



Curriculum Overview: Art Cycle A

Art at Corpus Christi Catholic Primary

**"It took me four years to paint like Raphael, but a lifetime to paint like a child."
Pablo Picasso**

	Autumn	Spring	Summer
Reception	 <p>Linked Artist - Hanoch Piven</p>	 <p>Linked Artists - Megan Coyle and Andy Goldsworthy</p>	<p>Linked Artist - Coming soon</p>
	<p><u>We are draughtsmen</u> <u>Marvellous Marks</u></p> <p><u>ELG</u> <u>Physical development</u> Develops small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop overall body-strength, balance, co-ordination and agility. <u>ELG: Fine Motor Skills:</u> Use a range of small tools, including scissors, paint brushes and cutlery. <u>ELG: Fine Motor Skills:</u> Begin to show accuracy and care when drawing.</p>	<p><u>We are painters</u> <u>Paint my World</u></p> <p><u>ELG</u> <u>Physical development</u> Develop small motor skills so that they can use a range of tools competently, safely and confidently. <u>ELG:</u> Begin to show accuracy and care when drawing. <u>ELG:</u> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><u>Expressive arts and design</u> Explore, use and refine a variety of artistic effects to express ideas and feelings.</p>	<p><u>We are sculptors</u> <u>Creation Station</u></p> <p><u>ELG</u></p>

<p><u>Expressive arts and design</u> Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Characteristics of effective learning</u> Playing and exploring.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p><u>ELG: Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>ELG: Creating with materials:</u> Share their creations, explaining the process they have used.</p> <p><u>Characteristics of effective learning</u> Playing and exploring.</p>	
--	---	--

Progression of Skills EYFS

<p><u>Drawing</u></p>
<p><u>Generating Ideas</u> Talk about their ideas and explore different ways to record them.</p>
<p><u>Sketch Books</u> Experiment with mark making in an exploratory way.</p>
<p><u>Making Skills</u> Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>
<p><u>Knowledge of Artists</u> Enjoy looking at and talking about art.</p>
<p><u>Evaluating and Analysis</u> Talk about their artwork, stating what they feel they did well_</p>

Painting and Mixed Media

Generating Ideas

Explore different ways to use paint and a range of media according to their interests and ideas.

Sketch Books

N/A

Making Skills

Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.)

Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative.

Use mixed-media scraps to create child-led artwork with no specific outcome.

Knowledge of Artists

Enjoy looking at and talking about art.

Evaluating and Analysis

Talk about their artwork, stating what they feel they did well.

Sculpture and 3D

Generating Ideas

Explore and play with clay and playdough to make child-led creations.

Sketch Books

N/A

Making Skills

Push, pull and twist a range of modelling materials to affect the shape.

Create child-led 3D forms from natural materials.

Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.

Knowledge of Artists

Enjoy looking at and talking about art.

Evaluating and Analysis

Talk about their artwork, stating what they feel they did well_

Craft and design

Generating Ideas

Explore and play with a range of media to make child-led creations

Sketch Books

N/A

Making Skills

Design something and stick to the plan when making.





Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.

Knowledge of Artists

Enjoy looking at and talking about art.

Evaluating and Analysis

Talk about their artwork, stating what they feel they did well_

	Autumn	Spring	Summer
Year 1, 1-2 and 2	<p>Formal Elements of Art</p>  <p>Julian Opie Edwina Bridgeman</p>	<p>Art and Design Skills</p>   <p>Jasper Johns Clarice Cliff</p>	<p>Sculpture</p>  <p>Louise Bourgeois</p>

<u>We are draughtsmen</u>	<u>We are Painters and Printers</u>	<u>We are Sculptors</u>
<p>I can explore mark making, experiment with drawing lines and use 2D shapes to draw.</p> <p>I can explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.</p>	<p>I can develop skill and control when painting. I can paint with expression.</p> <p>I can further improve skill and control when painting. I can paint with creativity and expression.</p>	<p>I can learn a range of materials and techniques such as clay, sketching, printing and collage.</p> <p>I can use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.</p>

Progression of skills Key Stage 1

Year 1		Year 2
Generating Ideas		Generating ideas
<p>I can use sketchbooks through teacher modelling.</p> <p>I can use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<u>Sketch books</u>	<p>I can use sketchbooks more effectively through further teacher modelling.</p> <p>I can use sketchbooks to record thoughts and ideas and to experiment with materials.</p>
<p>I can explore and create ideas for purposes and intentions.</p>	<u>Creating original Artwork</u>	<p>I can use artist sources to develop their own original artwork.</p> <p>I can gain inspiration for artwork from the natural world.</p>

Year 1		Year 2
Formal Elements		Formal Elements
<p>I can remember the primary colours and how to mix them to create secondary colours.</p> <p>I can create shades of a colour and choose and justify colours for purpose.</p>	<u>Colour</u>	<p>I can mix, apply and refine colour mixing for purpose using wet and dry media.</p> <p>I can describe my colour selections</p>

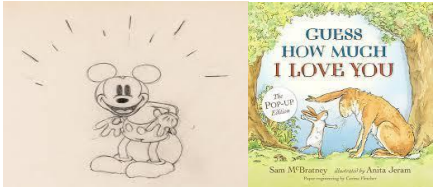


I can learn about form and space through making sculptures and developing language.	<u>Form</u>	I can extend my practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.
I can use, express and experiment with line for purpose, then use appropriate language to describe lines.	<u>Line</u>	I can draw lines with increased skill and confidence. I can use line for expression when drawing portraits.
I can understand patterns in nature, design and make patterns in a range of materials	<u>Pattern</u>	I can learn a range of techniques to make repeating and non-repeating patterns. I can identify natural and man-made patterns. I can create patterns of my own.
I can identify, describe and use shape for purpose.	<u>Shape</u>	I can compose geometric designs by adapting the work of other artists to suit my own ideas.
I can use materials to create textures.	<u>Texture</u>	I can identify and describe different textures. I can select and use appropriate materials to create textures
I can understand what tone is and how to apply this to my own work.	<u>Tone</u>	I can experiment with pencils to create tone. I can use tone to create form when drawing

Year 1		Year 2
Making		Making
I can explore mark making, experiment with drawing lines and use 2D shapes to draw.	<u>Drawing</u>	I can explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.
I can develop skill and control when painting. I can paint with expression.	<u>Painting</u>	I can further improve skill and control when painting. I can paint with creativity and expression.
I can learn a range of materials and techniques such as clay, sketching, printing and collage.	<u>Craft, design, materials and techniques</u>	I can use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.

Year 1		Year 2
Evaluating		Evaluating
I can recognise and describe key features of my own and other's work.	<u>Identifying similarities and differences to others' work</u>	I can compare other's work, identifying similarities and differences.
I can describe what I feel about their work and the art of others	<u>Reflecting</u>	I can describe choices and preferences using the language of art.

	Year 1	Year 2
Colour	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> • Red + yellow = orange • Yellow + blue = green • Blue + red = purple 	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p>
Form	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>
Shape	<p>Know a range of 2D shapes and confidently draw these.</p> <p>Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>
Line	<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>

	Year 1	Year 2
Pattern	<p>Know that a pattern is a design in which shapes, colours or lines are repeated.</p>	<p>Know that surface rubbings can be used to add make patterns</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.</p> <p>Know that patterns can be used to add detail to an artwork.</p>
Texture	<p>Know that texture means 'what something feels like'</p> <p>Know that different marks can be used to represent the textures of objects</p> <p>Know that different drawing tools make different marks.</p>	<p>Know that collage materials can be chosen to represent real-life textures.</p> <p>Know that collage materials can be overlapped and overlaid to add texture.</p> <p>Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.</p>
Tone	<p>Know that 'tone' in art means 'light and dark'</p> <p>Know that we can add tone to a drawing by shading and filling a shape</p>	<p>Know that shading helps make drawn objects look more three dimensional.</p> <p>Know that different pencil grades make different tones.</p>

	Autumn	Spring	Summer
Year 3 and 4	<p align="center"><u>Art and Design Skills</u></p>  <p align="center"><u>Walt Disney</u> <u>Sam McBratney</u></p>	<p align="center"><u>Every Picture Tells a Story</u></p>  <p align="center"><u>Fiona Rae</u> <u>Edward Hopper</u></p>	<p align="center"><u>Sculpture</u></p>  <p align="center"><u>El Anatsui</u> <u>Arcimboldo</u></p>
	<p>I can develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p> <p><i>I can draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</i></p>	<p>I can increase skill and control when painting. I can apply greater expression and creativity to own paintings.</p> <p><i>I can develop skill and control when painting. I can paint with expression. I can analyse painting by artists.</i></p>	<p>I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p><i>I can make art from recycled materials, create sculptures, print and create using a range of materials. I can learn how to display and present work.</i></p>

Progression of skills Lower Key Stage 2

Year 3		Year 4
Generating Ideas		Generating Ideas
<p>I can use sketchbooks to generate ideas and record thoughts and observations.</p> <p>I can make records of visual experiments.</p>	<u>Sketch books</u>	<p>I can use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p>

<p>I can create personal artwork using the artwork of others that are stimulating.</p>	<p><u>Creating</u> <u>original</u> <u>Artwork</u></p>	<p>I can use literary sources to inspire art. I can express thoughts and feelings through the tactile creation of art. I can manipulate materials to achieve desired effects. I can represent ideas from multiple perspectives.</p>
--	---	---




Year 3		Year 4
Formal Elements		Formal Elements
<p>I can increase my awareness and understanding of mixing and applying colour, including use of natural pigments. I can use aspects of colour such as tints and shades, for different purposes.</p>	<p><u>Colour</u></p>	<p>Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.</p>
<p>I can further develop my ability to describe 3D form in a range of materials, including drawing.</p>	<p><u>Form</u></p>	<p>I can develop my ability to describe and model form in 3D using a range of materials. I can analyse and describe how artists use and apply form in their work</p>
<p>I can express and describe organic and geometric forms through different types of line.</p>	<p><u>Line</u></p>	<p>I can learn and apply symmetry to draw accurate shapes. I can analyse and describe how artists use line in their work.</p>
<p>I can construct a variety of patterns through craft methods. I can further develop knowledge and understanding of pattern.</p>	<p><u>Pattern</u></p>	<p>I can create original designs for patterns using geometric repeating shapes. I can analyse and describe how other artists use pattern.</p>
<p>I can identify, draw and label shapes within images and objects. I can create and form shapes from 3D materials</p>	<p><u>Shape</u></p>	<p>I can create geometric compositions using mathematical shapes. I can analyse and describe the use of shape in artist's work.</p>
<p>I can analyse and describe texture within artists' work.</p>	<p><u>Texture</u></p>	<p>I can analyse and describe texture within artists' work.</p>

<p>I can develop skill and control when using tone. I can learn and use simple shading rules.</p>	<p><u>Tone</u></p>	<p>I can use a variety of tones to create different effects. I understand tone in more depth to create 3D effects. I can analyse and describe use of tone in artists' work.</p>
---	--------------------	---

Year 3		Year 4
Making		Making
<p>I can develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. I can use a range of drawing media.</p>	<p><u>Drawing</u></p>	<p>I can draw still life from observation and for mark making. I can further develop understanding of geometry and mathematical proportion when drawing.</p>
<p>I can increase skill and control when painting. I can apply greater expression and creativity to own paintings.</p>	<p><u>Painting</u></p>	<p>I can develop skill and control when painting. I can paint with expression. I can analyse painting by artists.</p>
<p>I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p>	<p><u>Craft, design, materials and techniques</u></p>	<p>I can make art from recycled materials, create sculptures, print and create using a range of materials. I can learn how to display and present work.</p>
Year 3		Year 4
Evaluating		Evaluating
<p>I can discuss my own and other's work using an increasingly sophisticated use of art language (formal elements).</p>	<p><u>Identifying similarities and differences to others' work</u></p>	<p>I can build a more complex vocabulary when discussing my own and others' art</p>
<p>I can reflect on my own work in order to make improvements.</p>	<p><u>Reflecting</u></p>	<p>I can reflect on my own work in order to make improvements.</p>

	Year 3	Year 4	Year 5	Year 6
Colour	<p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>To know that negative shapes show the space around and between objects.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition</p>
Line	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To 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.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms</p>

	Year 3	Year 4	Year 5	Year 6
Pattern	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>To know that 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.</p>	<p>To know that 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.</p>
Texture	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To 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.</p>
Tone	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

	Autumn	Spring	Summer
Year 4/5	<p>Formal Elements of Art</p>  <p>Hundertwasser</p>	<p>Art and Design Skills</p>  <p>Paul Klee Ed Rorschach Leonardo Di Vinci</p>	<p>Every Picture Tells a Story</p>  <p>Banksy John Sargent</p>
	<p>I can draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</p> <p>I can control brush strokes and apply tints and shades when painting. I can paint with greater skill and expression.</p>	<p>I can develop skill and control when painting. I can paint with expression. I can analyse painting by artists.</p> <p>I can further develop drawing from observation. I can draw using perspective, mathematical processes, design, detail and line.</p>	<p>I can draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.</p> <p>I can further develop drawing from observation. I can draw using perspective, mathematical processes, design, detail and line.</p>

Progression of skills Lower and Upper Key Stage 2

Year 4		Year 5
Generating Ideas		Generating Ideas
I can use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	<u>Sketch books</u>	I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.

<p>I can use literary sources to inspire art.</p> <p>I can express thoughts and feelings through the tactile creation of art.</p> <p>I can manipulate materials to achieve desired effects.</p> <p>I can represent ideas from multiple perspectives.</p>	<p><u>Creating</u></p> <p><u>original</u></p> <p><u>Artwork</u></p>	<p>I can express thoughts and feelings about familiar products.</p> <p>I can design new architectural forms, design and invent new products, link artwork to literary sources.</p> <p>I can create and invent for purposes.</p>
--	---	---

Year 4		Year 5
Formal Elements		Formal Elements
<p>I can analyse and describe colour and painting techniques in artist's work.</p> <p>I can manipulate colour for print.</p>	<p><u>Colour</u></p>	<p>I can select and mix more complex colours to depict thoughts and feelings.</p>
<p>I can develop my ability to describe and model form in 3D using a range of materials.</p> <p>I can analyse and describe how artists use and apply form in their work</p>	<p><u>Form</u></p>	<p>I can further extend my ability to describe and model form in 3D using a range of materials.</p>
<p>I can learn and apply symmetry to draw accurate shapes.</p> <p>I can analyse and describe how artists use line in their work.</p>	<p><u>Line</u></p>	<p>I can extend and develop a greater understanding of applying expression when using line.</p>
<p>I can create original designs for patterns using geometric repeating shapes.</p> <p>I can analyse and describe how other artists use pattern.</p>	<p><u>Pattern</u></p>	<p>I can construct patterns through various methods to develop my understanding.</p>
<p>I can create geometric compositions using mathematical shapes.</p> <p>I can analyse and describe the use of shape in artist's work.</p>	<p><u>Shape</u></p>	<p>I can compose original designs by adapting and synthesising the work of others.</p> <p>I can analyse and evaluate artists' use of shape.</p>
<p>I can analyse and describe texture within artists' work.</p>	<p><u>Texture</u></p>	<p>I can use texture within drawings to show careful observation and understanding of illustrating different surfaces.</p>


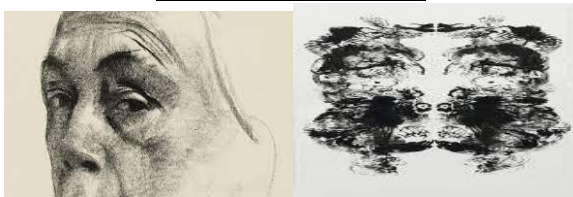
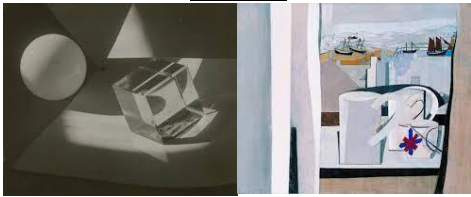
<p>I can use a variety of tones to create different effects.</p> <p>I understand tone in more depth to create 3D effects.</p> <p>I can analyse and describe use of tone in artists' work.</p>	<p><u>Tone</u></p>	<p>I can develop an increasing sophistication when using tone to describe objects when drawing.</p> <p>I can analyse artists' use of tone.</p>
---	--------------------	--

Year 4		Year 5
Making		Making
<p>I can draw still life from observation and for mark making.</p> <p>I can further develop understanding of geometry and mathematical proportion when drawing.</p>	<p><u>Drawing</u></p>	<p>I can further develop drawing from observation.</p> <p>I can draw using perspective, mathematical processes, design, detail and line.</p>
<p>I can develop skill and control when painting.</p> <p>I can paint with expression.</p> <p>I can analyse painting by artists.</p>	<p><u>Painting</u></p>	<p>I can control brush strokes and apply tints and shades when painting.</p> <p>I can paint with greater skill and expression.</p>
<p>I can make art from recycled materials, create sculptures, print and create using a range of materials.</p> <p>I can learn how to display and present work.</p>	<p><u>Craft, design, materials and techniques</u></p>	<p>I can create mixed media art using found and reclaimed materials.</p> <p>I can select materials for a purpose.</p>

Year 4		Year 5
Evaluating		Evaluating
<p>I can build a more complex vocabulary when discussing my own and others' art</p>	<p><u>Identifying similarities and differences to others' work</u></p>	<p>I can develop a greater understanding of vocabulary when discussing my own and others' work.</p>
<p>I can reflect on my own work in order to make improvements.</p>	<p><u>Reflecting</u></p>	<p>I can regularly analysing and reflecting on my intentions and choices.</p>

	Year 3	Year 4	Year 5	Year 6
Colour	<p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>To know that negative shapes show the space around and between objects.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition</p>
Line	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To 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.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms</p>

	Year 3	Year 4	Year 5	Year 6
Pattern	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>To know that 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.</p>	<p>To know that 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.</p>
Texture	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To 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.</p>
Tone	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>

	Autumn	Spring	Summer
Year 5/6 and 6	<p><u>Art and Design Skills</u></p>  <p><u>Claude Monet</u> <u>Renoir</u></p>	<p><u>Make My Voice Heard</u></p>  <p><u>Kathe Kollwitz</u> <u>Mark Wallinger</u></p>	<p><u>Still Life</u></p>  <p><u>Jaromir Funke</u> <u>Ben Nicholson</u></p>
	<p>I can control brush strokes and apply tints and shades when painting. I can paint with greater skill and expression.</p>	<p>I can further develop drawing from observation. I can draw using perspective, mathematical processes, design, detail and line.</p>	<p>I can learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life</p>

Progression of skills Lower and Upper Key Stage 2

Year 5		Year 6
<p><i>Generating Ideas</i></p> <p>I can develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p>	<p><u>Sketch books</u></p>	<p><i>Generating Ideas</i></p> <p>I can make personal investigations and record observations in sketchbooks. I can record experiments with media and try out new techniques and processes in sketchbook</p>
<p>I can express thoughts and feelings about familiar products. I can design new architectural forms, design and invent new products, link artwork to literary sources.</p>		<p><u>Creating original Artwork</u></p>

I can create and invent for purposes.		I can express ideas about art through messages, graphics, text and images
---------------------------------------	--	---

Year 5		Year 6
Formal Elements		Formal Elements
I can select and mix more complex colours to depict thoughts and feelings.	<u>Colour</u>	I can mix and apply colours to represent still life objects from observation. I can express feelings and emotions through colour. I can study colours used by Impressionist painters.
I can further extend my ability to describe and model form in 3D using a range of materials.	<u>Form</u>	I can express and articulate a personal message through sculpture. I can analyse and study artists' use of form.
I can extend and develop a greater understanding of applying expression when using line.	<u>Line</u>	I can deepen knowledge and understanding of using line when drawing portraits. I can develop greater skill and control. I can study and apply the techniques of other artists.
I can construct patterns through various methods to develop my understanding.	<u>Pattern</u>	I can represent feelings and emotions through patterns. I can create sophisticated artwork using their knowledge of pattern.
I can compose original designs by adapting and synthesising the work of others. I can analyse and evaluate artists' use of shape.	<u>Shape</u>	I can fluently sketch key shapes of objects when drawing. I can create abstract compositions using knowledge of other artists' work.
I can use texture within drawings to show careful observation and understanding of illustrating different surfaces.	<u>Texture</u>	I can explore art through a range of different textural mediums.

I can develop an increasing sophistication when using tone to describe objects when drawing. I can analyse artists' use of tone.	<u>Tone</u>	I can increase my awareness of using tone to describe light and shade, contrast, highlight and shadow. I can manipulate tone for halo and chiaroscuro techniques.
Year 5		Year 6
Making		Making
I can further develop drawing from observation. I can draw using perspective, mathematical processes, design, detail and line.	<u>Drawing</u>	I can learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
I can control brush strokes and apply tints and shades when painting. I can paint with greater skill and expression.	<u>Painting</u>	I can learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
I can create mixed media art using found and reclaimed materials. I can select materials for a purpose.	<u>Craft, design, materials and techniques</u>	I can create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.

Year 5		Year 6
Evaluating		Evaluating
I can develop a greater understanding of vocabulary when discussing my own and others' work.	<u>Identifying similarities and differences to others' work</u>	I can use the language of art with greater sophistication when discussing my own and others art.
I can regularly analysing and reflecting on my intentions and choices.	<u>Reflecting</u>	I can give reasoned evaluations of my own and others work which takes account of context and intention.

	Year 3	Year 4	Year 5	Year 6
Colour	<p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or 'clash' is created.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>To know that negative shapes show the space around and between objects.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition</p>
Line	<p>To know that different drawing tools can create different types of lines.</p>	<p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To 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.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms</p>

	Year 3	Year 4	Year 5	Year 6
Pattern	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.</p>	<p>To know that symmetry can be used to create repeating patterns.</p> <p>To know that patterns can be irregular, and change in ways you wouldn't expect.</p>	<p>To know that 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.</p>	<p>To know that 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.</p>
Texture	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>	<p>To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.</p>	<p>To know how to create texture on different materials.</p>	<p>To 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.</p>
Tone	<p>To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.</p> <p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>To know that tone can be used to create contrast in an artwork.</p>	<p>To know that tone can help show the foreground and background in an artwork.</p>	<p>To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</p>