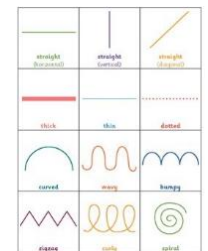


Curriculum Map: Art and Design

This document should be used alongside the progression of skills document to inform planning.

Year 1				
Art unit	Art skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
Unit 1 Y1: Spirals	<p>Skills:</p> <ul style="list-style-type: none"> -Draw lines of different thickness. - Experiment using a range of mediums -Colour (own work) neatly within the line. -Learn about the artwork of Molly Hasland. <p>Knowledge:</p> <ul style="list-style-type: none"> - Know the difference between pencils, pastels, chalks and crayons. - Know which body part is best used to draw bigger or smaller spirals. 	<i>Pencils crayons, pastels, chalk, thickness, Colour Line Shapes</i>	<ol style="list-style-type: none"> 1. To learn about the work of Molly Hasland. To practise drawing spirals on the playground. 2. Use elbows to draw spirals, use wrists to draw spirals, use fingertips to draw spirals. To know which body part most appropriate to use for the size of the spiral. 3. To practise drawing continuous lines using pencil, chalks and crayons. 	<ol style="list-style-type: none"> 1. Use jumbo chalks to draw circles on the playground- photos for sketchbooks. 2. Sketchbook work: To draw a range of spirals in their sketchbooks, to annotate the body part used. 3. Sketchbook work: To draw continuous lines in sketchbook using different mediums, annotate the medium used.





4. To apply colour to their work and practise colouring in the lines neatly.

5. To draw their final outcome, spirals.

6. To display their art work and evaluate their artwork and the artwork of others.




4. To make snail drawings, use colouring pencils, chalks and crayons to colour in their work. Practise using big strokes and small strokes, practise colouring to the lines, practise the direction you are colouring.





5. To apply the skills to create their final outcome. Draw the spiral, children to choose their medium and to apply colour.




6. To orally discuss the artwork of themselves and others. Scribe post it notes for sketchbooks, photos for sketchbooks.

Art Unit: 2	Art skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
Unit 2 Yr 1: Seaside inspired art	<p>Skills:</p> <ul style="list-style-type: none"> -Use thick and thin paintbrushes appropriately. -Mix Primary colours to make Secondary colours. <p>Knowledge:</p> <ul style="list-style-type: none"> -To know to use thicker paintbrushes when painting larger surfaces and thin brushes to add detail. -To mix red and yellow to make orange. -To mix yellow and blue to make green. - To mix blue and red to make purple. 	<p><i>Thick/thin Brushes</i> <i>Primary colours</i> <i>Secondary colours</i></p>	<p>Sequenced learning steps:</p> <ol style="list-style-type: none"> 1. To research the work of John Miller. 2. To identify the primary colours. To mix red and yellow to make orange, mix blue and yellow to make green, to mix blue and red to make purple. 3. To practise using thick and thin paintbrushes appropriately. 4. To draw simple shapes and paint within the lines. 	<p>Suggested outcomes:</p> <ol style="list-style-type: none"> 1. Use the 'what do I notice technique' Children to look at pictures and annotate what they can see (colours, background, what the picture is of) Using colouring pencils to draw and replicate in their sketchbooks.  <ol style="list-style-type: none"> 2. To practise mixing colours in sketchbook using 'colour + colour = ' <ul style="list-style-type: none">  3. To paint simple shapes using a thick, medium and thin paintbrushes (lines, squares, circles, dots) Children to annotate the paintbrush used.  <ol style="list-style-type: none"> 4. To practise drawing simple shapes of different sized (triangle, rectangle, circle) and to


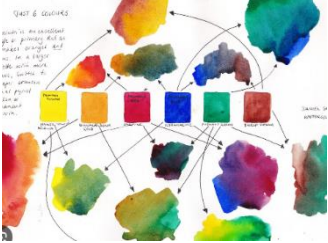

			<p>5. To paint the final outcome inspired by John Miller.</p> <p>6. To evaluate their work and the work of others.</p>	<p>paint within the lines, children to choose appropriate paintbrush. <i>-This it to be used to add detail to the painting.</i></p>  <p>5. Use a canvas to paint a seaside painting, children to paint backgrounds first. Sketch their detail into their books (whilst letting the paint dry) Paint details onto the canvas.</p>  <p>6. Self-reflection using two stars and a wish.</p>
<p>Art Unit: 3</p>	<p>Art skills <i>Over this unit, children will apply ...</i></p>	<p>Key vocabulary</p>	<p>Sequenced steps to learning <i>Over this unit, children will learn ...</i></p>	<p>Suggested outcomes <i>Children will produce ...</i></p>



<p>Unit 3 Yr 1: Wall paper Printing inspired by Orla Kiely</p>	<p><u>Skills:</u> -Use repeating of shapes. -Use objects to create prints (leaves, bark).</p> <p><u>Knowledge:</u> -Know the technique for rubbing using crayons. -Know what a repeating pattern is.</p>	<p><i>Overlapping, repeated pattern, Rubbing, natural printing</i></p>	<p><u>Sequenced Learning Steps:</u></p> <ol style="list-style-type: none"> 1. Research the work of Orla Kiely. 2. To learn what a repeated pattern is. 3. To learn the technique for rubbing using crayons. 4. To practise making prints using objects such as; Lego, fingerprints, shapes. 	<p><u>Suggested outcomes:</u></p> <ol style="list-style-type: none"> 1. Look at a range of Orla Kiely's work. Notice that she uses repeated patterns, often inspired by nature. Children to replicate some of her work in their sketchbooks. 2. To create repeating patterns in sketchbooks. Children to have access to a range of mediums, crayons, coloring pencils, pastels. 3. Practise rubbing with bark, leaves and bricks. Notice the different marks they make and annotate in books. Practise applying different pressure. 4. Practise printing with shapes, lego and fingerprints. Which items create big prints/small prints/ comment on the shape of the prints.
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			<p>5. Create final outcome based on Orla Kiely's artwork.</p> <p>6. To evaluate their artwork and the artwork of others.</p>	<p>5. Children to plan and choose which print they want to use. Use skills taught to create their final outcome.</p>  <p>6. To evaluate using two stars and a wish.</p>
			<p>Resources: Crayons, pastels, leaves, bricks, bark, paper, paint, lego, shapes.</p>	

Year 2

	Art skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
<p>Unit 1 Y2: The Great Fire of London painting</p>	<p>Skills: -Select primary colours to mix secondary colours. -Add white to colours to make tints and blacks Create colour wheels -To paint using a range of tools.</p> <p>Knowledge: -To mix red and yellow to make orange. - To know that colours can be tinted (made lighter) by adding white. - To know that colours can be toned (made darker by adding black - To use thick and thin brushes. - To use sponges and tinfoil to create effect.</p>	<p><i>Thick/thin Brushes</i> <i>Primary colours</i> <i>Secondary colours</i> <i>Tints and tones</i> <i>(black/white)</i></p>	<ol style="list-style-type: none"> 1. Look explore the work of Van Gogh. Focusing on the build of colour, texture and the texture create using swirls. 2. To use red and yellow to make orange. To tint the orange to make it lighter. To tone the orange by adding black. 3. To use thick and thin paint brushes. To use sponges to paint. To use tinfoil to paint. 	<ol style="list-style-type: none"> 1. To use paints to practise re-creating the skyline in Van Gogh's work.  <ol style="list-style-type: none"> 2. Paint lines in sketchbooks and Annotate shades of orange.  <ol style="list-style-type: none"> 3. Practise painting with different tools in sketchbook, annotate the tool used and how this might contribute to final outcome. 

			<p>4. To practise layering paint to add detail. Paint a small background and add a foreground using black paint. Practise making shapes with straight lines, curved lines, tall shapes, short shapes.</p> <p>5. To paint their final outcome using the skills taught. Children to have access to all mediums used.</p> <p>6. To evaluate their artwork using the vocabulary taught.</p> <p>Resources: Paper Yellow, red and black paint Sponges Paintbrushes Tin foil</p>	<p>4. Background with detail added to create a foreground. Children to experiment in books.</p>  <p>5. Great Fire of London painting with background and foreground.</p> <p>6. Post it note two stars and a wish.</p> 
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Unit 2
Y2: Animal sketches inspired by Sean Briggs

Skills:

- Show pattern and texture by adding lines.
- Show different tones by using shading with pencils.

Knowledge

- Know which grade of pencil is most appropriate for a given task
- Know how and when to use pencil and pastel to create different tones, patterns and textures

Pencils
Crayons
Thickness
/grades *Colour*
Lines shapes
Texture
Natural pattern

1. Research the work of Sean Briggs.
2. To compare different grades of pencils.
3. To use pencil to create different textures.

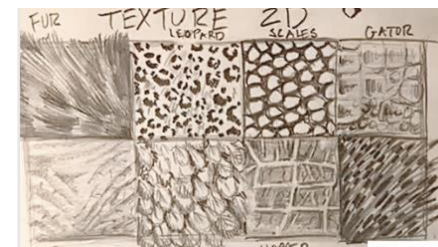
1. Use 'What do you notice?' technique to research the work of Sean Briggs (No colour used, drawing technique, shapes, patterns, fur). Children to practise drawing parts of the animal.







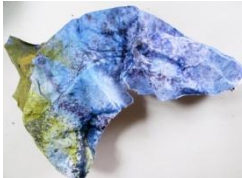

2. To draw lines and compare the different grades of pencils.

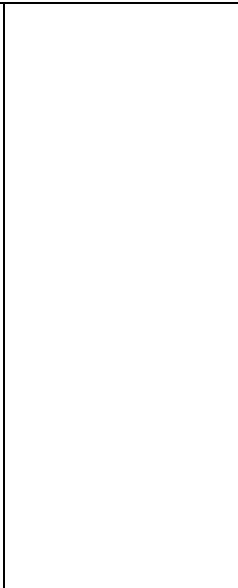
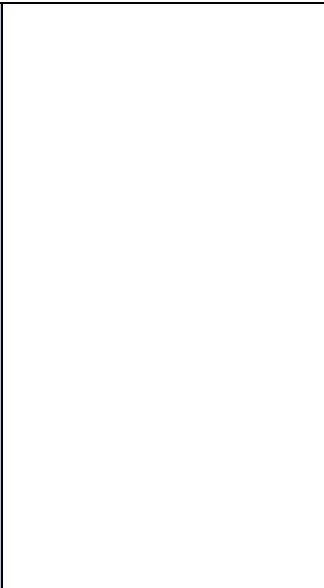


3. To understand what a pattern is. Observe an artist create pattern. Children to make recordings in their sketchbooks of a range of animal patterns.
- Texture: Children to explore the texture of items, teddies, ball, sandpaper and discuss the texture. Model how we can create textures of animals through sketching Children to focus on the texture fury and rough.



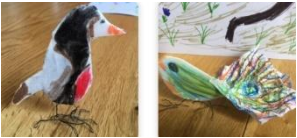
			<p>4. Discuss the use of shadows, use light and dark. To use a pencil to make quick recordings.</p> <p>5. Draw final outcome using skills taught.</p> <p>6. To evaluate own artwork.</p> <p>Resources: Sketch pencils Paper</p>	<p>4. Practise with how heavy to press with the pencil. Practise shading over the same spot a number of times. Children to annotate their findings in their books, which way worked best? Did it create different effects?</p>  <p><small>Using an HB pencil, shade each box to match the tone of the one above it.</small></p>  <p>5. To draw their final outcome starting with the outline and adding detail by shading and adding texture.</p>  <p>6. Self-reflection evaluation sheet.</p>
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<p>Unit 3 Y2 3D birds</p>	<p>Skills: -To fold, tear, crumple and collage paper to transform it from 2d to 3d. - To use a variety of materials to make their own sculpture. - To make a free-standing sculpture.</p> <p>Knowledge: To know how to manipulate paper to create bird-like features. -To know how to make a sculpture balance.</p>	<p>3D bird <i>Cut Tear Glue</i> <i>Sort Arrange</i> <i>Thickness fold</i> <i>Texture</i> <i>Materials</i></p>	<p>Sequenced Learning steps:</p> <ol style="list-style-type: none"> 1. To observe a range of birds and make observational drawings. 2. To create observational drawings of feathers using a variety of medium and mark making. 3. To manipulate paper to create 3d forms. 4. Lessons 4 and 5- Make it To make my own standing bird sculpture taking inspiration from artists' work. 5. Pupils will collaborate to create a flock of birds using 	<p>Suggested Outcomes:</p> <ol style="list-style-type: none"> 1. Look carefully at photos and films of birds, taken in the details and overall shapes, and then made drawings of what I have noticed. 2. To draw from life looking closely. To take on creative risks and experiment with a variety of drawing media to see how I can describe a "feather".  <ol style="list-style-type: none"> 3. I can explore how to fold, tear, crumple, and collage paper to transform it from 2d to 3d. Create legs, wings, eyes.  <ol style="list-style-type: none"> 4. I can explore how I can bring a variety of materials together to make my own sculpture. To make the sculpture balance and stand.  <ol style="list-style-type: none"> 5. I have seen how my sculptures can be part of a class artwork. To have share my work with my classmates
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their individual sculptures. Pupils will engage in class discussion about their individual and collective work.

and teachers and reflected what was successful to me.



Year 3

Art Unit	Art skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
<p>Unit 1 Y3 Pre-historic cave drawing</p> <p>(Charcoal drawings & use of sketch books)</p>	<p>Skills:</p> <ul style="list-style-type: none"> - Use different harnesses of pencils to show line, tone and texture. - Sketch lightly (no need to use a rubber to correct mistakes). -Use charcoal to create texture and depth. <p>Knowledge:</p> <ul style="list-style-type: none"> - Know which pencil grades will produce their desired tones and textures. -Smudge charcoal to depth, shadows and texture. <p>Resources required:</p> <p>Sketch books Sketch pencils Charcoal Tea-stained paper / brown parcel paper Examples of sketches by named artists (Degas & McKendry)</p>	<p><i>Charcoal, mark making, depth, tone, line, shape, sketch, pressure, dark, light, mid-tone, movement.</i></p>	<p>Sequenced Learning Steps:</p> <ol style="list-style-type: none"> 1. To identify the properties of charcoal and the artists who use it in their work. 2. To discover the different things that I can do with charcoal through mark making. 	<ol style="list-style-type: none"> 1. Sketch book work: look at the work of artists Edgar Degas and Laura McKendry + discussion around art work and style. Children to stick images of charcoal art work by Degas and McKendry into sketch book and practise / trial use of charcoal to recreate aspects of the work they like. Children can practise shading & adding more detail.  <ol style="list-style-type: none"> 2. Sketch book work: Children to explore the properties of charcoal, exploring how it can be used to mark make in different ways, including fine lines, pressure strokes and smudging to create line, shape and tone. Children to record different ways in which charcoal 

3. To explore the use of pencil to sketch lightly (not using a rubber to correct mistakes).

4. To use sketch pencils and learnt strokes to create an outline of a shape.

5. To use charcoal and learnt techniques to add depth, tone and shade to a pre-historic cave art animal sketch.

3. Sketch book work: Children should be taught to make light sketches with sketch pencils, avoiding rubbing out mistakes. Children should practice pencil strokes, controlling pressure to draw light and dark lines. Outcome: Sketches of body form. (this is a practise of skill lesson ahead of sketching animal for cave wall).





4. This is lesson 1 of 2 to build to a final outcome of a charcoal drawing of an animal in the style of a pre-historic cave drawing. In this lesson, children should select an animal and sketch an outline of this animal using taught strokes. Children will need brown parcel paper / crinkled parcel paper to sketch on.



5. This is lesson 2 of 2. Children should use learnt charcoal techniques to create a cave art drawing.



			<p>6. To learn how to evaluate the work of self and others.</p>	<p>6. Children review the outcome that they have produced and that of a partner. Discussion in art gallery form about what children like, have learnt and could improve. Outcome: Photograph of final drawing with evaluative annotations.</p>
<p>Unit 2 Y3 Introduction to water colours: painting inspired by Monet</p>	<p>Skills:</p> <ul style="list-style-type: none"> - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively - Use tint and tone effectively. - Replicate some of the techniques used by notable artists. - Use watercolour paint to produce washes for backgrounds then add detail. <p>Knowledge:</p> <p>To know where green, blue, grey and pink is on the colour wheel. Know what colours will be produced from the colours they mix. To layer paint to add detail and patterns. Know what a wash is and how to create a background</p>	<p><i>Water colour, sketch, wash, mixing, tints, tones, primary colours, secondary colours.</i></p>	<p>1) To look at a range of water colour paintings and explain what I notice about the style of painting using new vocabulary.</p> <p>2) To experiment creating a water colour wash by adapting the tint and tone of paint.</p> <p>3) To experiment colour mixing through using the wet on dry technique (wet paint onto dry paper).</p>	<p>1) Sketch book work: Children to be provided with an image of a water colour landscape and encouraged to record through annotations what they notice about it in relation to: detail, shade, reflection, colour, background, foreground.</p>  <p>2) Sketch book work: Children to practise changing tint and tone through mixing paint with water to create a water colour wash (flat & graded) in various colours that could be used for a natural background.</p>  <p>3) Sketch book work: Children should be taught to use the wet on dry technique which is when wet paint is applied to dry</p>

4) To experiment mark making with a range of brushes.

5) To use learnt skills and techniques to create a landscape using water colours (2 lessons).

paper. Children should be taught how colours can be mixed using this technique. Outcome: children to practise colour mixing using wet on dry into sketch books, using a range of colours.



4) Sketch book work: Children to explore how brush size effects the level of detail they can achieve with each stroke. Outcome: children to practise in sketch books, \



5) Children to create a landscape using water colours. Use French landmarks / country-side as stimuli. In Lesson 5, children to colour wash background. In Lesson 6, children to add foreground detail.



Unit 3
Y3: Clay pinch pot to create an Egyptian pot.

Skills:

- To create a slip.
- To know some sculpture techniques such as rolling, cutting, moulding and carving.
- Know how to join pieces of play together using slip.

Knowledge:

- Knowing how to cross hatch into clay How to connect pieces of clay using slip.
- To create a pinch pot and add details onto clay.

Resources required:

- Clay
- Plastic bags (sandwich bags) to store wet clay
- Wooden modelling tools
- Saucers for water
- Cling film
- Paint & varnish (optional)
- Examples of Egyptian canopic jars

1) To review styles and designs of Egyptian canopic jars.

2) To explore how clay can be manipulated to make shape.

3) To explore how the slip and score techniques can be used to join pieces of clay together.

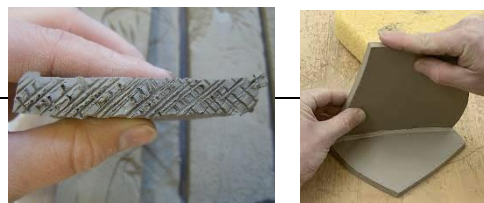
1) Sketch book work: Children to choose images of Egyptian pot that they like, stick into sketch books and make drawings and annotations of designs. *Outcome similar to below but for an Egyptian jar/mug, not coil pot.*




2) Practical lesson: For this lesson, children should be taught how to roll and mould clay to create shape, before practising a pinching technique to create a bowl shape. **Do not let clay dry – keep in plastic bag so it can be reused.**






3) Practical lesson. For this lesson, the slip and score technique should be modelled to children. Children should then practise joining pieces of clay together using these techniques. Children to practise making a handle and adding. **Do not let clay dry – keep in plastic bag so it can be reused.**



			<p>4) To design a clay pinch pot taking the form of an Egyptian pot/mug.</p> <p>5) To make a clay pinch pot using learnt skills and techniques.</p> <p>6) To make an evaluation of my work and the work of others.</p>	<p>4) Sketch book work: Children to design Egyptian pot / mug with handle and draw into books.</p> <p>5) Practical lesson: Children to make their clay pinch pot using tools and joining techniques (slip and score) to add handle. Allow</p>  <p>6) Outcome: Photograph of pot with evaluation; stuck into sketch book.</p>
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Year 4

Art Unit	Art skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
<p>Unit 1 Y4: Roman pot (Clay coil pot)</p>	<p>Skills: -To create a coil - To know some sculpture techniques such as rolling, cutting, moulding and carving. -How to join pieces of play together using slip.</p> <p>Knowledge: Knowing how to cross hatch into clay. How to connect pieces of clay using slip. To create a pinch pot and add details onto clay.</p> <p>Resources required: Clay Plastic bags (sandwich bags) to store wet clay Wooden modelling tools Saucers for water Cling film Paint & varnish (optional) Examples of Roman coil pots</p>	<p><i>Clay, mouldable, carve, coil, tools, manipulate, join, rolling, cutting, materials, malleable, detail</i></p>	<p>Sequenced Learning steps: 1) To review styles and designs of Roman coil pots.</p> <p>2) To explore how clay can be manipulated into coils.</p>	<p>Suggested Outcomes: 1) Sketch book work: Children to choose images of Roman coil pots that they like, stick into sketch books and make drawings and annotations of designs.</p>  <p>2) Practical lesson: For this lesson, children will need a small amount of clay. Model to children how they can create coils using clay. Allow children time to practise making coils by rolling. They should practise making coils of different widths. Children should use wooden modelling tools. Do not let clay dry – keep in plastic bag so it can be reused.</p>  

3) To explore how clay coils can be joined together to create a structure in the shape of a vase.

4) To design a coil pot in the style of a Roman vase.

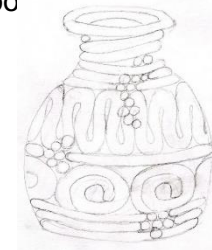
5) To make a coil pot using learnt skills and techniques.

6) To make an evaluation of my work and the work of others.

3) Practical lesson: For this lesson, children should develop on the skills practised in the previous lesson by creating coils and then joining them together through layering and wetting clay. Children to practise carving into clay to make a pattern (e.g. hatched lines). **Do not let clay dry – keep in plastic bag so it can be reused.**



4) Sketch book work: Children to design their coil pot and record this in their sketch book



5) Practical lesson: Children to make their coil pot using tools, wetting techniques to join coils and carving techniques. **Allow to dry.**

6) Outcome: Photograph of pot with evaluation; stuck into sketch book.

**Unit 2
Y4
Drawing:
Story
telling
through
drawing.**

(Sketch & coloured pencils)

Skills:

- Using materials to shade to show light and shadow.
- Use hatching and cross hatching to show tone and texture.

Knowledge:

-Know how to show reflections in their drawings -Know a range of drawing materials and which are most purposeful for a given task.

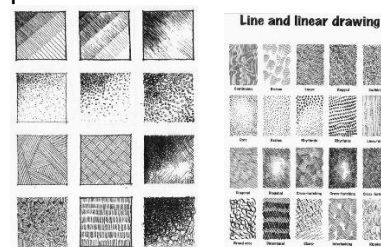
*Textures
Lines Shapes
light shadow
hatching
cross-hatching
Pencils
Crayons
Thickness
/grades
Sketches*

1) To explore using a range of sketching techniques, including hatching and cross hatching.

2) To learn about the artwork of a book illustrator, considering how illustrators bring characters to life.

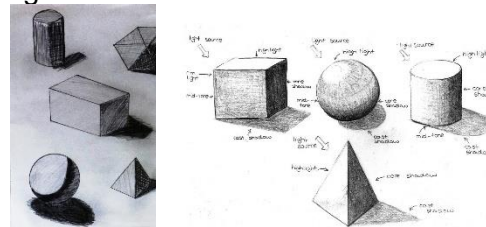
3) To create sketches using techniques to illustrate light and shadow.



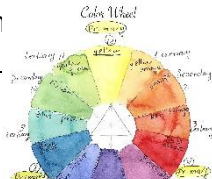
1) Sketch book work: Children to record different techniques of using sketching pencils that create effect.



2) Sketch book work: Look at illustrations by Quentin Blake and discuss how his drawings bring characters to life and give characters personality. Outcome: Children to select images of illustrations of Quentin Blake that they like, stick into sketch books and recreate aspects of them in similar style.

3) Sketch book work: Children to be shown how they can illustrate light and shadow in their illustrations using sketch techniques. Use torches and 3D shapes to model. Outcome: children to be provided with images of still life objects to stick in their books. They should then add shadows at different directions from the light source.



			<p>4) To use a range of pencil strokes to sketch an illustration for a book.</p> <p>5) To practise techniques for shading using coloured pencils.</p> <p>6) To use sketching techniques to create illustrations for a book.</p>	<p>4) Sketch book work: Children to recreate an illustration from 'The Boy, the mole, the fox and the horse' in black and white using s</p>  <p>5) Sketch book work: Children to recreate an illustration from 'The Boy, the mole, the fox and the horse' in colour with a focus on shading to add depth + tone.</p>  <p>6) Final outcome: Children to produce a sketch to illustrate a part of their favourite book / class book using pencils and coloured pencils (recorded on card).</p>
<p>Unit 3 Y4: Still life painting (Water colours – wash and 2 tone)</p>	<p>Skills: -Use watercolour paint to produce washes for backgrounds then add detail. -To create a colour wheel. -Experiment with creating mood with colour.</p> <p>Knowledge: - To use water colour to create a background which reflects a mood.</p>	<p><i>Thick/thin</i> <i>Brushes</i> <i>Primary colours</i> <i>Secondary colours</i> <i>Tints and tones (black/white)</i> <i>Mixing</i> <i>Watercolours</i> <i>Mood</i> <i>Foreground</i> <i>background</i></p>	<p>1) To look at a range of still life art work and consider what I enjoy about these art pieces.</p> <p>2) To create a colour wheel using water colours.</p>	<p>1) Sketch book work: Children to be provided with images of still life art work from a range of artists / in a range of styles (include Michele Clamp as a water colour artist & Paul Cezane). Children to make a collage of the images they most like in their sketch books and record words / phrases about what they notice & enjoy about the art work.</p> <p>2) Sketch book work: Children to produce an annotated colour wheel, detailing primary, secondary & tertiary colours and what was mixed to m</p> 

-To know which size brushes and brush strokes to use.

3) To practise creating a still life drawing.

3) Sketch book work: Children to practise creating a still life drawing of an object/s using a 'window' to help them 'learn to see' shapes. Outcome: pencil drawing to practise creating shape and detail from observation.



4) To explore how water colours can be used to create and express mood.

4) Sketch book work: Children to mix water colours and consider what mood these colour mixes create & how it makes them feel. Outcome: mood board, annotated with the mood the colours makes the children feel.



5) To plan my still life painting and use colour washes to create the background to it (Lesson 1 of creating final product)

6) To use observational drawing to create the outline of my still life art piece.

7) To use water colour techniques to paint still life objects.





5) Children to decide on what they will sketch and paint in their still life image. Children to work on paper / card, using water colours to create the background to their still life piece, considering mood + use of colour wash.


6) Children to use pencils to draw the outline and shape of their still life art piece onto their colour washed background.




7) Children to use water colours and learnt techniques to paint still life objects.






Year 5

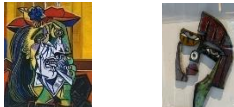



Art Unit	Art skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
<p>Unit 1 Y5: Foam printing, Greek inspired tiles</p>	<p>Skills:</p> <ul style="list-style-type: none"> • Cut thick lines and thin lines. • Create deep and shallow lines by applying pressure. • Use the correct amount of ink when printing to create desired effect. <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that creating thicker lines will create a wider line. • To apply the correct amount of pressure when carving print. • To know less ink will create a lighter print, more ink will create 	<p><i>Overlapping, Sponges, Pressing, Rolling, rubbing, stamping, repeated patterns, detail</i></p>	<ol style="list-style-type: none"> 1. To research what Greek tiles look like creating different annotated patterns 2. To explore making marks in foam creating thick/thin lines and noticing the effects when printing (ready mix paint) 3. To explore different media & the effects of using different amounts (acrylic paint, printing ink) 4. To create final design on foam and practise creating a repeating pattern 5. To recreate design on canvas 6. To evaluate own and others' work <p><u>Resources:</u> Foam sheets Acrylic paint Printing ink Rollers Acetate (empty laminated sheets) Cardboard strips Canvas strips</p> <p>https://www.accessart.org.uk/wp-content/uploads/2017/03/printmaking.pdf pages 5-7</p>	<ol style="list-style-type: none"> 1. Sketches of different patterns in sketch books  2. Prints in sketch books – annotate what they notice about thickness of lines  3. Create a simple pattern on 2 pieces of foam. Use ink & paint to create prints side by side to notice the different effects of each medium. Add paint/ink to foam incrementally to see how this alters the depth of colour.  4. Look back at original designs and choose final one. Create design in foam square then create a horizontal repeating pattern on cardboard strips ensuring pattern lines up. 

	a darker background.			<ol style="list-style-type: none"> 5. As above – finished product on canvas 6. Art gallery to share each other's work. Complete evaluation form for sketch book.
Unit 2 Y5: Tudor portraits	<p>Skills:</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour pencils to create visually interesting pieces. <p>Knowledge:</p> <ul style="list-style-type: none"> • Know how to create any colour that they need. • Know how to create shading with paint. • Know how to add detail using water 	<p>Thick/thin Brushes, Primary colours, Secondary colours, <i>Tints and tones (black/white), Mixing, Watercolour pencils, Mood, Colour palette</i></p>	<ol style="list-style-type: none"> 1. To describe artwork in detail using appropriate vocabulary using portraits from the National Portrait Gallery 2. To use tone, texture and shading in drawing of a face in proportion https://www.youtube.com/watch?app=desktop&v=uXIO6ocidiY 3. To use shade & shadow in facial portraits https://www.youtube.com/watch?v=Avlyjumca1U 4. To explore how to use watercolour pencils through colour matching skin tones https://www.youtube.com/watch?v=7bb1-0tStmQ 5. To apply knowledge of drawing faces and matching colours <p>Resources: Watercolour pencils Variety of portraits including Tudor portraits</p>	<ol style="list-style-type: none"> 1. Explore different portraits from the National Gallery 2. Watch video to draw a face in proportion – draw a face in sketch book 3. Watch video to shade faces – draw & shade a face in sketch book 4. Watch video about how to use watercolour pencils – practise in sketch books; colour match using watercolour pencils (clothes/faces from magazines/internet) 5. Children have ½ of a Tudor portrait for them to draw the other ½ combining their knowledge of skills taught over the unit 

<p>Unit 3 Y5: sketch an industrial scene in the form of L.S. Lowry</p>	<p>colour pencils.</p> <p>Skills:</p> <ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. <p>Knowledge:</p> <ul style="list-style-type: none"> Know how to create shading Know how to draw figures in movement using line, shape, colour and tone. 	<p><i>Pencils, Crayons, Charcoal, Thickness /grades, Sketches, Textures, Lines, Shapes, light, shadow, hatching, cross-hatching, Shadows, Reflections</i></p>	<ol style="list-style-type: none"> To know who Lowry was, when he worked, & develop an understanding of his work. To create perspective through line and shape https://www.youtube.com/watch?v=dHPvSHaa9xA To create perspective through tone. To make preparatory sketch of “My urban landscape” To produce “My urban landscape” in the style of LS Lowry. To evaluate work <p>Resources: LS Lowry examples of art (including perspective) Sketching pencils Charcoal Coloured chalks Pastels Coloured pencils</p>	<ol style="list-style-type: none"> Make a pencil sketch copy(s) of his pictures. Annotate its features. Review work.  Children to work on sketches of a 3D shape then drawing buildings showing perspective.  Make sketches in sketchbook a 3D shape then of buildings in perspective using coloured chalks/charcoal/pencils  Children to create a composition using their own pictures of their area / street / school. Focus on composition element: Lowry’s work often features a road or path which draws the eye. Children to sketch ideas in sketch book. Children to decide whether to use coloured chalks or crayons when decided on composition to consider how colour and tones will effect composition – Remember
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				<p>Lowry's limited colour palate and mood/feelings this creates.</p> <p>6. Children to self & peer evaluate work</p>
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Year 6				
Art Unit	Art skills <i>Over this unit, children will apply ...</i>	Key vocabulary	Sequenced steps to learning <i>Over this unit, children will learn ...</i>	Suggested outcomes <i>Children will produce ...</i>
Unit 1 Y6: Paul Nash inspired war painting	<p>Skills:</p> <ul style="list-style-type: none"> To use colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artist. <p>Knowledge:</p> <ul style="list-style-type: none"> To use acrylic paint and a painting knife to create backgrounds which reflect moods. To draw upon previously taught knowledge to select the tools which will support their artwork. To draw upon the work of others. 	<i>Thickness /grades, Textures, Lines, Shapes, light, shadow, Reflections, Mood, Colour palette, Techniques, Quality, Personal style</i>	<ol style="list-style-type: none"> To research Paul Nash and his artwork To mix colours with different tones and tints To use colour to create different moods To create the background mood on canvas; To sketch war scene To paint scene on dried background To evaluate work <p>Resources: Acrylic paints Different size/thickness brushes Canvas</p>	<ol style="list-style-type: none"> To answer questions based on Nash's career; print pictures from different points in his career; practise sketching through recreating a picture.  To experiment with adding white and black to colours to create different tints & shades (reminder different sized brushes)  Look at different paintings that use colour to create mood. Children to use 2 colours maximum and tints/shades knowledge from previous lesson to create graduated backgrounds  Background on canvas. Whilst drying, practise drawing scene for painting in sketch books Referring to sketch book, paint scene onto dried background from previous week Take photo of finished canvas for sketchbook – evaluate with annotations
Unit 2 Y6: Portraits (observation)	<p>Skills:</p> <ul style="list-style-type: none"> -To use colours, tones and tints to enhance the mood of a 	<i>Thickness Textures Lines</i>	<ol style="list-style-type: none"> To research Pablo Picasso and his artwork and compare to Kimmy Cantrell 	<ol style="list-style-type: none"> Sketch books – annotate pictures from both artists – similarities &

<p>skills, tone and colour) – link to Wonder – Picasso</p>	<p>piece. -Use brush techniques and the qualities of paint to create texture. - Develop a personal style of painting, drawing upon ideas from other artist. - Carve and cut shapes out of materials. -Layer materials to create desired effect. -Make careful choices to chosen features.</p> <p>Knowledge: To draw upon previously taught knowledge to select the tools which will support their artwork.</p>	<p><i>Shapes light shadow Reflections Mood Colour palette Techniques Quality Personal style Layer join</i></p>	<p>https://kimart.com/</p> <ol style="list-style-type: none"> To explore drawing abstract faces To explore tools (scissors & craft knife) for cutting cardboard To create the separate pieces for an abstract relief face To paint and create abstract face relief To share and evaluate work <p>Resources: Examples of Picasso art Examples of Kim Cantrell's art Cardboard boxes Scissors Craft knives Glue gun</p>	<p>differences. How has Picasso's work influenced Cantrell's?</p>  <ol style="list-style-type: none"> Experiment with different shapes to create different faces  <ol style="list-style-type: none"> Children have cardboard (boxes) & experiment with cutting shapes – straight lines, curves, large/small shapes. Which tool is best for which? Draw face in sketch book, identifying each piece. Draw base on cardboard and each separate piece (store small pieces in individual sandwich bag to avoid losing them).  <ol style="list-style-type: none"> Paint each part of the sculpture. Glue together (glue gun).  <ol style="list-style-type: none"> Create art gallery to share and evaluate work. Photo of sculpture in sketch book annotated with what went well; difficulties; what/how to improve etc
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