

Art and Design

Year 3	Term: Urban Artists		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p style="text-align: center;">In Key stage 1 children will have;</p> <p style="text-align: center;">Used a range of materials creatively to design and make products</p> <p style="text-align: center;">Used drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p style="text-align: center;">Developed a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p style="text-align: center;">Learnt about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines</p>		<p style="text-align: center;">Children will continue to develop their knowledge of artists in Year 3, looking at artists and designers who use sculpture (including historic sculpture) to continue to develop their artistic knowledge and skills.</p> <p style="text-align: center;">They will apply the line drawing and use of hatching and blending in the drawing unit in Year 4 on mountains.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	<ul style="list-style-type: none"> • <i>Know how to use sketches to produce a final piece of art</i> 	<p>Drawing – Graffiti Art</p> <ul style="list-style-type: none"> • Experiment with different grades of pencil, cross hatching, blending • Use different grades of pencil to apply tone to drawings • Make marks using different drawing implements – oil pastels, charcoal • Create textures with different drawing implements, pencil, oil pastels, charcoal Use pencil, charcoal and oil pastels to draw different form and shape 	
	Work of Artists - Appreciation		Elements of Art
	<ul style="list-style-type: none"> • Reflect upon the artists' work, and their own art work and share your response verbally ("I liked... I didn't like... understand... it reminded me of...") • <i>Know how to identify the techniques used by different artists.</i> 	<ul style="list-style-type: none"> • Construct a variety of patterns – • Use a variety of tones to create different effects. 	
	Work of Artists - Art History		Lady Pink
Vocabulary	<p>Cross hatching</p> <p>Blending</p> <p>Texture</p> <p>tones</p>		

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Year 3	Term: Sculpture		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>In key stage 1 children will have used various media for sculpture and used rolling and kneading to make sculptures of known objects.</p>		<p>Children will continue to develop their sculpture skills in Year 4 to create a tile with 3D patterns. Children will apply their knowledge of sculpture and form in Year 6 when looks at modroc masks.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	<p>Understanding different techniques</p> <ul style="list-style-type: none"> • Know how to improve my work over a period of time, mixing media to produce an effect. 	<p>Knowing and applying techniques</p> <p>Sculpture</p> <ul style="list-style-type: none"> • Know how to sculpt and carve using clay. • Know how to show facial expressions in my art. 	
	Elements of Art		
Work of Artists - Appreciation		Work of Artists - Art History	
<p>The work of artists</p> <ul style="list-style-type: none"> • Know how to compare the work of different artists and recognise when art is from different cultures and historical periods. • Know how to identify the techniques used by different artists. 		<p>Greek Sculptures</p>	
Vocabulary	<p>Sculpture statue slip clay bust 3D</p>		

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Year 3	Term: Cave Painting			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>Children have previously learnt about Ancient Greek sculpture. They have worked in developing and practising skills to create a sculpture independently. They have begun to evaluate their art work and make improvements.</p>		<p>- Over this unit children will begin to look at simple painting techniques that can be adapted to make pictures. In future years the children will develop these painting techniques using different tools to create different styles of painting.</p>	
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture		Elements of Art
	<p>Understanding different techniques Developing and evaluating techniques</p> <ul style="list-style-type: none"> • <i>Know how to use sketches to produce a final piece of art.</i> 	<p>Knowing and applying techniques</p> <p>Painting:</p> <p>Painting/ Printing – Cave Painting/ Aboriginal Art</p> <ul style="list-style-type: none"> • <i>Know how to create tints with paint by adding white.</i> • <i>Know how to create tones with paint by adding black.</i> • <i>Know how to use an increasing range of brushes and other tools to create different effects in painting.</i> 		<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p><i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</i></p>
	Work of Artists - Appreciation		Work of Artists - Art History	
	<ul style="list-style-type: none"> • <i>Reflect upon the artists' work, and their own art work and share your response verbally ("I liked... I didn't like... understand... it reminded me of...")</i> • <i>Know how to identify the techniques used by different artists.</i> <p>Focus on T McRae and Aboriginal Art</p>		<p>Know how to compare the work of different artists and recognise when art is from different cultures and historical periods.</p>	
Vocabulary	<p>Tones Pigments Tints Shades Cultural art</p>			

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Year 3	Summer Term		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>In KS1 children have explored different colours and textures and used paper to build collages.</p> <p>They have started to comment on whether they like an artist's piece of work and what they like and dislike.</p>		<p>Children will become more confident in discussing the elements of art including the use of colour, tone texture and line.</p> <p>They will use their sketchbooks to develop ideas and refine them. They will comment on artists' work on how it makes them feel and the techniques they use.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	<p>Understanding different techniques</p> <p>Developing and evaluating techniques</p> <p>Being an artist</p> <ul style="list-style-type: none"> Know how to use IT to create art which includes my own work and that of others. 	<p>Knowing and applying techniques</p> <p>Collage – Water Collage/ IT/ Mixed Media</p> <ul style="list-style-type: none"> Use colour and a range of materials to represent an idea. <p>Use layering and mixed media including IT to create an image.</p>	
		<p>Elements of Art</p> <p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p>Colour:</p> <p>Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.</p> <p>Texture:</p> <p>Analyse and describe texture within artists' work.</p> <p>Use a variety of tones to create different effects.</p>	
	Work of Artists - Appreciation		Work of Artists - Art History
	<p>Reflect upon the artists' work, and their own art work and share your response verbally ("I liked... I didn't like... understand... it reminded me of...")</p> <ul style="list-style-type: none"> Know how to identify the techniques used by different artists. 		<ul style="list-style-type: none"> Julie Shackson – Water Collage http://www.julieshackson.com/mixed-media-collage.html
Vocabulary	Mixed media	Layering	
	Collage	Texture	

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Year 4	Term Spring 2: Anglo Saxon Art- Tile Sculpture			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>Children have previously used clay to develop facial expressions Children have used different techniques to shape clay based on making a bust.</p>		<p>In this unit the children will extend their learning by using an alternative mouldable material -salt dough. They will learn how to create geometric shapes and curves and combine to make a Saxon Tile. In Year 5 Children move onto use creating sculpture with wire and then children use all knowledge in year 6 to create a mask.</p>	
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture		Elements of Art
	<ul style="list-style-type: none"> Know how to build up designs evaluating and combining different ideas. 	<ul style="list-style-type: none"> Know how to sculpt other mouldable materials. To produce intricate patterns and textures in a malleable media. 		<ul style="list-style-type: none"> Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work. <p>Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern. – Saxon Tiles</p>
	Work of Artists - Appreciation		Work of Artists - Art History	
	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...").</p> <ul style="list-style-type: none"> 		<p>Explain some of the features of art from historical periods</p> <p>Anglo Saxon Art</p>	
Vocabulary	<p>Mouldable material Geometric shapes Symmetry in art Repeating patterns tessellation</p>			

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Year 4	Spring Term: Reflection Paintings			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>Children have previously used tints in Year 3. They have experimented with the in paintings. They have experimented using a range of brushes for different effects and have commented on colour and how this has made them feel.</p>		<p>The children will develop their learning further by learning about Monet's work in more detail. They will build on their knowledge of using a wash to explore other painting techniques.</p>	
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture		Elements of Art
	<p>Understanding different techniques Developing and evaluating techniques</p> <ul style="list-style-type: none"> • <i>Know how to build up designs evaluating and combining different ideas.</i> 	<p>Knowing and applying techniques</p> <ul style="list-style-type: none"> • <i>Know how to create a background using a wash.</i> • <i>Know how to use colours of a single hue plus monochromatic tints.</i> • <i>Know how to show reflections in a painting.</i> 		<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p>Analyse and describe colour and painting techniques in artists work.</p> <p>Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work – reflection painting.</p>
	Work of Artists - Appreciation		Work of Artists - Art History	
	<p>Reflect upon the artists' work including my own work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to...")</p> <ul style="list-style-type: none"> • Experiment with the styles used by other artists. 		<p>Look at Monet, Van Gogh, Grant Curtis, Fredrich Hodler</p>	
Vocabulary	<p>Reflection Wash Monochromatic tints Perspective Texture</p>			

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Year 4	Summer Term: Texture Drawing		
Sequence of Learning	Previous Learning		Next Steps in Learning
	Children have previously studied using lines to create different effects in graffiti art. They have looked at texture in painting water colours and texture in art using mixed media.		Children will move into to extending their knowledge of dimension in drawing. They will start to make more detailed drawings combing the range of techniques covered across KS2.
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	Elements of Art
	Understanding different techniques Developing and evaluating techniques <ul style="list-style-type: none"> • <i>Know how to build up designs evaluating and combining different ideas.</i> • <i>Experiment with different ideas and choose the most effective.</i> 	Knowing and applying techniques <ul style="list-style-type: none"> • <i>Know how to use marks and lines to show texture in my art.</i> • <i>Know how to use perspective and dimension in my drawing.</i> 	Knowing and applying elements e.g. colour, form, line, pattern Use a range of techniques to express complex textures – Texture Drawings Analyse and describe how artists use and apply form in their drawings..
	Work of Artists - Appreciation		Work of Artists - Art History
	Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). <ul style="list-style-type: none"> • <i>Experiment with the styles used by other artists.</i> 		<ul style="list-style-type: none"> • Texture Drawings AC Cain
Vocabulary	Texture Form Perspective Depth		

Art and Design

Year 5	Term: Autumn 2: Illuminated Letter		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>This unit builds on the previous drawing and painting and printing experience in Year 3 as the children will print an illuminated letter in Viking design following criteria to replicate Viking design</p>		<p>In Year 6 the children use their understanding of pattern and design to create a William Morris print. The children use more complex printing techniques.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	<p>Understanding different techniques Developing and evaluating techniques</p> <ul style="list-style-type: none"> • <i>Being to independently adapt and alter my ideas to create a finished piece of art.</i> 	<p>Knowing and applying techniques Painting/ Printing</p> <ul style="list-style-type: none"> • <i>Know how to use a variety of painting techniques in my paintings</i> • <i>Know how to create an accurate print design following criteria.</i> 	<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p>Represent historical styles through patterns. Develop understanding of texture through practical making activities.</p>
	Work of Artists - Appreciation		Work of Artists - Art History
	<p>Reflect upon the artists' work and their own art work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to... It is similar to.... The artists... and... are similar because...)</p> <ul style="list-style-type: none"> • <i>Research the work of an artist and use their work to replicate a style.</i> 		<p>Illuminated letters - Viking</p>
Vocabulary	<p>Illuminated Relief Printing plate Etching</p>		

Art and Design

Year 5	Term: Drawing Texture - Pyramids		
Sequence of Learning	Previous Learning		Next Steps in Learning
	Previously children have started to understand tone to create 3D effects. Children have begun to understand perspective and the use of shade to represent dimensions. Children have previously used historical pieces of art as a basis for their own art.		Children will move onto using tonal contrasts in drawing. They will be coming to comment more on styles of artists and what has influenced the art.
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	<ul style="list-style-type: none"> - <i>Know how to express emotion and atmosphere in my art.</i> - <i>Being to independently adapt and alter my ideas to create a finished piece of art.</i> 	<ul style="list-style-type: none"> • <i>Identify and draw objects and use marks and lines, to produce texture.</i> • <i>Know how to successfully use shading to create mood and form.</i> 	
	Work of Artists - Appreciation		Work of Artists - Art History
	<ul style="list-style-type: none"> • <i>Research the work of an artist and use their work to replicate a style.</i> 		Monet
Vocabulary	Highlight Shadow Shading Impressionist Mood		

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Year 5	Term: Wire Sculpture		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously used mouldable materials to create sculpture using ideas about form and pattern.</p> <p>Children have previously looked at colour to create mood and atmosphere.</p>		<p>Children will move on to develop their sculpting skills further using Modroc and using colour to represent mood as the children produce Modroc sculptures in Year 5</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	Elements of Art
	<p>Understanding different techniques</p> <p>Developing and evaluating techniques</p> <ul style="list-style-type: none"> • <i>Being to independently adapt and alter my ideas to create a finished piece of art.</i> 	<p>Knowing and applying techniques</p> <ul style="list-style-type: none"> • <i>Know how to use fabric and paper to create a sculpture.</i> • <i>To shape, form, model and construct from observation or imagination.</i> 	<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p>Form - <i>Further extend their ability to describe and model form in 3D using a range of materials.</i></p> <p>Colour - <i>apply colours to represent mood from observation</i></p>
	Work of Artists - Appreciation		Work of Artists - Art History
	<p><i>Reflect upon the artists' work and their own art work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to... It is similar to.... The artists... and... are similar because...</i></p> <ul style="list-style-type: none"> • <i>Research the work of an artist and use their work to replicate a style.</i> 		<ul style="list-style-type: none"> • Wire Plant Sculpture – Alexander Calder
Vocabulary	<p>Bend</p> <p>Shape</p> <p>twist</p>	<p>Braid</p> <p>Loop</p> <p>join</p>	

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Year 6	Term: Observational Drawing			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	Children have previously experimented with different drawing techniques and applied these to create pictures. They have looked at light and shade and perspective.		Children will use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas . <ul style="list-style-type: none"> - use a range of techniques and media, including painting - Increase their proficiency in the handling of different materials - Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work - Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 	
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture		Elements of Art
	<ul style="list-style-type: none"> • Know how to use feedback to make amendments and improvement to my art. 	Drawing <ul style="list-style-type: none"> • Know how to organise line, tone, shape and colour to represent figures and forms. <ul style="list-style-type: none"> • Produce accurate drawings from observation and use tonal contrast in drawings 		Analyse and study cultural artists' use of form. Comment on artist's use of tone including techniques such as cross-hatching, blending and stippling
	Work of Artists - Appreciation		Work of Artists - Art History	
	Reflect upon the artists' work and their own art work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to... Using the technique of... ensured that the piece was...)		<ul style="list-style-type: none"> • Identify different techniques and styles used in the work of others and famous artists. – Biological Drawings - Darwin 	
Vocabulary	Observational drawings Stippling Tonal contrast			

Year 6	Term: William and May Morris Printing		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously explored a range of printing techniques using different methods. They have previously looked at patterns and symmetry in art and the importance of colour.</p>		<p>Children will use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas .</p> <ul style="list-style-type: none"> - use a range of techniques and media, including painting - Increase their proficiency in the handling of different materials - Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work <p>Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	
	<ul style="list-style-type: none"> • Explain why I have used specific tools and techniques to create my art. 	<p>Painting/ Printing</p> <ul style="list-style-type: none"> • Know how to create an accurate print design following criteria. • Know how to overprint and collage to create different patterns and effects. <ul style="list-style-type: none"> • To create printing blocks by simplifying an initial sketch book idea. • To use relief or impressed method 	
	Work of Artists - Appreciation		Work of Artists - Art History
<ul style="list-style-type: none"> • Explain the style of my work and how it has been influenced by a famous artist or culture. 		<ul style="list-style-type: none"> • Identify different techniques and styles used in the work of others and famous artists. William and May Morris 	
Vocabulary	Printing blocks Relief Overprint Impressed method		

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Year 6	Spring Term 1 and 2: Digital Art		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously looked at artists and used them as a stimulus to create their own designs.</p> <p>Children have previously used electronic images they have found to influence and support their art.</p>		<p>As children move into KS3 they will extend their knowledge of great artists and techniques. They will continue to use a range of techniques including digital art and analyse and evaluate their own art to improve it.</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	Elements of Art
	<p>Understanding different techniques</p> <p>Developing and evaluating techniques</p> <ul style="list-style-type: none"> • Know how to use feedback to make amendments and improvement to my art. • Know how to use a range of e-resources and digital media to create art. 	<p>Knowing and applying techniques</p> <ul style="list-style-type: none"> • Explain the style of my work and how it has been influenced by a famous artist or culture. • Identify different techniques and styles used in the work of others and famous artists. 	<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p>Express feelings and emotions through colour. Study colours used by artists.</p>
	Work of Artists - Appreciation		Work of Artists - Art History
	<p>Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to... Using the technique of... ensured that the piece was...)</p>		<p>Mondrian - use of lines and block colour</p> <p>Impressionist - Van Gogh- light brush strokes</p> <p>Pointillism - Seurat – using dots to create pictures</p> <p>Splash – Pollock – splattering paints</p> <p>Collage – - using strips/ shapes of colour to create picture</p> <p>See paintings below.</p>
Vocabulary	<p>Splatter</p> <p>Pointillism</p> <p>Block art</p> <p>Electronic art</p> <p>Electronic tools</p> <p>e-collage</p>		

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Year 6	Term: Day of the Dead Mask Sculpture			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>Children have previously produced different sculptures using historical and natural influences using dough, clay and wire. They build on this knowledge to use Modroc to make a sculpture of a mask influenced by a religious festival.</p> <p>They have previously looked at an artists use of colour and develop this further to choose colours to influence our emotions.</p>		<p>Children are taught to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas, to use a range of techniques and media, including painting, to increase their proficiency in the handling of different materials, to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. They learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture		Elements of Art
	<p>Understanding different techniques</p> <p>Developing and evaluating techniques</p> <ul style="list-style-type: none"> • <i>Explain why I have used specific tools and techniques to create my art.</i> • <i>Know how to use feedback to make amendments and improvement to my art.</i> 	<p>Knowing and applying techniques</p> <p>Modroc sculpture - Day of the Dead</p> <ul style="list-style-type: none"> • <i>Know how to sculpt using Plaster of Paris or paper mache'</i> • <i>plan and design a sculpture;</i> • <i>use tools and materials to carve, add shape, add texture and pattern;</i> 		<p>Knowing and applying elements e.g. colour, form, line, pattern</p> <p><i>Express feelings and emotions through colour. Study colours used by artists.</i></p> <p><i>Express and articulate a message through sculpture.</i></p>
	Work of Artists - Appreciation		Work of Artists - Art History	
	<p><i>Reflect upon the artists' work and their own art work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to... Using the technique of... ensured that the piece was...</i></p> <ul style="list-style-type: none"> • <i>Explain the style of my work and how it has been influenced by a famous artist or culture.</i> • <i>Identify different techniques and styles used in the work of others and famous artists.</i> 		<ul style="list-style-type: none"> • Day of the Dead Masks 	
Vocabulary	Embellish Vibrant Proportion	Layering Form		

