

| Year A ART | | | |
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| EYFS | Y1/2 | Y3/4 | Y5/6 |
| Procedural knowledge (from NC) | | | |
| <p>AREA OF DEVELOPMENT Expressive Art & Design STRAND Creating with materials</p> <p>* 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.</p> <p>AREA OF DEVELOPMENT Physical Development STRAND Fine Motor Skills</p> <p>* Use a range of small tools, including scissors, paint brushes and cutlery. * Begin to show accuracy and care when drawing.</p> | <p>To develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. <p>To master techniques</p> <p>Painting</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. <p>To master techniques</p> <p>Collage</p> <ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. <p>To master techniques</p> <p>Sculpture</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>To master techniques</p> <p>Print</p> <ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. <p>To master techniques</p> <p>Textiles</p> <ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting. Use dip dye techniques. <p>To master techniques</p> <p>Digital Media</p> <ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes. | <p>To develop ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <p>To master techniques</p> <p>Painting</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 watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <p>To master techniques</p> <p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. <p>To master techniques</p> <p>Sculpture</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. <p>To master techniques</p> <p>Print</p> <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. <p>To master techniques</p> <p>Textiles</p> <ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. | <p>To develop ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. <p>To master techniques</p> <p>Painting</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 and acrylic paints to create visually interesting pieces. Combine 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 artists. <p>To master techniques</p> <p>Collage</p> <ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use ceramic mosaic materials and techniques. <p>To master techniques</p> <p>Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form. <p>To master techniques</p> <p>Drawing</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. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement. <p>To master techniques</p> <p>Print</p> <ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work. |

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| | <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | <p>To master techniques</p> <p>Digital Media</p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. | <p>To master techniques</p> <p>Textiles</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. <p>To master techniques</p> <p>Digital Media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. |
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Units and declarative knowledge (specific information we want children to know and remember)

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| <p>AUTUMN 1 ALL ABOUT ME * Create closed shapes with continuous lines and begin to use the shapes to represent objects * Choose appropriate colours</p> <p>WONDERFUL WOODLANDS * Use shapes to represent simple images * Colour mixing * Choosing appropriate resources</p> <p>AUTUMN 2 NIGHT & DAY * Explore Transient Art * Explore and use a variety of artistic effects to express their ideas and feelings</p> <p>CHRISTMAS IS COMING * Solving problems when combining materials * Explore textures</p> <p>SPRING 1 WINTER WONDERLAND * Explore art in the natural world * Explore a variety of materials, tools and techniques * Experiment with design</p> <p>AMAZING ANIMALS * Use drawing to represent movement</p> <p>SPRING 2 FOOD GLORIOUS FOOD * Re-create famous artwork</p> <p>TRANSPORT * Use drawing to represent ideas like movement or noises</p> <p>SUMMER 1 BUILD IT UP * Experiment with colours and textures to create large artwork</p> <p>TO INFINITY & BEYOND * Explore transient art</p> <p>SUMMER 2 UNDER THE SEA</p> | <p>Yr1 Paws, Claws and Whiskers</p> <ul style="list-style-type: none"> • Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. • Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. • Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). • Collage is an art technique where different materials are layered and stuck down to create artwork. • The primary colours are red, yellow and blue. | | <p>Yr4/5 Gallery Rebels</p> <ul style="list-style-type: none"> • Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. • Different artistic movements often use colour in a distinctive way. Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. Fauvist artists use flat areas or patches of colour. Naturalist artists use realistic colours. • Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. • In art, distortion is an alteration to an original shape, abstraction refers to art that doesn't depict the world realistically and exaggeration is the depiction of something that is larger than in real life. • Strategies used to provide constructive feedback and | |
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| <p>* Develop an understanding of different materials and their properties</p> <p>MARVELLOUS MACHINES</p> <p>* Using ICT to create art</p> <p>MOVING ON</p> <p>* Experiment with artistic effects</p> | | | <p>reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention.</p> | |
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Non-subject specific units

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| | <p>Yr1 Enchanted Woodland</p> <ul style="list-style-type: none"> Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. The primary colours are red, yellow and blue. <p>Yr1 Superheroes</p> <ul style="list-style-type: none"> Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. <p>Yr1 Rio de Vida</p> <ul style="list-style-type: none"> Collage is an art technique where different materials are layered and stuck down to create artwork. <p>Yr2 Wiggle and Crawl</p> <ul style="list-style-type: none"> A sketch is a quickly-produced or unfinished drawing, which helps artists develop their ideas. Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. <p>Yr2 Bounce</p> <ul style="list-style-type: none"> Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. Malleable materials, such as clay, plasticine or salt dough, are easy to shape. Interesting materials that can make textures, patterns and imprints include tree bark, leaves, nuts and bolts and bubble wrap. <p>Yr2 Scented Garden</p> <ul style="list-style-type: none"> Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. Natural forms are objects found in nature and include flowers, pine cones, feathers, stones, insects, birds and crystals. | <p>Yr3/4 Tribal Tales</p> <ul style="list-style-type: none"> Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Warp and weft are terms for the two basic components used in loom weaving. The lengthwise warp yarns are fixed onto a frame or loom, while the weft yarns are woven horizontally over and under the warp yarns. <p>Yr3/4 Misty Mountain Sierra</p> <ul style="list-style-type: none"> Art can display interesting or unusual perspectives and viewpoints. Stitches include running stitch, cross stitch and blanket stitch. Materials, techniques and visual elements, such as line, tone, shape, pattern, colour and form, can be combined to create a range of effects. <p>Yr3/4 Gods and Mortals</p> <ul style="list-style-type: none"> Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Explorations of the similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. <p>Yr3/4 Flow</p> <ul style="list-style-type: none"> Examples of contrasting colours include red and green, blue and orange, purple (violet) and yellow. They are obviously different to one another and are opposite each other on the colour wheel. | <p>Yr4/5 Darwin's Delights</p> <ul style="list-style-type: none"> Materials have different qualities, such as rough or smooth, hard or soft, heavy or light, opaque or transparent and fragile or robust. These different qualities can be used to add texture to a piece of artwork. Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Line is the most basic element of drawing and can be used to create outlines, contour lines to make images three-dimensional and for shading in the form of cross-hatching. Tone is the relative lightness and darkness of a colour. Different types of perspective include one-point perspective (one vanishing point on the horizon line), two-point perspective (two vanishing points on the horizon line) and three-point perspective (two vanishing points on the horizon line and one below the ground, which is usually used for images of tall buildings seen from above). <p>Yr4/5 Sow, Grow and Farm</p> <ul style="list-style-type: none"> A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. <p>Yr4/5 Playlist</p> <ul style="list-style-type: none"> Artists use sketching to develop an idea over time. <p>Yr4/5 Off with her Head!</p> <ul style="list-style-type: none"> Visual elements include line, light, shape, colour, pattern, tone, space and form. | <p>Yr5/6 Pharaohs</p> <ul style="list-style-type: none"> Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. <p>Yr5/6 Beast Creator</p> <ul style="list-style-type: none"> Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. <p>Yr5/6 Frozen Kingdom</p> <ul style="list-style-type: none"> Environmental art addresses social and political issues relating to natural and urban environments. Perspective is the art of representing 3-D objects on a 2-D surface. Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. <p>Yr5/6 Revolution</p> <ul style="list-style-type: none"> A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. Printmakers create artwork by transferring paint, ink or other art materials from one surface to another. |
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| | <p>Yr2 Street Detectives</p> <ul style="list-style-type: none"> • Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events. • Materials and techniques that are well suited to different tasks include ink; smooth paper and polystyrene blocks for printing; hard and black pencils and cartridge paper for drawing lines and shading; poster paints, large brushes and thicker paper for large, vibrant paintings and clay, clay tools and slip for sculpting. <p>Yr2 Land Ahoy!</p> <ul style="list-style-type: none"> • Textures include rough, smooth, ridged and bumpy. Tone is the lightness or darkness of a colour. Pencils can create lines of different thicknesses and tones and can also be smudged. Ink can be used with a pen or brush to make lines and marks of varying thicknesses, and can be mixed with water and brushed on paper as a wash. Charcoal can be used to create lines of different thicknesses and tones, and can be rubbed onto paper and smudged. • A block print is made when a pattern is carved or engraved onto a surface, such as clay or polystyrene, covered with ink, and then pressed onto paper or fabric to transfer the ink. The block can be repeatedly used, creating a repeating pattern. | <p>Yr3/4 Predator!</p> <ul style="list-style-type: none"> • Nature and natural forms can be used as a starting point for creating artwork. | <ul style="list-style-type: none"> • A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. • Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like. | <ul style="list-style-type: none"> • Works of art can be significant for many reasons. For example, they are created by key artists of an artistic movement; have influenced other artists; have a new or unique concept or technique or have a famous or important subject. • Strategies used to provide constructive feedback and reflection in art include using positive statements relating to how the learning intentions have been achieved; asking questions about intent, concepts and techniques used and providing points for improvement relating to the learning intention. <p>Yr5/6 Tomorrow's World</p> <p>The Cornerstones curriculum map suggests <i>logo designs</i>, however, there are no art knowledge statements on the Cornerstones site for this topic.</p> <p>Yr5/6 Scream Machine</p> <ul style="list-style-type: none"> • A portrait is a picture of a person that can be created through drawing, painting and photography. Artistic movements or artists that communicate feelings through portraiture include the Expressionists. |
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