



HEYHOUSES C.E. PRIMARY SCHOOL ART CURRICULUM





At Heyhouses we aspire to be all that God has created us to be.

'I can do all thing through Christ who strengthens me.' *Philippians 4:13*

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

Curriculum Intent



The primary art curriculum is a knowledge-based curriculum. In addition to developing their creative skills, a quality art curriculum should allow children to view and appreciate iconic works of art produced by great artists. Developing children's knowledge of artists, works of art, styles and techniques provides a source for their creativity and is a key component in children understanding the 'creative process'. This scheme of work provides knowledge of:

- Key artists of the past 500 year
- Iconic works of art
- Art movements and styles
- Art and colour theory
- Key vocabulary for art and design

Through their studies children acquire knowledge and understanding of significant types and styles of art.

Elements of Art

For this scheme of work there are seven elements of art. Through their learning experiences, children should develop fluency in applying these elements to their creative endeavours. The seven elements are:

- **Line:** The basic element of art, without lines no other element can exist. When a line joins up with itself to enclose a space it forms a shape. Lines have many different properties.
- **Shape:** Shape is a space enclosed by a line. Shapes are two-dimensional and can either be geometric or organic.
- **Form:** Form has depth and takes up three-dimensional space It is a three-dimensional shape and can be either be geometric or organic. Sculptures are forms.
- **Colour:** Colour is created by light reflecting off an object. (For this scheme of work we use colour instead of hue). All colours can be created from mixing the three primary colours (red, blue, yellow). Different tones of colour are used by adding white or black to a colour.
- **Texture:** Texture is the feel of an object. It can either be real and touched (as in sculpture, collage, textile work etc.) or can be implied through different artistic techniques (mainly in painting, drawing, and printing)
- **Value:** Value is the measure of how light or dark an object is. Artistic techniques such as shading or creating colour tones, changes the value.
- **Pattern:** Pattern is creating a design by repeating other elements of art such as line, shape, colours.

Colour Theory

Mixing colour is one of the most important skills of an artist. For primary school children, there are three areas which are fundamental knowledge:

- The colour wheel primary and secondary colours and mixing a range of colours.
- Colour harmony (complementary colours, colour families)
- How colours are used to create feelings and emotions.

Curriculum Intent



The curriculum is a 'mastery curriculum'. This is based on the principle that all learners should, with effective teaching and learning opportunities, meet the expected standard by the end of key stage 2. Learners who obtain a greater level of understanding and are able to apply their learning across a range of different contexts have achieved mastery.

Knowledge, technique, and skills take time to experience and master. In order to develop fluency, deepen their understanding and apply techniques, children are given opportunities to revisit and build upon previous learning experiences, skills and techniques.

- **Revisiting and recalling learning experiences improves the chances of children committing their learning to long-term memory.**
- **Practising and refining techniques builds muscle-memory and leads to automaticity.**

Progression charts demonstrate how knowledge, skills and techniques are developed and built upon as the curriculum is taught.

Curriculum Map



EYFS Development Matters Statements Expressive Arts and Design - Reception

Children in reception will be learning to:

- explore, use and refine a variety of artistic effects to express their ideas and feelings
- return to and build on their previous learning, refining ideas and developing their ability to represent them
- create collaboratively, sharing ideas, resources and skills
- listen attentively, move to and talk about music, expressing their feelings and responses
- watch and talk about dance and performance art, expressing their feelings and responses
- sing in a group or on their own, increasingly matching the pitch and following the melody
- explore and engage in music making and dance, performing solo or in groups
- learning to develop storylines in their pretend play.

Early Learning Goals – Expressive Arts and Design

Creating with Materials

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.

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Curriculum Map



	Year 1		
Term:	Autumn	Spring	Summer
Topic:	Art with Elmer	Castles	Under the Sea
Theoretical Knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> How to mix a range of colours. That sculpture is three-dimensional art. Children will know and be able to identify some of the key painting genres, including landscape and portrait. Children will understand and use key vocabulary to demonstrate knowledge and understanding. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will learn about different techniques, materials and skills that enable them to create art. Children will understand and use key vocabulary to demonstrate knowledge and understanding, including: line, shape, colour, and pattern. 	<p>Children will know:</p> <ul style="list-style-type: none"> How to mix a range of colours. That printmaking is transferring an image from one surface to another. About the lives, style and works of art of significant artists, architects, and designers, including Claude Monet Children will know and be able to identify some of the key painting genres, including landscape. Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including some of Claude Monet's paintings of his garden at Giverny and to be able to explain how they were created.
Technical Knowledge	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw lines and shapes of different thicknesses and sizes. Develop pencil control, learning how to draw and colour in carefully. Draw from both imagination, observation, and a range of sources. <p>Painting</p> <ul style="list-style-type: none"> Apply an increasing range of brush strokes and 	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <p>Drawing</p> <p>Through experimenting with a range of drawing materials children:</p> <ul style="list-style-type: none"> Draw lines and shapes of different thicknesses and sizes. Create detail, patterns and textures using different lines and marks. Develop pencil control, learning how to draw and colour in carefully. <p>Painting</p> <ul style="list-style-type: none"> Select the appropriate brush or painting tool to create different painted effects. Develop brush control, learning how to paint carefully. 	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <p>Drawing</p> <ul style="list-style-type: none"> draw lines and shapes of different thicknesses and sizes. draw from both imagination, observation, and a range of sources. <p>Painting</p> <p>Through experimenting with a range of painting materials, children;</p> <ul style="list-style-type: none"> create new colours by mixing colours together. select the appropriate brush or painting tool to create different painted effects. apply an increasing range of brush strokes and techniques to create different paint effects. <p>Printmaking</p>

Curriculum Map



	<p>techniques to create different paint effects.</p> <p>Printmaking</p> <ul style="list-style-type: none"> • Use objects, stamps, and stencils to create images. • Use a range of techniques to create simple printing blocks. • Make repeating patterns using a range of printing techniques. <p>Collage</p> <ul style="list-style-type: none"> • Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose. 	<p>Textiles</p> <ul style="list-style-type: none"> • Use simple stitching to create pattern. • Decorate textiles using applique techniques. <p>Sculpture/3D</p> <ul style="list-style-type: none"> • Shape and combine different malleable materials using techniques to create interesting forms. • Cut, shape, and join different materials together to create interesting forms. <p>Collage</p> <ul style="list-style-type: none"> • Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose. 	<ul style="list-style-type: none"> • use objects, stamps, and stencils to create images. • use a range of techniques to create monoprints. <p>Collage</p> <ul style="list-style-type: none"> • create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose.
<p>Conceptual Knowledge</p>	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Using their imagination to create art. • Expressing feelings and emotions about their own art and the art of others. • Developing ideas linked to a topic they are interested in. • Comparing their art with iconic works of art by significant artists. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Using their imagination to create art. • Developing ideas linked to a topic they are interested in. • Talking about their art, explaining its meaning and their intentions. • Being able to identify ways in which to improve their artwork and the work of others. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Using their imagination to create art. • Choosing appropriate media and materials with which to create their art. • Developing ideas linked to a topic they are interested in. • Comparing their art with iconic works of art by significant artists. • Talking about their art, explaining its meaning and their intentions.

Curriculum Map



Year 2			
Term:	Autumn	Spring	Summer
Topic:	Pop Art	Rainforest	Madly Monet
Theoretical Knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know how to mix a range of colours. Children will know that printmaking is transferring an image from one surface to another. Children will know about the lives, style and works of art of significant artists, architects, and designers, including: Andy Warhol and Keith Haring Children will know and be able to identify some of the key painting genres, including Pop Art 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will learn about different techniques, materials and skills that enable them to create art. Children will understand and use key vocabulary to demonstrate knowledge and understanding, including; line, shape, colour, and pattern. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know how to mix a range of colours That printmaking is transferring an image from one surface to another. Children will know about the lives, style and works of art of significant artists, architects, and designers, including Claude Monet Children will know and be able to identify some of the key painting genres, including landscape. Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including some of Claude Monet's paintings of his garden at Giverny and to be able to explain how they were created.
Technical Knowledge	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <p>Drawing:</p> <ul style="list-style-type: none"> Draw lines and shapes of different thicknesses and sizes. Develop pencil control, learning how to draw and colour in carefully. Draw from both imagination, 	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process</i></p> <p>Children will be able to:</p> <p>Drawing</p> <p>Through experimenting with a range of drawing materials children:</p> <ul style="list-style-type: none"> Draw lines and shapes of different thicknesses and sizes. Create detail, patterns and textures using different lines and marks. Develop pencil control, learning how to draw and colour in carefully. <p>Painting</p>	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <p>Drawing:</p> <ul style="list-style-type: none"> draw lines and shapes of different thicknesses and sizes. draw from both imagination, observation, and a range of sources. <p>Painting:</p> <p>Through experimenting with a range of painting materials, children;</p> <ul style="list-style-type: none"> create new colours by mixing colours together. select the appropriate brush or painting tool to create different painted effects.

Curriculum Map



	<p>observation, and a range of sources.</p> <p>Painting</p> <ul style="list-style-type: none"> Apply an increasing range of brush strokes and techniques to create different paint effects. <p>Printmaking</p> <ul style="list-style-type: none"> Use objects, stamps, and stencils to create images. Use a range of techniques to create simple printing blocks. Make repeating patterns using a range of printing techniques. <p>Collage</p> <ul style="list-style-type: none"> Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose. 	<ul style="list-style-type: none"> Select the appropriate brush or painting tool to create different painted effects. Develop brush control, learning how to paint carefully. <p>Textiles</p> <ul style="list-style-type: none"> Use simple stitching to create pattern. Decorate textiles using applique techniques. <p>Sculpture/3D</p> <ul style="list-style-type: none"> Shape and combine different malleable materials using techniques to create interesting forms. Cut, shape, and join different materials together to create interesting forms. <p>Collage</p> <ul style="list-style-type: none"> Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose. 	<ul style="list-style-type: none"> apply an increasing range of brush strokes and techniques to create different paint effects. <p>Printmaking: Children will be able to:</p> <ul style="list-style-type: none"> use objects, stamps, and stencils to create images. use a range of techniques to create monoprints. <p>Collage Children will be able to:</p> <ul style="list-style-type: none"> create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose.
<p>Conceptual Knowledge</p>	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> Using their imagination to create art. Expressing feelings and emotions about their own art and the art of others. Developing ideas linked to a topic they are interested in. Comparing their art with iconic works of art by significant artists. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> Using their imagination to create art. Developing ideas linked to a topic they are interested in. Talking about their art, explaining its meaning and their intentions. Being able to identify ways in which to improve their artwork and the work of others. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> Using their imagination to create art. Choosing appropriate media and materials with which to create their art. Developing ideas linked to a topic they are interested in. Comparing their art with iconic works of art by significant artists. Talking about their art, explaining its meaning and their intentions.

Curriculum Map



Year 3			
Term:	Autumn	Spring	Summer
Topic:	Abstract Sculpture	Clarice Cliff	Portraits
Theoretical Knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> Know how different types of sculpture are created (shaping or combining, free-standing or relief) Know about the lives, style and works of art of significant artists, architects, and designers, including Wassily Kandinsky, Joan Miro, Piet Mondrian, Pablo Picasso Know and identify some of the key painting genres, including abstract. Be able to recognise and know about some of the iconic works of art from the past 500 years. Understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know how to use a viewfinder to develop close observational skills. Children will know the basic (primary and secondary) colours in the colour wheel and how to mix them. Children will know the difference between painting and printmaking techniques. Children will know how different types of sculpture are created (shaping or combining, free-standing or relief) Children will know about the lives, style and works of art of significant artists, architects, and designers, including Clarice Cliff. Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know about the lives, style and works of art of significant artists, architects, and designers, including Pablo Picasso, Henri Matisse and Amedo Modigliani. Children will know and be able to identify some of the key painting genres, including portraiture. Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including the Mona Lisa. Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.
Technical Knowledge	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Use a digital device to take photographs of their artwork or images to include in their artwork. Develop a sketchbook to record images and ideas of interest and examples of their artwork. Make marks, lines, and patterns with a wide range of drawing implements including graphite pencils, colouring pencils, wax crayons, charcoal, pastels, and pens. 	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Develop a sketchbook to record images and ideas of interest and examples of their artwork. Use sketchbooks to try out ideas and different techniques. Make marks, lines, and patterns with a wide range of drawing implements including graphite pencils, colouring pencils, wax crayons, charcoal, pastels, and pens. Draw with more accuracy and detail things that they observe. 	<p><i>Children will begin to understand the elements of art and be able to apply them to the creative process.</i></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Develop a sketchbook to record images of interest and examples of their artwork. Use sketchbooks to try out ideas and different techniques. Make marks, lines, and patterns with a wide range of drawing implements including graphite pencils, colouring pencils, wax crayons, charcoal, pastels, and pens.

Curriculum Map



	<ul style="list-style-type: none"> • Make decisions about which drawing implements to use and which techniques to apply for the task. • Combine paper, card, and cardboard to create sculptures. • Shape clay and other malleable materials to create sculptures. • Create patterns and textures when using malleable materials such as clay. 	<ul style="list-style-type: none"> • Draw objects to scale and in proportion. • Develop painted compositions from drawings including sketchbook ideas. • Create different effects and textures using a range of brushes, techniques, and paints. • Mix colours based on their knowledge of colour theory, including tints and shades. • Shape clay and other malleable materials to create sculptures. • Create patterns and textures when using malleable materials such as clay. 	<ul style="list-style-type: none"> • Draw objects to scale and in proportion. • Develop painted compositions from drawings including sketchbook ideas. • Create different effects and textures using a range of brushes, techniques, and paints. • Combine paper, card, and cardboard to create sculptures.
Conceptual Knowledge	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images. • Presenting ideas imaginatively in a sketchbook. <ul style="list-style-type: none"> • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles.

Curriculum Map



Year 4			
Term:	Autumn	Spring	Summer
Topic:	Dragons	Weaving	Watercolour Landscapes
Theoretical Knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know the basic (primary and secondary) colours in the colour wheel and how to mix them. Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know about the lives, style and works of art of significant artists, architects, and designers, including Paul Klee, Georgia O’Keeffe, David Hockney. Children will know and be able to identify some of the key painting genres, including landscape. Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including Garrowby Hill (David Hockney), Flora on the Heath (Paul Klee) Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.
Technical Knowledge	<p><i>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</i></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Develop a sketchbook to record images and ideas of interest and examples of their artwork. Use sketchbooks to try out ideas and different techniques. Drawing. Make marks, lines, textures, and patterns with a wide range of drawing implements including graphite pencils, colouring pencils, wax crayons, charcoal, pastels, and pens. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Apply weaving techniques to create compositions. Use a simple weaving loom to create patterned cloth. Use applique to create decoration and detail to textile compositions. 	<p><i>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</i></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Develop a sketchbook to record images and ideas of interest and examples of their artwork. Draw objects to scale and in proportion. Develop painted compositions from drawings including sketchbook ideas. Create different effects and textures using a range of brushes, techniques, and paints. Mix colours based on their knowledge of colour theory, including tints and shades. Create printing blocks using a range of relief methods and make precise repeating patterns.

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	<ul style="list-style-type: none"> • Make decisions about which drawing implements to use and which techniques to apply for the task. • Draw with more accuracy and detail things that they observe. Painting. • Develop painted compositions from drawings including sketchbook ideas with increasing detail and precision. • Create different effects and textures using a range of brushes, techniques, and paints. • Mix colours based on their knowledge of colour theory, including tints and shades. Sculpture • Make decisions about which drawing implements to use and which techniques to apply for the task. • Draw with more accuracy and detail things that they observe. 		
Conceptual Knowledge	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Using the qualities of materials to enhance ideas. • Commenting on artworks with a fluent grasp of visual language. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Commenting on artworks with a fluent grasp of visual language.

Curriculum Map



Year 5			
Term:	Autumn	Spring	Summer
Topic:	Yinka Shonibare	Blooming Lovely	William Morris
Theoretical Knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know about the lives, style and works of art of significant artists, architects, and designers, including Yinka Shonibare. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know how to use a viewfinder to gain a variety of viewpoints. Children will know an extended knowledge of colour theory; tones (tints, and shades). Children will know an extended knowledge of colour theory; complementary and contrasting colours. Children will know about the lives, style and works of art of significant artists, architects, and designers including Georgia O'Keefe Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know about the lives, style and works of art of significant artists, architects, and designers including William Morris Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.
Technical Knowledge	<p>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Plan and design sculptures from observation or imagination using sketchbook ideas. Use their sketchbook to detail their personal journey as an artist. 	<p>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork. Use their sketchbook to detail their personal journey as an artist. Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. Explore ways in which surface detail and the effect of light can be added to 	<p>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork. Use their sketchbook to detail their personal journey as an artist. Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. Effectively use different paint media to create compositions. Work with more accuracy and finer detail through using a range of brushes, techniques, and paints.

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	<ul style="list-style-type: none"> • Use a range of tools to shape, cut and add detail to sculpture materials. • Use printing on textiles to create different textural effects. • Embellish textiles using a range of different techniques and materials. 	<p>drawings through applying different patterns and textures.</p> <ul style="list-style-type: none"> • Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create palettes of colour building on their knowledge of colour theory. • Develop an awareness of composition, scale, and proportion in their paintings. • Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures. • Use a range of media to create collages and other mixed media forms. 	<ul style="list-style-type: none"> • Create more complex printing blocks using a range of techniques. • Create different printing effects by repeating and overlapping patterns, rotation, and the use of colour overlays. • Use printing on textiles to create different textural effects. Plan and design sculptures from observation or imagination using sketchbook ideas. • Use a range of tools to shape, cut and add detail to sculpture materials. • Develop skills in using clay through making slab pots and relief tiles.
<p>Conceptual Knowledge</p>	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Understanding the importance of adapting and refining their work as it progresses. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. • Creating original pieces that are influenced by studies of others and show a range of influences and styles. • Commenting on artworks with a fluent grasp of visual language.

Curriculum Map



	<p>others and show a range of influences and styles.</p> <ul style="list-style-type: none"> Using the qualities of materials to enhance ideas. 	<ul style="list-style-type: none"> Using the qualities of materials to enhance ideas. Commenting on artworks with a fluent grasp of visual language. 	
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Year 6			
Term:	Autumn	Spring	Summer
Topic:	Still Life	Pop Art	The Van Gogh Experience
Theoretical Knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know an extended knowledge of colour theory; tones (tints, and shades). Children will know an extended knowledge of colour theory; complementary and contrasting colours. Children will know how colour is used to create mood and to show the effect of light. Children will know about the lives, style and works of art of significant artists, architects, and designers including Patrick Caulfield. Children will know and be able to identify some of the key painting genres including Still Life. Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including the Still life paintings of Patrick Caulfield. Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know about the lives, style and works of art of significant artists, architects, and designers, including Andy Warhol, Roy Lichtenstein, Julian Opie. Children will know how to use a viewfinder to gain a variety of viewpoints. Children will know extended knowledge of colour theory; tones (tints, and shades). Children will know extended knowledge of colour theory; complementary and contrasting colours. 	<p>Children will know:</p> <ul style="list-style-type: none"> Children will know about the lives, style and works of art of significant artists, architects, and designers including Vincent Van Gogh Children will know and be able to identify some of the key painting genres including Landscape, Portrait, Still Life Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including the Starry Night, Sunflowers (series) Van Gogh Self Portraits Children will understand and use key vocabulary to demonstrate their knowledge and understanding across all areas of art and design.
Technical Knowledge	<p><i>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</i></p> <p>Children will be able to:</p>	<p><i>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</i></p> <p>Children will be able to:</p>	<p><i>Children will develop an understanding of the elements of art and be able to apply them to the creative process. (line, shape, form, colour, value, texture and pattern)</i></p>

Curriculum Map



	<ul style="list-style-type: none"> • Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork. • Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. Explore ways in which surface detail and the effect of light can be added to drawings through applying different patterns and textures. Begin to show an awareness of objects having a third dimension. Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create palettes of colour building on their knowledge of colour theory. • Develop an awareness of composition, scale, and proportion in their paintings. • Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures. 	<ul style="list-style-type: none"> • Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork. • Use a digital device to take photographs of their artwork or images to include in their artwork. • Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. • Begin to show an awareness of objects having a third dimension. • Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create palettes of colour building on their knowledge of colour theory. • Create different printing effects by repeating and overlapping patterns. • Create different printing effects by colour overlays. • Experiment with a range of collage techniques such as tearing, overlapping, and layering to create images and textures. • • Use a range of media to create collages and other mixed media forms. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Maintain a sketchbook to record and collect their ideas, ongoing images of interest and examples of their artwork. • Use their sketchbook to detail their personal journey as an artist. • Use different grades of pencil and other implements to create lines, draw different shapes and forms and to produce variations in tone. • Explore ways in which surface detail and the effect of light can be added to drawings through applying different patterns and textures. • Effectively use different paint media to create compositions. • Work with more accuracy and finer detail through using a range of brushes, techniques, and paints. • Create palettes of colour building on their knowledge of colour theory.
<p>Conceptual Knowledge</p>	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Using a sketchbook to record first-hand observations and developing ideas for creative work. • Recording, annotating and modifying work in a sketchbook from a variety of sources, including photographs and digital images. 	<p>Children will understand the creative process through:</p> <ul style="list-style-type: none"> • Exploring and developing creative ideas from a range of starting points; adapting and refining ideas as they progress. • Practising techniques, making mistakes, and evaluating their own work and the work of others as part of the learning journey.

Curriculum Map



	<ul style="list-style-type: none">• Creating original pieces that are influenced by studies of others and show a range of influences and styles.• Commenting on artworks with a fluent grasp of visual language.	<ul style="list-style-type: none">• Presenting ideas imaginatively in a sketchbook.• Understanding the importance of adapting and refining their work as it progresses• Creating original pieces that are influenced by studies of others and show a range of influences and styles.• Commenting on artworks with a fluent grasp of visual language	<ul style="list-style-type: none">• Creating original pieces that are influenced by studies of others and show a range of influences and styles.• Using the qualities of materials to enhance ideas.• Commenting on artworks with a fluent grasp of visual language.
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