













# Monochromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What is drawing?</p> 	<p>How can patterns be used in art?</p> 	<p>How do artists draw faces?</p> 	<p>How do artists draw perspective?</p> 	<p>How can we find our own style of drawing?</p> 	<p>What mistakes can artists make when drawing faces?</p> 
<p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will know how to use a pencil.</p> <p>Pupils will have explored pressure and grip.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will know the definition of line and shape.</p> <p>Pupils will begin to understand the concept of value.</p>	<p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will revise the parts of a pencil.</p> <p>Pupils will control a pencil with increased precision.</p> <p>Pupils will learn to use a guide to keep our drawings more precise.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will know the definition of line, shape, and space.</p> <p>Pupils will explore how to use lines and space to create patterns.</p> <p><u><b>Tools</b></u></p> <p>Pupils will use scissors accurately and safely.</p> <p>Pupils will use glue appropriately.</p>	<p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will revise how grip can impact our control of a pencil.</p> <p>Pupils will revise the parts of a pencil.</p> <p>Pupils will explore how marks can be used to create an impression of texture.</p> <p>Pupils will explore how lines and shapes can create artistic impressions of facial features.</p> <p>Pupils will learn to draw from observation.</p> <p>Pupils will learn how to use shapes to support drawing.</p> <p>Pupils will use value and texture whilst drawing.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will know the definition of texture, line and shape.</p>	<p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will revise how to control a pencil to create lines and values.</p> <p>Pupils will learn how to draw a basic shape with the appearance of form.</p> <p>Pupils will know the definition of perspective and understand that artists can use lines and values to create perspective.</p> <p>Pupils will learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective.</p> <p>Pupils will learn how to shade using hatching, cross-hatching and stippling.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will know the definitions of line, shape, form, and value and will use value and line to create form.</p>	<p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will use observational skills to notice details.</p> <p>Pupils will use shapes to guide their observational drawings.</p> <p>Pupils will select different pencils for different effects.</p> <p>Pupils will use proportion when drawing.</p> <p>Pupils will draw in a geometric style.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will use values and lines to create form.</p>	<p><b>Practical Skills</b></p> <p><u><b>Drawing Skills</b></u></p> <p>Pupils will use close observation when drawing.</p> <p>Pupils will select different pencils for different effects.</p> <p>Pupils will use proportion when drawing.</p> <p>Pupils will use shapes to guide their observational drawings.</p> <p><u><b>Elements of Art</b></u></p> <p>Pupils will use values to create form.</p>


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<p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will learn about artists' work worldwide, knowing art can be displayed in galleries.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will consider some of the reasons people draw or create art, begin to describe art with appropriate vocabulary, and begin to understand that art can cause an emotional response.</p> <p><b><u>Vocabulary</u></b></p> <p>collaboration, continuous, doodle, gallery, graphite, line, monochromatic, pressure, represent, shape, tone, value, zigzag</p>	<p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will learn about contemporary and historical designers' work by learning about a Mehndi artist's work.</p> <p>Pupils will know how designers impact how our homes look.</p> <p>Pupils will know how humans can use patterns during celebrations.</p> <p>Pupils will know that humans have been designing patterns for thousands of years worldwide.</p> <p>Pupils will know that art can be in our homes as decoration.</p> <p>Pupils will recognise patterns in nature.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will evaluate their own work.</p> <p>Pupils will compare differences and similarities between artwork, describing art with appropriate vocabulary.</p> <p><b><u>Vocabulary</u></b></p> <p>architect, chromatic, decorative, design, designer, drawing, evaluate, experiment, geometric, henna, line, mehndi, monochromatic, organic, pattern, shape, space</p>	<p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will know that artists must practise specific skills to improve.</p> <p>Pupils will learn that different artists can represent facial features differently.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will begin to explore how art can connect with emotions.</p> <p>Pupils will learn the differences between landscape, portrait, and still life.</p> <p>Pupils will evaluate their work and learn how they can learn from others.</p> <p><b><u>Vocabulary</u></b></p> <p>bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value</p>	<p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will know that art can involve experimentation.</p> <p>Pupils understand that artists only sometimes know how to capture perspective (challenge activity).</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will consider what makes an artist successful.</p> <p>Pupils will consider what it means to be inspired by artists' work.</p> <p>Pupils will evaluate their own art process.</p> <p><b><u>Vocabulary</u></b></p> <p>atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point</p>	<p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will learn that artists can have an artistic style.</p> <p>Pupils will explore how they can develop their own artistic style.</p> <p>Pupils will learn about artists who work in different styles.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will describe the style of artworks with appropriate vocabulary.</p> <p>Pupils will know that art doesn't have to be realistic.</p> <p>Pupils will explore what the definition of art is.</p> <p>Pupils will evaluate their own work and the work of others.</p> <p><b><u>Vocabulary</u></b></p> <p>abstract, angular, body, bold, composed, distorted, form, geometric, graphite, hyperrealism, inspired, line, mixed media, monochromatic, organic, perspective, shape, simplistic, stylised, texture, value</p>	<p><b><u>Theoretical Knowledge</u></b></p> <p>Pupils will learn about artists from around the world.</p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will develop a vocabulary to describe common errors made in realism portraits</p> <p>Pupils will understand that art can be practised and improved upon.</p> <p>Pupils will learn how artists can use reference material.</p> <p>Pupils will evaluate their own work and the work of others.</p> <p><b><u>Vocabulary</u></b></p> <p>cupid's bow, form, geometric, graphite, horizontal, iris, nose bridge, observe, organic, philtrum, portrait, proportion, pupil, reference material, shape, tear duct, value, vertical</p>

# Chromatic

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Does abstract art mean anything?</p> 	<p>How can artists use colour?</p> 	<p>What is illustration?</p> 	<p>Why do artists keep sketchbooks?</p> 	<p>How realistic do portraits need to be?</p> 	<p>Can art help save the planet?</p> 
<p><b>Practical Skills</b></p> <p><u><b>Colour Theory</b></u></p> <p>Identifying the 3 primary colours, and mixing to make secondary colours.</p> <p><u><b>Elements of Art</b></u></p> <p>Knowing the definition of line, shape, space and colour.</p> <p><u><b>Tools</b></u></p> <p>Learn the parts of a brush.</p> <p>Controlling a brush.</p> <p>How to rinse a brush between colours.</p> <p>Using acrylic paints.</p>	<p><b>Practical Skills</b></p> <p><u><b>Colour Theory</b></u></p> <p>Revise primary and secondary colours.</p> <p>Identifying warm and cool colours.</p> <p>Identify complementary colours.</p> <p>Begin to recognise the colour wheel.</p> <p>Creating colour palettes.</p> <p><u><b>Elements of Art</b></u></p> <p>Revise parts of a brush.</p> <p>Controlling a paint brush for increased precision.</p> <p>Using acrylic paints.</p> <p><u><b>Tools</b></u></p> <p>Use a sketch to create guide lines for painting.</p>	<p><b>Practical Skills</b></p> <p><u><b>Colour Theory</b></u></p> <p>Revise primary colours and secondary colours.</p> <p>Blending colours.</p> <p>Revise complementary colours.</p> <p><u><b>Tools</b></u></p> <p>Revise parts of a brush.</p> <p>Controlling a paint brush for increased precision.</p> <p>Knowing how to use watercolour paints and understand how they're different to acrylic paint.</p> <p><u><b>Techniques</b></u></p> <p>Use a sketch to create guide lines for painting.</p> <p>Identifying shapes and lines whilst we recreate an image.</p>	<p><b>Practical Skills</b></p> <p><u><b>Tools</b></u></p> <p>Revise how to use watercolour paints.</p> <p><u><b>Techniques</b></u></p> <p>Use a sketch to create guide lines for painting.</p> <p>Incorporate photos into a watercolour painting to create a photocollage.</p> <p>Exploring line work through sketching.</p> <p>Use a sketchbook to develop skills.</p> <p>To consider the steps to compose a collage.</p> <p>Creating a collage using scissors.</p>	<p><b>Practical Skills</b></p> <p><u><b>Colour Theory</b></u></p> <p>Revise primary and secondary colours.</p> <p>Learn to mix skin tones.</p> <p><u><b>Tools</b></u></p> <p>Use watercolour paints with proficiency.</p> <p>Revise the differences between acrylic and watercolour paint.</p> <p><u><b>Techniques</b></u></p> <p>Use ripped paper collage to create a self-portrait.</p> <p>Use shapes to guide the composition of a portrait.</p> <p>Use measurements to control proportions in a face.</p> <p>Use sketches to create guide lines for painting a miniature.</p>	<p><b>Practical Skills</b></p> <p><u><b>Techniques</b></u></p> <p>To use precision in collage.</p> <p>To use the elements of art in design.</p> <p>Use pencil rubbing to transfer a design sketch.</p> <p>To use the grid method to transfer an image.</p> <p>Use shapes to guide the composition of an animal.</p> <p><u><b>Tools</b></u></p> <p>Use watercolour paints with proficiency.</p>

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<p><b><u>Disciplinary Knowledge (how art is studied, discussed and judged )</u></b></p> <p>Identifying abstract and realism paintings.</p> <p>Begin to understand how art can cause an emotional response.</p> <p>Know that art can have meaning.</p> <p>Consider some of the reasons that people create art.</p> <p>Describing abstract art.</p> <p>Beginning to evaluate our own art.</p> <p>To compare differences and similarities between artwork.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Learning about the work of abstract painters.</p> <p>Know that some artists make art for different purposes.</p> <p>Know that art can be displayed in a gallery, a museum, a sketchbook or a home.</p> <p>Know that artists can come from all around the world.</p>	<p><b><u>Disciplinary Knowledge (how art is studied, discussed and judged )</u></b></p> <p>Consider how we feel about art and why people create art.</p> <p>Describing how colours may make people feel.</p> <p>Learning the differences between landscape, portrait and still life.</p> <p>Know that art doesn't have to be realistic.</p> <p>Evaluating our own work.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Knowing that where an artist lives can effect what they create.</p> <p>Learning that artists do not have to directly create every piece of art that is attributed to them.</p> <p>Ted Harrison paints and then commissions serigraph prints to sell.</p> <p>Beginning to identify artists work by recognising their style.</p>	<p><b><u>Disciplinary Knowledge (how art is studied, discussed and judged )</u></b></p> <p>Learning how art can impact society.</p> <p>Learning about the discipline of illustration.</p> <p>Evaluating our own work.</p> <p>Learning to talk about art.</p> <p>Learning that art can cause an emotional response.</p> <p>Knowing some of the reasons that people paint.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Learning about the work of illustrators.</p> <p>Beginning to learn how technology can influence art.</p> <p>Understanding that making art can require courage and persistence.</p>	<p><b><u>Disciplinary Knowledge (how art is studied, discussed and judged )</u></b></p> <p>Learning about the process of being an artist, and how sketchbooks are used for different purposes.</p> <p>Evaluating our own art process.</p> <p>Learn about mixed media artworks.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Understanding how architects can respond to current issues, such as sustainability.</p> <p>Understanding that the context of the painting or artist can influence how we understand it.</p> <p>To know the difference between drafting and sketching.</p> <p>Learn how technology can influence art.</p>	<p><b><u>Disciplinary Knowledge (how art is studied, discussed and judged )</u></b></p> <p>Use the seven elements of art to talk about artwork.</p> <p>Consider who decides how much art is worth.</p> <p>Consider how art can be an exploration of who we are and how we want others to see us.</p> <p>Consider that we can use art to express something that isn't visible to the eye.</p> <p>Know that art doesn't have to be realistic.</p> <p>Evaluating our own art process.</p> <p>Consider how colour can be used in portraiture.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Learn about portraiture as a form of art over time and across cultures.</p> <p>Learn about portraiture miniatures as a form of art.</p> <p>Understand how technology can influence art.</p> <p>Learn about the work of collagists.</p>	<p><b><u>Disciplinary Knowledge (how art is studied, discussed and judged )</u></b></p> <p>Consider whether designs on t-shirts can be called art.</p> <p>To use the elements of art to discuss design.</p> <p>Evaluate other people's art and our own.</p> <p>Learning how art can impact society.</p> <p>Know that art doesn't have to be realistic.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>To consider the sustainability of art and design.</p> <p>Know that art can be inspired by political or charitable causes.</p> <p>Know that art can be created with a purpose to create change.</p> <p>Consider how artists can reduce, reuse or recycle.</p>

# Sculpt: Clay

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<p>Why do sculptors sculpt?</p>	<p>How have castles inspired artists?</p>	<p>How can where you live impact you as an artist?</p>	<p>What can pottery tell us about the past?</p>	<p>How can flowers inspire artists?</p> 	<p>How can food inspire artists?</p>
<p><b>Practical Skills</b></p> <p><b><u>Clay Techniques</u></b></p> <p>Pupils will know what clay is and where it comes from.</p> <p>Pupils will shape clay into balls, slabs and coils.</p> <p>Pupils will imprint into clay with different objects.</p> <p><b><u>Colour Theory</u></b></p> <p>Pupils will identify and mix the three primary colours to make secondary ones.</p> <p><b><u>Elements of Art</u></b></p> <p>Pupils will begin to understand the meaning of texture.</p> <p><b><u>Tools</u></b></p> <p>Pupils will control a small paintbrush.</p>	<p><b>Practical Skills</b></p> <p><b><u>Clay Techniques</u></b></p> <p>Pupils will wedge clay to prepare it.</p> <p>Pupils will join using 'score and slip'.</p> <p>Pupils will create a relief design.</p> <p><b><u>Colour Theory</u></b></p> <p>Pupils will identify how to create grey and brown, using the three primary colours and white and black paint.</p> <p><b><u>Elements of Art</u></b></p> <p>Pupils will identify shapes in forms to support drawing a 3D object.</p> <p><b><u>Tools</u></b></p> <p>Pupils will control a paintbrush for increased precision.</p>	<p><b>Practical Skills <u>Clay</u></b></p> <p><b><u>Techniques</u></b></p> <p>Pupils will create a pinch pot.</p> <p>Pupils will mould a 3D plant sculpture.</p> <p><b><u>Elements of Art</u></b></p> <p>Pupils will identify shapes in plants and understand the definition of shape.</p> <p><b><u>Tools</u></b></p> <p>Pupils will control a paintbrush for increased precision.</p> <p><b><u>Other</u></b></p> <p>Pupils will experiment with a range of ideas whilst sketching.</p> <p>Pupils will cut identified shapes into collages.</p>	<p><b>Practical Skills <u>Clay</u></b></p> <p><b><u>Techniques</u></b></p> <p>Pupils will create a coiled pot using a pinch pot as a base.</p> <p>Pupils will experiment and design a unique lid design.</p> <p>Pupils will develop mastery of joining clay effectively to be visually pleasing.</p> <p><b><u>Tools</u></b></p> <p>Pupils will control a paintbrush for increased precision.</p>	<p><b>Practical Skills</b></p> <p><b><u>Clay Techniques</u></b></p> <p>Pupils will know what the four different types of clay are.</p> <p>Pupils will mould clay with a focus on delicacy and precision.</p> <p><b><u>Colour Theory</u></b></p> <p>Pupils will create tints, shades and tones with paint.</p> <p>Pupils will know what analogous colours are and experiment with different combinations.</p> <p><b><u>Elements of Art</u></b></p> <p>Pupils will explore the shape and form within flowers.</p>	<p><b>Practical Skills</b></p> <p><b><u>Clay Techniques</u></b></p> <p>Pupils will demonstrate proficiency with clay.</p> <p>Pupils will design a sculpture, considering the emotional response created.</p> <p>Pupils will learn to consider the viability of designs.</p> <p>Pupils will know that you can sculpt clay around something, like foil, to build larger structures.</p> <p><b><u>Colour Theory</u></b></p> <p>Pupils will increase the range of colours used for effect.</p> <p><b><u>Tools</u></b></p> <p>Pupils will learn how brush choices influence outcomes.</p>

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<p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will identify sculptures and non-sculptures.</p> <p>Pupils will know some of the reasons people make sculptures.</p> <p>Pupils will begin to understand how art can cause an emotional response.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Pupils will learn about the work of two craft makers and discuss responses to the work.</p> <p><b><u>Vocabulary</u></b></p> <p>ceramic, clay, coil, imprint, kiln, sculpt, sculptor, sculpture, texture, varnish, 3D</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will know that some sculptures have a practical purpose, while others are decorative.</p> <p>Pupils will evaluate artwork, focusing on dynamic responses and a reflection on the artistic process.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Pupils will learn about a ceramic factory and the work it produces.</p> <p>Pupils will know that art has been created throughout history and worldwide.</p> <p><b><u>Vocabulary</u></b></p> <p>column, form, ornament, relief, score and slip shape, sketchbook, sphere/spherical, wedging, 2D, 3D</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will understand what can influence artists (being inspired by where they live).</p> <p>Pupils will formally respond to a piece of art.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Pupils will learn about how location influenced various Mexican artists and craft makers.</p> <p>Pupils will learn about how their location influenced a diverse range of artists.</p> <p><b><u>Vocabulary</u></b></p> <p>blend, mould, pinch pot, pottery</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will know that art can reflect what life was like a long time ago.</p> <p>Pupils will formally respond to a piece of art and share what it teaches us about times in history.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Pupils will know that art can reflect societal and/or religious beliefs.</p> <p><b><u>Vocabulary</u></b></p> <p>coiling, coil pot, hand-building</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will understand what can influence artists (flowers).</p> <p>Pupils will reflect on the purpose of a sculpture.</p> <p>Pupils will present and share responses to a piece of art.</p> <p>Pupils will evaluate each other's work, as well as our own.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Pupils will learn about how flowers have influenced artists.</p> <p>Pupils will learn about how flowers across different mediums also influenced a diverse range of artists.</p> <p><b><u>Vocabulary</u></b></p> <p>earthenware clay, stoneware clay, ball clay, porcelain, malleable, kneading, glossy</p>	<p><b><u>Disciplinary Knowledge</u></b></p> <p>Pupils will understand what can influence artists (food).</p> <p>Pupils will consider why artists choose one medium over another.</p> <p>Pupils will understand that artists can develop recognisable styles.</p> <p>Pupils will consider who decides the value of art.</p> <p>Pupils will evaluate their own work.</p> <p><b><u>Theoretical Knowledge (Culture and Context)</u></b></p> <p>Pupils will know that artists have been inspired by food over thousands of years and that what artists depict can have different messages.</p> <p><b><u>Vocabulary</u></b></p> <p>ferule, bristles, complementary colours, tertiary colours, manipulate, matte</p>