



ART Long Term Curriculum Map

EYFS


At St Mary's we understand that the EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The 2020 Development Matters are prerequisite skills for Art within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art.


The most relevant statements for geography are taken from the following areas of learning:

- Expressive Arts and Design
- Physical Development

In planning and guiding what children learn, our teachers reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: playing and exploring – children investigate and experience things, and 'have a go'; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception Throughout the year	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Development	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Fine motor skills	
	Expressive Arts and Design	
	Creating with materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

EYFS- Blue Year	All about me	People who help us	Toys long ago Robots	Robots	Nature Explorers - Plants	Nature Explorers- Minibeasts
Expressive Arts and Design 	<p>Drawing Skills: Children develop their mark making and begin to add meaning to their marks e.g portraits...this is my face, messy mark making tray Use a range of chalks/pencil crayons/pencils thick and thin. Marvellous Marks - Kapow</p> <p>Portraits – drawing themselves, observational work</p> <p>Print using everyday objects, vegetables and sponges to form a scene & repeat pattern. *Each print is precise and clear.</p> <p>Sculpture- Build/construct height/width/balance/secure buildings using: Duplo (autumn term) Mobile ,Knex, wooden block and Lego</p>	<p>Drawing Skills: Develop the correct hand-grip to form marks. Using fingers to trace in sand etc and progressing to pencils to follow patterns. Produce lines of different thickness and tone using pencil</p> <p>Painting Skills: Explore using different sized brushes and rollers with poster paint, messy mark making tray.</p> <p>Sculpture- Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing texture- water beads, beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors</p> <p>Kapow - Seasonal Crafts</p>	<p>Drawing Skills Look at and describe what they have produced describing simple techniques.</p> <p>Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils. Painting Skills: Enjoy using a variety of different tools including different size brushes, sponges and fingers. powder and watercolour paints. (Nature Study - Birds)</p>	<p>Drawing Skills Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Painting Skills: Recognise and name primary colours. Explore and mix colours. *Investigate colour mixing using poster,</p> <p>Sculpture/3D Attach and join materials using glue, paste or tape. Build a construction/sculpture using a variety of objects (Robots) Kapow- Sculpture and 3D Creation Station</p>	<p>Drawing Skills: Investigate different lines: Straight, curved, wavy, dashed.</p> <p>Painting Skills: Explore working with paint on different surfaces and in different ways</p> <p>Artist Study – Van Gogh - Sunflowers Georgia O'Keeffe - Flowers</p> <p>Kapow- Craft and Design: Let's Get Crafty</p>	<p>ELG - To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG - To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Artist Study – Andy Goldworthy</p> <p>Sculpture/3D- Clay - Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations. Minibeasts link</p> <p>Kapow -Painting and Mixed media - Paint my world</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</p>						

EYFS Red Year	Around the World - People	Around the World - Animals	Space	Fossil Hunters	Yo Ho if we Go! Pirates	Yo Ho if we go! Seasides
Expressive Arts and Design 	<p>Drawing Skills - Children develop their mark making and begin to add meaning to their marks Use a range of chalks/pencil crayons/pencils thick and thin.</p> <p>Printing: Repeated Pattern/ Printing skills Study –Adrinka Printing from Ghana</p> <p>Print using everyday objects, vegetables and sponges to form a scene & repeat pattern. *Each print is precise and clear.</p> <p>Sculpture- Build/construct height/width/balance/secure buildings using: Duplo (autumn term) Mobile ,Knex, wooden block and Lego</p> <p>Autumn Wreaths - (Kapow Unit) Forest Schools</p>	<p>Drawing Skills: Develop the correct hand-grip to form marks. Using fingers to trace in sand etc and progressing to pencils to follow patterns. Produce lines of different thickness and tone using pencil</p> <p>Painting Skills: Explore using different sized brushes and rollers with poster paint, messy mark making tray. (Kapow - Paint my World)</p> <p>Sculpture- Use small scale intricate fine motor activities to develop pincer/ tripod grip for sketching, tweezers- small objects of differing</p>	<p>Drawing Skills Look at and describe what they have produced describing simple techniques.</p> <p>Begin to use and control a variety of drawing tools on different surfaces: fingers, hands, thick and thin chalk, pens and pencils. Painting Skills: Enjoy using a variety of different tools including different size brushes, sponges and fingers. powder and watercolour paints.</p> <p>Sculpture/3D Attach and join materials using glue, paste or tape. Build a construction/sculpture using a variety of objects Creating 3 D Spaceships</p>	<p>Drawing Skills Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Painting Skills: Recognise and name primary colours. Explore and mix colours. *Investigate colour mixing using poster,</p> <p>Sculpture/3D- Clay - Enjoy using a variety of malleable media – clay, playdough, salt dough. Impress and apply simple decorations. - Fossils</p>	<p>Drawing Skills: Investigate different lines: Straight, curved, wavy, dashed.</p> <p>Painting Skills: Explore working with paint on different surfaces and in different ways</p>	<p>Collage To experiment to create different textures Seascapes/ seaside collages</p> <p>ELG - To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG - To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Artist Study – Paul Klee (Fish magic)</p>

	texture- beads, threading/ weaving, pasta on string, pegs and boards, cut shapes using simple tools and scissors	Sculpture and 3d Creation Station			
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups. Singing – well known nursery rhymes, familiar songs and chants.</p>					

Key Stage 1

	Autumn	Spring	Summer
BLUE			
Kapow Unit	<p>Drawing -Make your mark <i>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</i></p>	<p>Sculpture and 3D: Paper Play <i>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</i></p>	<p>Painting and mixed media: Colour splash <i>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns</i></p>

Key Skills	<p>Generating Ideas: Explore their own ideas using a range of media.</p> <p>Sketchbook: Use sketchbooks to explore ideas in an open-ended way.</p> <p>Making Skills: Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> <p>Knowledge of Artist: Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</p> <p>Evaluating and Analysing: Describe and compare features of their own and other's art work.</p>	<p>Generating Ideas: Explore their own ideas using a range of media.</p> <p>Sketchbook: Use sketchbooks to explore ideas in an open-ended way.</p> <p>Making Skills: Use their hands to manipulate a range of modelling materials, including paper and card.. Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.</p> <p>Knowledge of the Artist: Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</p> <p>Evaluating and Analysing: Describe and compare features of their own and other's art work.</p>	<p>Generating Ideas: Explore their own ideas using a range of media.</p> <p>Sketchbook: Use sketchbooks to explore ideas in an open-ended way.</p> <p>Making Skills: Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g. shiny, soft.</p> <p>Knowledge of the Artist: Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</p> <p>Evaluating and Analysing: Describe and compare features of their own and other's art work.</p>
Key Knowledge	<p>Formal elements: Shape: Know a range of 2D shapes and confidently draw these. Line: Know that drawing tools can be used in a variety of ways to create different lines. Line: Know lines can represent movement in drawings. Texture: Know that texture means 'what something feels like'. Texture: Know different marks can be used to represent the textures of objects. Texture: Know different drawing tools make different marks.</p> <p>Making skills: That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to hold and use drawing tools in different ways to create different lines and marks. How to create marks by responding to different stimulus such as music. How to overlap shapes to create new ones. How to use mark making to replicate texture. How to look carefully to make an observational drawing. How to complete a continuous line drawing.</p> <p>Knowledge of artists: Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates</p>	<p>Formal elements: Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it.</p> <p>Making skills: How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls.</p> <p>Knowledge of artists: Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>	<p>Making skills: How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls.</p> <p>Knowledge of artists: Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>

Key Stage 1

Red	Autumn	Spring	Summer
Kapow Unit	<p>Kapow Craft and Design Map it out <i>Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.</i></p>	<p>Painting and mixed media: Life in Colour <i>Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</i></p>	<p>Sculpture and 3D: Clay Houses <i>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</i></p>

<p>Key Skills</p>	<p>Generating Ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Sketchbook: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Making Skills: Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>Knowledge of Artist: Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Evaluating and Analysing: Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Generating Ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Sketchbook: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Making Skills: Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint, using different tools to create texture. Create a range of secondary colours by using different amounts of each starting colour or adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p> <p>Knowledge of the Artist: Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Evaluating and Analysing: Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>Generating Ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Sketchbook: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Making Skills: Develop understanding of sculpture to construct and model simple forms. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop basic skills for shaping and joining clay, including exploring surface texture..</p> <p>Knowledge of the Artist: Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Evaluating and Analysing: Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.</p>
<p>Key Knowledge</p>	<p>Formal elements: Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular.</p> <p>Making skills: How to draw a map to illustrate a journey. How to separate wool fibres ready to make felt. How to lay wool fibres in opposite directions to make felt. How to roll and squeeze the felt to make the fibres stick together. How to add details to felt by twisting small amounts of wool. How to choose which parts of their drawn map to represent in their 'stained glass'. How to overlap cellophane/tissue to create new colours. How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. How to try out a variety of ideas for adapting prints into 2D or 3D artworks.</p> <p>Knowledge of artists: Art can be figurative or abstract. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p> <p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.</p>	<p>Formal elements: Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: Patterns can be used to add detail to an artwork. Texture: Collage materials can be chosen to represent real-life textures. Texture: Collage materials can be overlapped and overlaid to add texture. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Texture: Painting tools can create varied textures in paint. Tone: Different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Making skills: How to mix a variety of shades of a secondary colour. How to make choices about amounts of paint to use when mixing a particular colour. How to match colours seen around them. How to create texture using different painting tools. How to make textured paper to use in a collage. How to choose and shape collage materials eg cutting, tearing. How to compose a collage, arranging and overlapping pieces for contrast and effect. How to add painted detail to a collage to enhance/improve it.</p> <p>Knowledge of artists: Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Artists try out different combinations of collage materials to create the effect they want.</p> <p>Evaluating and analysing: People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to help others understand something.</p>	<p>Formal elements: Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. Form: Know that three dimensional art is called sculpture. Shape: Know paper can be shaped by cutting and folding it.</p> <p>Making skills: How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls.</p> <p>Knowledge of artists: Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make.</p> <p>Evaluating and analysing: Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates.</p>

Lower KS2

BLUE	Autumn	Spring	Summer
<p>Kapow Unit</p>	<p>Craft & Design: Fabric of Nature (rainforest) Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric. (& Painting & Mixed Media: Pre-historic painting)</p>	<p>Painting & Mixed Media: Light & Dark <i>Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</i></p>	<p>Drawing: Power prints <i>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</i></p>
<p>Key Skills</p>	<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 purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Making Skills: Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.</p> <p>Knowledge of Artists: Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making</p>	<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 purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Making Skills. Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</p> <p>Knowledge of Artists: Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques</p>	<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 purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Making Skills: Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</p> <p>Knowledge of Artists: Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of</p>

processes to explain how art works may have been made.

Evaluating and Analysing: Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

and making processes to explain how art works may have been made

Evaluating and Analysing -.Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

Discuss art, considering how it can affect the lives of the viewers or users of the piece.

techniques and making processes to explain how art works may have been made.

Evaluating and Analysing: Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.

Key Knowledge

Formal elements:

Shape: How to use basic shapes to form more complex shapes and patterns.
Pattern: Patterns can be irregular and change in ways you wouldn't expect.
Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.
Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.
Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.

Making skills:

To know that a mood board is a visual collection which aims to convey a general feeling or idea.
To know that batik is a traditional fabric decoration technique that uses hot wax.
How to select imagery and use it as inspiration for a design project.
How to make a mood board.
How to recognise a theme and develop colour palettes using selected imagery and drawings.
How to draw small sections of one image to docs on colours and texture.
How to develop observational drawings into shapes and patterns for design.
How to transfer a design using a tracing method.
How to make a repeating pattern tile using cut and torn paper shapes.
How to use glue as an alternative batik technique to create patterns on fabric.
How to use materials, like glue, in different ways depending on the desired effect.
How to paint on fabric.
How to wash fabric to remove glue to finish a decorative fabric piece.

Knowledge of artists:

Designers can make beautiful things to try and improve people's everyday lives.
Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.
Artists and designers sometimes choose techniques based on the time and money available to them.
Artists use drawing to plan ideas for work in different media.

Evaluating and analysing:

Artists make choices about what, how and where they create art.
Art can be created to make money; being an artist is a job for some people.
Art, craft and design affect the lives of people who see or use something that has been created
Artists evaluate what they make, and talking about art is one way to do this.

Formal elements:

Colour: Adding black to a colour creates a shade.
Colour: Adding white to a colour creates a tint.
Form: Using lighter and darker tints and shades of a colour can create a 3D effect.
Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.
Tone: Tone can be used to create contrast in an artwork.

Making skills:

How to mix a tint and a shade by adding black or white.
How to use tints and shades of a colour to create a 3D effect when painting.
How to apply paint using different techniques e.g. stippling, dabbing, washing.
How to choose suitable painting tools.
How to arrange objects to create a still-life composition.
How to plan a painting by drawing first.
How to organise painting equipment independently, making choices about tools and materials.

Evaluating and analysing:

Artists make choices about what, how and where they create art.
Artworks can fit more than one genre.
Art is influenced by the time and place it was made, and this affects how people interpret it.
Artists may hide messages or meaning in their work.

Formal elements:

Shape: How to use basic shapes to form more complex shapes and patterns.
Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.
Pattern: Patterns can be irregular and change in ways you wouldn't expect.

Making skills:

How to use pencils of different grades to shade and add tone.
How to hold a pencil with varying pressure to create different marks.
How to use observation and sketch objects quickly.
How to draw objects in proportion to each other.
How to use charcoal and a rubber to draw tone.
How to use scissors and paper as a method to 'draw'.
How to make choices about arranging cut elements to create a composition.
How to create a wax resist background.
How to use different tools to scratch into a painted surface to add contrast and pattern.
How to choose a section of a drawing to recreate as a print.
How to create a monoprint.

Knowledge of artists:

Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate.

Evaluating and analysing:

Artists evaluate what they make, and talking about art is one way to do this.

RED	Autumn	Spring	Summer
Kapow Units	Drawing: Growing artists <i>Developing an understanding of shading and drawing techniques to create botanical inspired drawings</i>	Sculpture & 3D: Abstract shape & Space <i>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.</i>	Craft & Design: Ancient Egyptian Scrolls <i>Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.</i>
Key Skill;s	<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>Making Skills: Confidently use a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p> <p>Knowledge of Artists: 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>Evaluating and Analysing: Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Making Skills: Able to plan and think through the making process to create 3D forms. Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D.</p> <p>Knowledge of Artists: Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p>Evaluating and Analysing:Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<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>Making Skills: Learn a new making technique (paper making) and apply it as part of their own project. Investigate the history of a craft technique and share that knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.</p> <p>Knowledge of Artists: 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>Evaluating and Analysing:Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>
Key Knowledge	<p>Formal elements: Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Line: Using different tools or using the same tool in different ways can create different types of lines. Pattern: Surface rubbings can be used to add or make patterns. Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. Tone: That 'tone' in art means 'light and dark'. Tone: Shading helps make drawn objects look realistic. Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>Making skills: How to use shapes identified within objects as a method to draw. How to create tone by shading. How to achieve even tones when shading. How to make texture rubbings. How to create art from textured paper. How to hold and use a pencil to shade. How to tear and shape paper. How to use paper shapes to create a drawing. How to use drawing tools to take a rubbing. How to make careful observations to accurately draw an object. How to create abstract compositions to draw more expressively.</p> <p>Knowledge of artists: Artists experiment with different tools and materials to create texture. Artists can work in more than one medium.</p>	<p>Formal elements: Colour: Using light and dark colours next to each other creates contrast. Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Form: Organic forms can be abstract. Shape: Negative shapes show the space around and between objects. Shape: Artists can focus on shapes when making abstract art.</p> <p>Making skills: How to join 2D shapes to make a 3D form. How to join larger pieces of materials, exploring what gives 3D shapes stability. How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. How to identify and draw negative spaces. How to plan a sculpture by drawing. How to choose materials to scale up an idea. How to create different joins in card eg. slot, tabs, wrapping. How to add surface detail to a sculpture using colour or texture. Display sculpture.</p> <p>Knowledge of artists: Artists make decisions about how their work will be displayed.</p> <p>Evaluating and analysing: Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative, or it can have a purpose. People use art to tell stories and communicate. People make art for fun and to make the world a nicer place to be.</p>	<p>Formal elements: Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Making skills: Layering materials in opposite directions make the handmade paper stronger. How to use a sketchbook to research a subject using different techniques and materials to present ideas. How to construct a new paper material using paper, water and glue How to use symbols to reflect both literal and figurative ideas. How to produce and select an effective final design. How to make a scroll. How to make a zine. How to use a zine to present information.</p> <p>Knowledge of artists: Art from the past can give us clues about what it was like to live at that time. The meanings we take from art made in the past are influenced by our own ideas. Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists can work in more than one medium.</p> <p>Evaluating and analysing: Art can be purely decorative or it can have a purpose. People use art to tell stories and communicate. People can make art to express their views or beliefs. People use art to help explain or teach things.</p>

Evaluating and analysing:
 People use art to help explain or teach things.
 People make art to explore big ideas, like death or nature.

Upper KS2

BLUE	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Give detailed observations about notable artists', artisans' and designers' work; • Offer facts about notable artists', artisans' and designers' lives; • Use key vocabulary to demonstrate knowledge and understanding in this strand: <p>Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.</p>		
Kapow Unit	<p>Architecture (Craft and Design)</p> <p><i>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</i></p>	<p>I need space (Drawing)</p> <p><i>Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image</i></p>	<p>Artist Study (Painting and Mixed Media)</p> <p><i>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</i></p>

<p>Key Skills</p>	<p>Generating ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making Skills: 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>Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of the Artist 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p>	<p>Generating ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making Skills: 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. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of the Artist: 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Posters inspired by WW2 propaganda posters using chalk pastels and oil pastels. Emphasis on muted colours in keeping with period</p>	<p>Generating ideas: Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks:Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. 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>Knowledge of artists: 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. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Cross Curricular Links: Ancient Greek Masks sculpture Ancient Greek theatre masks using mod-roc</p>
<p>Key Knowledge</p>	<p>Formal elements: Shape: Shapes can be used to place the key elements in a composition. Line: 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. Making skills: To know the steps to make a monoprint when a roller is sufficiently inked. How to make an observational drawing of a house. How to use shapes and measuring as methods to draw accurate proportions. How to select a small section of a drawing to use as a print design. How to develop drawings further to use as a design for print. How to design a building that fits a specific brief. How to draw an idea in the style of an architect that is annotated to explain key features. How to draw from different views, such as a front or side elevation. How to use sketchbooks to research and present information about an artist. How to interpret an idea in into a design for a structure.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology.</p>	<p>Formal elements: Shape: Shapes can be used to place the key elements in a composition. Line: 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. Texture: How to create texture on different materials.</p> <p>Making skills: To know what print effects different materials make. How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. How to combine techniques to create a final composition. How to decide what materials and tools to use based on experience and knowledge.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology.</p>	<p>Formal elements: Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Line: How line is used beyond drawing and can be applied to other art forms. Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.</p> <p>Making skills: How to use sketchbooks to research and present information. How to develop ideas into a plan for a final piece. How to make a personal response to the artwork of another artist. How to use different methods to analyse artwork such as drama, discussion and questioning.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks</p>

	<p>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Visual designs can represent big ideas like harmony with nature or peace.</p> <p>Evaluating and analysing: Art, craft and design can be functional and affect human environments and experiences. People make art to portray ideas about identity. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing: People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p>from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists can use materials to respond to a feeling or idea in an abstract way.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.</p>
RED UKS2	Autumn	Spring	Summer
Kapow Unit	<p><u>Artist Study (Painting and Mixed Media - Portraits)</u></p> <p><i>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</i></p>	<p><u>Interactive Installation (Sculpture and 3D)</u></p> <p><i>Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.</i></p>	<p><u>Make my voice heard (Drawing) Mayan art</u></p>
	<p>Generating ideas: 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>Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, e.g. photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p>Knowledge of artists: 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Cross Curricular links - Mining Visit</p>	<p>Generating ideas: 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>Using sketchbooks: Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills: 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>Knowledge of artists: 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. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.</p> <p>Evaluating and analysing: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas.</p> <p>Cross Curricular links: Portraits (Painting and mixed media) The Tudors Hans Holbein style portraits of Henry VIII</p>	<p>Generating ideas: Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Using sketchbooks: Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Making skills: Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. 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>Knowledge of artists: 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>Evaluating and analysing: Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. 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. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Cross Curricular links: Mayan headresses – sculpture Explore South American Chalk drawings of gods</p>

<p>Key Knowledge</p>	<p>Formal elements: Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. Tone: Tone can help show the foreground and background in an artwork.</p> <p>Making skills: How to develop a drawing into a painting. How to create a drawing using text as lines and tone. How to experiment with materials and create different backgrounds to draw onto. How to use a photograph as a starting point for a mixed-media artwork. How to take an interesting portrait photograph, exploring different angles. How to adapt an image to create a new one. How to combine materials to create an effect. How to choose colours to represent an idea or atmosphere. How to develop a final composition from sketchbook ideas.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.</p> <p>Evaluating and analysing: People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p>	<p>Formal elements: Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them. Form: The size and scale of three-dimensional artwork change the effect of the piece.</p> <p>Making skills: How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. How to try out ideas on a small scale to assess their effect. How to use everyday objects to form a sculpture. How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. How to try out ideas for making a sculpture interactive. How to plan an installation proposal, making choices about light, sound and display.</p> <p>Knowledge of artists: Artists are influenced by what is going on around them; for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists create works that make us question our beliefs. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p> <p>Evaluating and analysing: Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better.</p>	<p>Formal elements: Colour: A 'monochromatic' artwork uses tints and shades of just one colour. Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Form: The surface textures created by different materials can help suggest form in two-dimensional art work. Shape: How an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms. Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p> <p>Making skills: To know gestural and expressive ways to make marks. To know the effects different materials make. To know the effects created when drawing on different surfaces. How to use symbolism as a way to create imagery. How to combine imagery into unique compositions. How to achieve the tonal technique called chiaroscuro. How to make handmade tools to draw with. How to use charcoal to create chiaroscuro effects.</p> <p>Knowledge of artists: Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.</p> <p>Evaluating and analysing: Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.</p>
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