

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Planning and length of topic</p> <p><u>These must be taught in the order they appear below</u></p>	<p>Step by Step Art book</p> <p>Drawing taught in Autumn 1 and objectives for this skill should be made in the provision</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>	<p>Each unit should take 12 sessions 1 afternoon = 2 sessions 6 sessions in total</p> <p>Planning to be taken from KAPOW- unit titles listed in each category</p>
<p>Big Concepts with declarative knowledge</p> <p>Drawing TO BE TAUGHT AUTUMN</p> <p>form, line, patterns, shape, texture, tone</p>	<ul style="list-style-type: none"> Drawing: Exploring colour Representing objects by joining lines and enclosing spaces <p>Autumn 1</p>	<ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. <p>FORMAL ELEMENTS OF ART UNIT</p>	<ul style="list-style-type: none"> Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. <p>formal elements of art</p>	<ul style="list-style-type: none"> Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. <p>FORMAL ELEMENTS OF ART</p>	<ul style="list-style-type: none"> Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing <p>FORMAL ELEMENTS OF ART</p>	<ul style="list-style-type: none"> Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. <p>FORMAL ELEMENTS OF ART</p>	<p>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>STILL LIFE</p>
<p>Big Concepts with declarative knowledge</p> <p>Painting and colour TO BE TAUGHT SPRING</p> <p>colour</p>	<p>Drawing: Patterns, texture with different media. Spring 1</p> <p>Painting: Colour mixing – animal skins and colours (link to animals in different countries UtW) Spring 2</p>	<ul style="list-style-type: none"> Develop skill and control when painting. Paint with expression Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose <p>ART AND DESIGN SKILLS</p>	<ul style="list-style-type: none"> Further improve skill and control when painting. Paint with creativity and expression. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections <p>ART AND DESIGN SKILLS</p>	<ul style="list-style-type: none"> Increase skill and control when painting. Apply greater expression and creativity to own paintings. 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>PREHISTORIC ART</p>	<ul style="list-style-type: none"> Develop skill and control when painting. Paint with expression. Analyse painting by artists. Analyse and describe colour and painting techniques in artist's work. Manipulate colour for print. <p>EVERY PICTURE TELLS A STORY</p>	<ul style="list-style-type: none"> Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Select and mix more complex colours to depict thoughts and feelings. <p>ART AND DESIGN SKILLS</p>	<ul style="list-style-type: none"> Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters <p>ART AND DESIGN SKILLS</p>
<p>Big Concepts with declarative knowledge</p> <p>Collage TO BE TAUGHT IN SUMMER AND APPLY DRAWING AND PAINTING SKILLS WITHIN THIS UNIT ALSO</p> <p>craft design, materials and techniques</p>	<p>Drawing: Combining media and materials – minibeasts observational drawings, editing and improving. Summer 1</p>	<p>LANDSCAPES USING DIFFERENT MEDIA</p> <p>Previous- Painting skills and drawing covered in this unit</p>		<p>ART AND DESIGN SKILLS</p> <p>Previous- Painting skills and drawing covered in this unit</p>		<p>DESIGN FOR PURPOSE</p> <p>Previous- Painting skills and drawing covered in this unit</p>	
<p>Big Concepts with declarative knowledge</p> <p>Sculpture TO BE TAUGHT IN SUMMER AND APPLY DRAWING AND PAINTING SKILLS</p>			<p>SCULPTURE AND MIXED MEDIA</p> <p>Previous- Painting skills and drawing covered in this unit</p>		<p>SCULPTURE</p> <p>Previous- Painting skills and drawing covered in this unit</p>		<p>MAKE MY VOICE HEARD</p> <p>Previous- Painting skills and drawing covered in this unit</p>

craft design, materials and techniques							
<u>Cultural capital</u> Artists		<ul style="list-style-type: none"> Beatiz Milhazes Louis Wain Kandinsky 	<ul style="list-style-type: none"> Max Ernst Clarice Cliff 	<ul style="list-style-type: none"> Carl Giles 	<ul style="list-style-type: none"> Barbara Hepworth Paul Cezanne Pieter Breugal Paula Rego David Hockney 	<ul style="list-style-type: none"> Hunderwasser 	<ul style="list-style-type: none"> Edward Hopper Cezanne FumkE Nicholson
<u>Procedural knowledge</u> Factual Knowledge- Artists	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	<ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers 	<ul style="list-style-type: none"> about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 				
<u>Procedural Knowledge</u> Generating ideas	ELG: Fine motor skills Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 					
<u>Procedural Knowledge</u> Evaluation – of own work and others	Share their creations, explaining the process they have used;	<ul style="list-style-type: none"> describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> describing the differences and similarities between different practices and disciplines, and making links to their own work. 				
Vocab		DRAWING Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours. OTHER TOPICS Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.	DRAWING : Colour, line, pattern, tone, shape, form, tone, Jupiter, shading, three-dimensional, rubbings, frottage, tear, experiment, design, repeat pattern. OTHER TOPICS precise, straight, curved, edge, design, concentric, silhouette, weaving, horizontal, vertical, template, overlay, vessel, slip, clay	DRAWING Colour, line, pattern, tone, shape, form, tone, shading, shading grip, wire techniques, bending, shape OTHER TOPICS positive, tints, shades, natural form names, charcoal, scaling, texture, fixative, decorate, detail, observation, tint, shade, light and dark	DRAWING Colour, line, tone, form, shape, pattern, texture, symmetrical, mark making. OTHER TOPICS Curator, montage, carving, modelling, casting, constructing, pierced form, upright form, chinoiseries, op-art.	DRAWING colour, line, tone, form, shape, pattern, texture, observation, monument, legacy. OTHER TOPICS Visual language, communication, design, design brief, collaborate, advertising, Unique Selling Point, packaging, product, media, purpose, criteria.	DRAWING Pupils should make appropriate use of these words when discussing works of art: Colour, line, tone, form, shape, pattern, texture OTHER TOPICS Graffiti, contrasting, commissioned, Guernica, sculpture Impressionism, zentangle, prototype, appreciation.

How Art begins at GMSJ

The EYFS Curriculum is planned to meet the end of year expectations of the Early Learning Goals, assisted by Development Matters.

Children at the expected level of development will:

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

How we assess in Art

We want to assess the progress children make within and across a topic/s .

To enable this a spider diagram will be completed at the start of the themed learning where the child/ren record what they already know about this. This is recorded in their book.

This same spider diagram is revisited at the end of learning sequence and further annotated with what the child/ren knows/can do.

Whilst marking this, staff will annotate a simple assessment grid. Termly Pupil Conferences, which will facilitate book looks, will add to the overall assessment of Art.