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. 	<ul style="list-style-type: none"> Know that adding black to a colour creates a shade. Know that adding white to a colour creates a tint. Know that using lighter and darker tints and shades of colour can create a 3D effect. Know that tone can be used to create contrast in artwork. 	<ul style="list-style-type: none"> Know that simple 3D forms can be made by creating layers, by folding and rolling materials. 	<ul style="list-style-type: none"> Know that a mood board is a visual collection which aims to convey a general feeling or idea. Know that batik is a traditional fabric decoration technique that uses hot wax.

SUBSTANTIVE KNOWLEDGE OVERVIEW

	DRAWING	PAINTING AND MIXED-MEDIA	SCULPTURE AND 3D	CRAFT AND DESIGN
Year 5	<ul style="list-style-type: none"> Know that collagraphy is a printmaking process that uses textures to create interesting surfaces within a print. Know that lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing. Know what print effects different materials make. Know that shape can be used to place the key elements in a composition. 	<ul style="list-style-type: none"> Know that a monoprint is a print that can only be made exactly the same way once. Know that different colours can be used to represent different feelings in artwork. Know that tone can help show the foreground and background in an artwork. 	<ul style="list-style-type: none"> Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. Know that the size and scale of three-dimensional artwork changes the effect of the piece. 	<ul style="list-style-type: none"> Know that shapes can be used to place the key elements in a composition. Know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.
Year 6	<ul style="list-style-type: none"> Know the effects different materials make. Know the effects created when drawing into different surfaces Know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. 	<ul style="list-style-type: none"> Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. Know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. Know that 'monochromatic' artwork uses tints and shades of just one colour. Know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration. 	<ul style="list-style-type: none"> Know that assemblage is a 3D collage of collected or made objects. Know that 3D art that projects from a base or background is called relief sculpture. 	<ul style="list-style-type: none"> Know how different materials can be used to produce photorealistic artwork. Know that macro photography is showing a subject as larger than it is in real life.



NURSERY FOUNDATIONS FOR ART

EYFS Foundations for Art

Area of Learning

Learning Themes and Possible Lines of Direction

Expressive Arts and Design

At Captain Cook Primary School, children develop the foundation of their knowledge and skills in art in the Nursery. This is closely linked to their fine motor skills

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Through carefully designed, accessible areas of provision, adult guided play and planned adult directed activities, children are taught how to develop skills that help them achieve planned outcomes and begin to see themselves as artists. By linking learning experiences to shared texts and themes, children are given a stimulus and purpose behind their art. (Please refer to the EYFS Curriculum and Reading Spine for details of key texts in Nursery).

Nursery

Autumn

Look at Me

Drawing faces and bodies.

Let's Celebrate

Cutting and sticking
Seasonal art and craft

Spring

Light and Dark

Exploring colour in different media.

Very Busy People

Sculpture, blocks, and print

Summer

Blooming Marvellous

Painting and drawing nature. Moulding into clay, dough or plasticine.

On the beach

Beach art, natural sculpture.
Mark making in sand.

End of EYFS Early Learning Goal for Expressive Arts and Design: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Key Vocabulary

Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Paint, Pattern, Pencils, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag Collage, Cut, Dab, Dot, Flick, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Glue, gloopy, tape, Sweep, Swirl, Swish, Tear, Build, stack, pattern, stick, attach, fix.

Conceptual Knowledge and Understanding

In Nursery will be taught to...

- Hold a pen, pencil, paintbrush, chalk and other mark making materials in a tripod grip to make marks effectively. Hold and snip with scissors.
- Use glue (sticks and PVA) or tape to attach two or more things together.
- To name different colours and begin to describe two colours that are the same as "light" or "dark".
- To select and name different materials and their properties; e.g. Shiny foil to create a desired effect.
- Begin to talk about their art and the art of others, e.g. what it is, describe how they made it and how it makes them feel.

An introduction to Artwork

The following artwork is displayed in the Nursery and talked about so that children become familiar with the work, begin to describe it and be inspired by it.



Starry Night

Vincent Van Gogh



Andy Goldsworthy



Water Lilies

Monet



Child with a Dove
Pablo Picasso



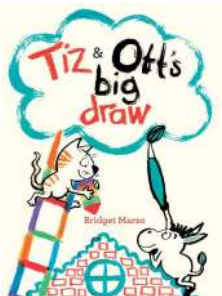


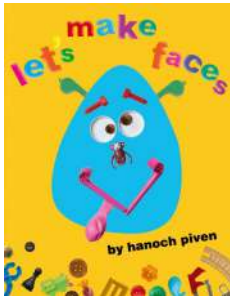
Anthony Gormley
Sculpture



RECEPTION

ART CURRICULUM

Reception Art - Broader Curriculum Aims and Objectives

Topics of Study				Key Art Knowledge and Understanding
<div>◇ DRAWING—MARVELLOUS MARKS</div> <div>◇ PAINTING AND MIXED MEDIA—PAINT MY WORLD</div> <div>◇ SCULPTURE AND 3D—CREATION STATION</div> <div>◇ CRAFT AND DESIGN—LETS GET CRAFTY</div> <div>◇ UK ARTIST STUDY— JULIE WILSON</div> <div>◇ WORLD ARTIST STUDY— MEGAN COYLE</div> <div>◇ SEASONAL ART</div>				<div>⇒ The names of a wide range of colours.</div> <div>⇒ Colours can be mixed to make new colours.</div> <div>⇒ Modelling materials can be shaped using hands or tools.</div> <div>⇒ The names of simple shapes in art.</div> <div>⇒ Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'.</div> <div>⇒ When they have made a pattern with objects/ colours/drawn marks and be able to describe it.</div> <div>⇒ Texture means what something feels like.</div> <div>⇒ Simple terms to describe what something feels like (eg. bumpy).</div> <div>⇒ There are different shades of the same colour and identify colours as 'light' or 'dark'.</div> <div>⇒ Artists use modelling materials like clay to recreate things from real life.</div> <div>⇒ Artists choose colours to draw or paint with.</div> <div>⇒ Artists draw many different things and use different tools to draw with.</div> <div>⇒ Sometimes artists are inspired by the seasons.</div> <div>⇒ Some art doesn't last long- it is temporary.</div> <div>⇒ Sometimes artists cut and stick photos to make new images</div>
Vocabulary				
<div>DRAWING</div> <div>Artist, Bumpy, Chalk, Circle, Colours, Curved, Drawing, Feeling, Felt tips, Hard, Line, Long, Mark, Mark making, Medium, Observational drawing, Observe, Oil pastel, Paint, Pattern, Pencils, Ridged, Rough, Rubbing, Self-portrait, Short, Smooth, Soft, Squiggly, Straight, Texture, Thick, Thin, Wavy, Wax crayons, Zig-zag</div>	<div>PAINTING AND MIXED MEDIA</div> <div>Collage, Create, Cut, Dab, Design, Dot, Flick, Glide, Glistening, Glossy, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Transient art, Wet, Wipe, abstract, figurative.</div>	<div>SCULPTURE AND 3D</div> <div>3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet</div>	<div>CRAFT AND DESIGN</div> <div>Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag</div>	
Quality Literature Links				
<div></div>				

Reception Art - Disciplinary Knowledge and Skills

How we 'think' and 'work' like an Artist

Generating Ideas	Using Sketchbooks	Making Skills including formal elements	Knowledge of Artists	Evaluating and Analysing
⇒ Talk about their ideas and explore different ways to record them using a range of media.	⇒ Experiment in an exploratory way.	⇒ Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. ⇒ Cut, thread, join and manipulate materials safely, focussing on process over outcome. ⇒ Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	⇒ Enjoy looking at and talking about art. ⇒ Recognise that artists create varying types of art and use lots of different types of materials. ⇒ Recognise that artists can be inspired by many things.	⇒ Talk about their artwork, stating what they feel they did well. ⇒ Say if they like an artwork or not and begin to form opinions by explaining why.



YEAR 1

ART CURRICULUM

Year 1 Art - Broader Curriculum Aims and Objectives

Topics of Study

- ◇ **DRAWING**—MAKE YOUR MARK
- ◇ **PAINTING AND MIXED MEDIA**—COLOUR SPLASH
- ◇ **SCULPTURE AND 3D**—PAPER PLAY
- ◇ **CRAFT AND DESIGN**—WOVEN WONDERS
- ◇ **UK ARTIST STUDY**—CLARICE CLIFF
- ◇ **WORLD ARTIST STUDY**—CECILA VICUNA
- ◇ **SEASONAL ART**

Vocabulary

DRAWING

Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk

PAINTING AND MIXED MEDIA

Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick

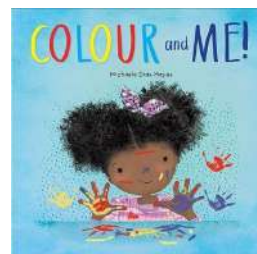
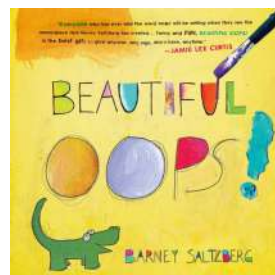
SCULPTURE AND 3D

Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-zag, Carving, Mosaic, Imagine

CRAFT AND DESIGN

Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom

Quality Literature Links



Key Art Knowledge and Understanding

- ⇒ Know that art is made in different ways.
- ⇒ Know that art is made by all different kinds of people.
- ⇒ Know that an artist is someone who creates.
- ⇒ Know that craft is something creative and useful.
- ⇒ Know a range of 2D shapes and confidently draw these.
- ⇒ Know that drawing tools can be used in a variety of ways to create different lines.
- ⇒ Know lines can represent movement in drawings.
- ⇒ Know that texture means 'what something feels like'.
- ⇒ Know that different marks can be used to represent the texture of objects.
- ⇒ Know different drawing tools make different marks.
- ⇒ Know that the primary colours are red, yellow and blue.
- ⇒ Know that primary colours can be mixed to make secondary colours:
 - * Red + yellow = orange
 - * Yellow + blue = green
 - * Blue + red = purple.
- ⇒ Know a pattern is a design in which shapes, colours or lines are repeated.
- ⇒ Know that there are many different shades (or 'hues') of the same colour.
- ⇒ Know that changing the amount of the primary colours mixed affects the shade of the secondary colour.
- ⇒ Know paper can be folded by cutting and folding it.
- ⇒ Know paper can change from 2D to 3D by folding, rolling and scrunching it.
- ⇒ Know that three dimensional art is called sculpture.

Year 1 Art - Disciplinary Knowledge and Skills

How we 'think' and 'work' like an Artist


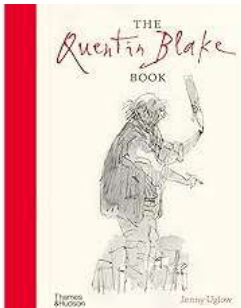

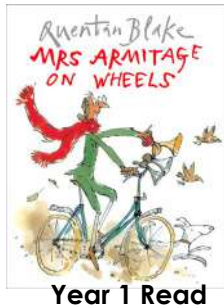
Generating Ideas	Using Sketchbooks	Making Skills including formal elements	Knowledge of Artists	Evaluating and Analysing
<ul style="list-style-type: none"> ⇒ Generate ideas in response to artists' work. ⇒ Understand how art relates to the world around us. ⇒ Generate ideas for patterns. ⇒ Create original patterns and designs. ⇒ Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. 	<ul style="list-style-type: none"> ⇒ Experiment in sketchbooks, using drawing to record ideas. 	<ul style="list-style-type: none"> ⇒ Develop skill and control with painting. ⇒ Mix and apply colour. ⇒ Use materials and printmaking techniques. ⇒ Experiment with line, colour, shape, form and pattern. ⇒ Draw using 2D geometric shapes. ⇒ Create 2D artwork using printing methods. ⇒ Learn the craft skill of weaving through active learning methods. 	<ul style="list-style-type: none"> ⇒ Learn about the work of David Hockney, responding visually and verbally. ⇒ Understand the significance of the colour used by artists. 	<ul style="list-style-type: none"> ⇒ Evaluate the work of others through discussions. ⇒ Use the language of art to discuss and evaluate. ⇒ Evaluate strengths and weaknesses of their work. ⇒ Evaluate strengths and areas of development within their work.



YEAR 2

ART CURRICULUM

Year 2 Art - Broader Curriculum Aims and Objectives

Topics of Study				Key Art Knowledge and Understanding
<div>◇ DRAWING—TELL ME A STORY</div> <div>◇ PAINTING AND MIXED MEDIA—LIFE IN COLOUR</div> <div>◇ SCULPTURE AND 3D—CLAY HOUSES</div> <div>◇ CRAFT AND DESIGN—MAP IT OUT</div> <div>◇ UK ARTIST STUDY—QUENTIN BLAKE</div> <div>◇ WORLD ARTIST STUDY—ROMARE BEARDEN</div> <div>◇ SEASONAL ART</div>				<div>⇒ Know that 'composition' means how things are arranged on the page.</div> <div>⇒ Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</div> <div>⇒ Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns and create surface texture.</div> <div>⇒ Know that different amounts of paint and water can be used to mix hues of secondary colours.</div> <div>⇒ Know that colours can be mixed to 'match' real life objects or to create imaginary things.</div> <div>⇒ Know that painting tools can create varied textures in paint.</div> <div>⇒ Know that collage materials can be shaped to represent shapes in an image.</div> <div>⇒ Know that patterns can be made using shapes.</div> <div>⇒ Know that patterns can be used to add detail to an artwork.</div> <div>⇒ Know that collage materials can be chosen to represent real-life texture.</div> <div>⇒ Know that collage materials can be overlapped and overlaid to add texture.</div> <div>⇒ Know that pieces of clay can be joined using the 'scratch and slip' technique.</div> <div>⇒ Know that a clay surface can be decorated by pressing into it or by joining pieces together.</div> <div>⇒ Know that shapes can be organic (natural) and irregular.</div>
Vocabulary				
<div>DRAWING</div> <div>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</div>	<div>PAINTING AND MIXED MEDIA</div> <div>Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</div>	<div>SCULPTURE AND 3D</div> <div>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</div>	<div>CRAFT AND DESIGN</div> <div>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate</div>	
Quality Literature Links				
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Year 2 Art - Disciplinary Knowledge and Skills

How we 'think' and 'work' like an Artist

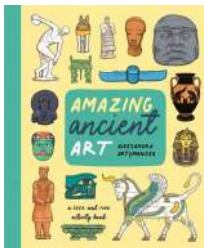


Generating Ideas	Using Sketchbooks	Making Skills including formal elements	Knowledge of Artists	Evaluating and Analysing
<ul style="list-style-type: none"> ⇒ Create art on themes of personal interest. ⇒ Work instinctively with materials to create unique designs. ⇒ Create own designs to original intentions. ⇒ Develop ideas by evaluating work and adding details. 	<ul style="list-style-type: none"> ⇒ Experiment in sketchbooks, using drawing to record ideas. 	<ul style="list-style-type: none"> ⇒ Develop an interest in drawing, using art for fun and pleasure. ⇒ Explore drawing techniques, developing ability to apply tone to create form. ⇒ Understand line and tone through drawing and shading. ⇒ Use 3D clay to create 2D printed patterns and sculptural forms. ⇒ Advance understanding of colour, pattern and form. ⇒ Develop techniques in creating 2D art using painting and designing. ⇒ Develop skill and control using a paintbrush. ⇒ Explore colour through sweeping brushstrokes. 	<ul style="list-style-type: none"> ⇒ Explore diverse forms of culturally significant art. ⇒ Critically explore the work of Quentin Blake and relate it to own work. ⇒ Apply famous artist techniques to own designs. 	<ul style="list-style-type: none"> ⇒ Evaluate own progress without being overly critical. ⇒ Orally describe art forms using appropriate language. ⇒ Develop patterns and make adjustments to improve. ⇒ Make adjustments where needed to correct and improve outcomes.



YEAR 3

ART CURRICULUM

Year 3 Art - Broader Curriculum Aims and Objectives

Topics of Study				Key Art Knowledge and Understanding
<div>⇒ DRAWING—GROWING ARTISTS</div> <div>⇒ PAINTING AND MIXED MEDIA—LIGHT AND DARK</div> <div>⇒ SCULPTURE AND 3D—ABSTRACT SHAPE AND SPACE</div> <div>⇒ CRAFT AND DESIGN—ANCIENT EGYPTIAN SCROLLS</div> <div>⇒ UK ARTIST STUDY—ANTHONY CARO</div> <div>⇒ WORLD ARTIST STUDY—GEORGIA O'KEEFFE</div> <div>⇒ SEASONAL ART</div>				<div>⇒ Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</div> <div>⇒ Know that using different tools or using the same tool in different ways can create different types of lines.</div> <div>⇒ Know that surface rubbings can be used to add or make patterns.</div> <div>⇒ Know that texture in artwork can be real or a surface can be made to appear textured.</div> <div>⇒ Know that 'tone' in art means light and dark.</div> <div>⇒ Know that shading helps make drawn objects look realistic.</div> <div>⇒ Know some basic rules for shading when drawing e.g. shade in one direction, blending tones smoothly and with no gaps.</div> <div>⇒ Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</div> <div>⇒ Know paint colours can be mixed using natural substances and that prehistoric people used these paints.</div> <div>⇒ Know that negative shapes show space around and between objects.</div> <div>⇒ Know that using different tools or using the same tool in different ways can create different types of lines.</div> <div>⇒ Know that texture in artwork can be real or a surface can be made to appear textured.</div> <div>⇒ Know that organic forms can be abstract.</div> <div>⇒ Know that artists can focus on shapes when making abstract art.</div> <div>⇒ Know that pattern can be man-made (like printed wallpaper) or natural (like a giraffe's skin).</div>
Vocabulary				
<div>DRAWING</div> <div>Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder</div>	<div>PAINTING AND MIXED MEDIA</div> <div>Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism</div>	<div>SCULPTURE AND 3D</div> <div>Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space</div>	<div>CRAFT AND DESIGN</div> <div>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</div>	
Quality Literature Links				
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Year 3 Art - Disciplinary Knowledge and Skills

How we 'think' and 'work' like an Artist

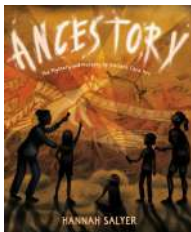
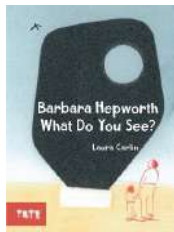

Generating Ideas	Using Sketchbooks	Making Skills including formal elements	Knowledge of Artists	Evaluating and Analysing
<p>⇒ Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>	<p>⇒ Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p>	<p>⇒ Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>⇒ Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>⇒ Develop direct observation, e.g. by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>⇒ Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>⇒ Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>⇒ Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>⇒ Use subject vocabulary confidently to describe and compare creative works.</p> <p>⇒ Understand how artists use art to convey messages through the choices they make.</p> <p>⇒ Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p>	<p>⇒ Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>⇒ Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>⇒ Evaluate their work more regularly and independently during the planning and making process.</p>



YEAR 4

ART CURRICULUM

Year 4 Art - Broader Curriculum Aims and Objectives

Topics of Study				Key Art Knowledge and Understanding
<div>⇒ DRAWING—POWER PRINTS</div> <div>⇒ PAINTING AND MIXED MEDIA—PREHISTORIC PAINTING</div> <div>⇒ SCULPTURE AND 3D—MEGA MATERIALS</div> <div>⇒ CRAFT AND DESIGN—FABRIC OF NATURE</div> <div>⇒ UK ARTIST STUDY—BARBARA HEPWORTH</div> <div>⇒ WORLD ARTIST STUDY—SENAKA SENANAYAKE</div> <div>⇒ SEASONAL ART</div>				<div>⇒ Know how different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire.</div> <div>⇒ Know how to use basic shapes to form more complex shapes and patterns.</div> <div>⇒ Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</div> <div>⇒ Know that patterns can be irregular and change in ways you wouldn't expect.</div> <div>⇒ Know the four rules of shading:<div>⇒ To shade in one direction.</div><div>⇒ To not leave any gaps.</div><div>⇒ To work neatly to the edges.</div><div>⇒ To create smooth, even tones.</div></div> <div>⇒ Know that tone is how light or dark something is.</div> <div>⇒ Know that tone can be used to create contrast in an artwork.</div> <div>⇒ Know that dark tones show where there is less light on an object—pressing firmly with a pencil when shading will create darker tones.</div> <div>⇒ Know that light tones show where there is more light on the subject, and less pressure is needed when shading.</div> <div>⇒ Know that adding black to a colour creates a shade and adding white to a colour creates a tint.</div> <div>⇒ Know that using lighter and darker tints and shades of a colour can create a 3D effect.</div> <div>⇒ Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</div> <div>⇒ Know that a ceramicist is an artist that works with clay.</div> <div>⇒ Know that typography is the style and size of letters.</div> <div>⇒ Know that the starting point for a repeated pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</div>
Vocabulary				
<div>DRAWING</div> <div>Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print</div>	<div>PAINTING AND MIXED MEDIA</div> <div>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</div>	<div>SCULPTURE AND 3D</div> <div>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, Welding, Weaving</div>	<div>CRAFT AND DESIGN</div> <div>Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry</div>	
Quality Literature Links				
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Year 4 Art - Disciplinary Knowledge and Skills

How we 'think' and 'work' like an Artist




Generating Ideas	Using Sketchbooks	Making Skills including formal elements	Knowledge of Artists	Evaluating and Analysing
<p>⇒ Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p>	<p>⇒ Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p>	<p>⇒ Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</p> <p>⇒ Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>⇒ Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>⇒ Use more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p>⇒ Use growing knowledge of different materials, combining media for effect.</p>	<p>⇒ Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence.</p> <p>⇒ Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>⇒ Understand how artists use art to convey messages through the choices they make.</p> <p>⇒ Work as a professional designer does by collating ideas to generate a theme.</p> <p>⇒ Use subject vocabulary confidently to describe and compare creative works.</p>	<p>⇒ Use more complex vocabulary when discussing their own and others' art</p> <p>⇒ Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>⇒ Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>⇒ Discuss art, considering how it can affect the lives of the viewers or users of the piece.</p> <p>⇒ Evaluate their work more regularly and independently during the planning and making process.</p>



YEAR 5

ART CURRICULUM

Year 5 Art - Broader Curriculum Aims and Objectives

Topics of Study				Key Art Knowledge and Understanding
⇒ DRAWING —MAKE MY VOICE HEARD				
⇒ PAINTING AND MIXED MEDIA —PORTRAITS				
⇒ SCULPTURE AND 3D —INTERACTIVE INSTALLATION				
⇒ CRAFT AND DESIGN —PHOTO OPPORTUNITY				
⇒ UK ARTIST STUDY —CHILA KUMARI SINGH BURMAN				
⇒ WORLD ARTIST STUDY —HANNAH HOCH				
⇒ SEASONAL ART				
Vocabulary				
DRAWING Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience	PAINTING AND MIXED MEDIA 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	SCULPTURE AND 3D 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	CRAFT AND DESIGN Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion	
Quality Literature Links				
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Year 5 Art - Disciplinary Knowledge and Skills

How we 'think' and 'work' like an Artist


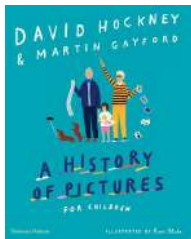
Generating Ideas	Using Sketchbooks	Making Skills including formal elements	Knowledge of Artists	Evaluating and Analysing
<p>⇒ Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>⇒ Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>	<p>⇒ Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>⇒ Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>⇒ Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>⇒ Combine materials and techniques appropriate to fit with ideas.</p> <p>⇒ Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>⇒ Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>⇒ Combine a wider range of media, e.g. photography and digital art effects.</p> <p>⇒ Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>⇒ Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>⇒ Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>⇒ Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>⇒ Consider what choices can be made in their own work to impact their viewer.</p> <p>⇒ Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.</p> <p>⇒ Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p>	<p>⇒ Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>⇒ Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>⇒ Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p> <p>⇒ Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>⇒ Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>⇒ Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p>



YEAR 6

ART CURRICULUM

Year 6 Art - Broader Curriculum Aims and Objectives

Topics of Study				Key Art Knowledge and Understanding
<div>⇒ DRAWING—I NEED A SPACE</div> <div>⇒ PAINTING AND MIXED MEDIA—ARTIST STUDY</div> <div>⇒ SCULPTURE AND 3D—MAKING MEMORIES</div> <div>⇒ CRAFT AND DESIGN—ARCHITECTURE</div> <div>⇒ UK ARTIST STUDY—DAVID HOCKNEY</div> <div>⇒ WORLD ARTIST STUDY—FRIEDENSREICH HUNDERTWASSER</div> <div>⇒ SEASONAL ART</div>				<div>⇒ Know the effects different materials make.</div> <div>⇒ Know the effects created when drawing into different surfaces</div> <div>⇒ Know that pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</div> <div>⇒ Know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</div> <div>⇒ Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</div> <div>⇒ Know that pattern can be created in many different ways, e.g.in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.</div> <div>⇒ Know that 'monochromatic' artwork uses tints and shades of just one colour.</div> <div>⇒ Know that colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration.</div> <div>⇒ Know that assemblage is a 3D collage of collected or made objects.</div> <div>⇒ Know that 3D art that projects from a base or background is called relief sculpture.</div> <div>⇒ Know how different materials can be used to produce photorealistic artwork.</div> <div>⇒ Know that macro photography is showing a subject as larger than it is in real life.</div>
Vocabulary				
<div>DRAWING</div> <div>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</div>	<div>PAINTING AND MIXED MEDIA</div> <div>Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking</div>	<div>SCULPTURE AND 3D</div> <div>Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection</div>	<div>CRAFT AND DESIGN</div> <div>Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate, Individuality, Design intention, Symbolism, Literal, Commemorate</div>	
Quality Literature Links				
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Year 6 Art - Disciplinary Knowledge and Skills

How we 'think' and 'work' like an Artist

Generating Ideas	Using Sketchbooks	Making Skills including formal elements	Knowledge of Artists	Evaluating and Analysing
<p>⇒ Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>⇒ Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>	<p>⇒ Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>⇒ Use a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>⇒ Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.</p> <p>⇒ Combine a wider range of media, e.g. photography and digital art effects.</p> <p>⇒ Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>⇒ Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>⇒ Combine materials and techniques appropriate to fit with ideas.</p> <p>⇒ Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>	<p>⇒ Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>⇒ Discuss how artists create work with the intent to create an impact on the viewer.</p> <p>⇒ Consider what choices can be made in their own work to impact their viewer.</p> <p>⇒ Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>⇒ Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p>	<p>⇒ Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>⇒ Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>⇒ Give reasoned evaluations of their own and others' work which takes account of context and intention.</p> <p>⇒ Discuss how art is sometimes used to communicate social, political, or environmental views.</p> <p>⇒ Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.</p>