

















Art	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	ANDY WARHOL		Rocks			Salvador Dali
	Pop art portraits, poster paint colour block x4 on A4 paper.		Create a 3D model of a volcano adding texture using different media.			Surrealism collage in the style of Salvador Dali.
Autumn 2		VICTORIANS	Natural Disasters	Anglo Saxons and Vikings	EARTH AND SPACE	WW2 MANCHESTER
		William Morris art – printing using different media e.g. flowers/foods – design your own wallpaper. 	Create a weather painting with a background wash using a range of different paint brushes – In the style of Monet	Viking art mood paintings in sketch books using charcoal.	Astro Art- Water colour/ acrylic space art in the style of David Hardy.	LS Lowry – Oil War paintings
Spring 1	PLANTS	KENYA				Circulatory System 
	Georgia O’Keeffe – Artist Water Colour 	African weaving art – use coloured paper weaving to make a whole class patchwork pattern/wall tapestry 				Clay Heart - Sculpture
Spring 2				Rivers and Mountains	Banksy Art- Research and create digital graffiti artwork in the style of Banksy.	
				Observational drawings of reflections in rivers using oil pastels. Focus on the Peak District (Peter Hill).		
Summer 1	BRAZIL		ROMANS	Egyptians		
	Make collage art using newspapers/magazines in the style of Brazilian Artist Romero Britto 	Experiment with/mix paint to make secondary colours for a picture of a famous person in the style of Picasso	Sketch a Roman vase. Combine hand drawn work with IT media to create something completely new.	Clay modelling- create a traditional Egyptian vase using clay.		
Summer 2					Animals including Humans	Mayan Masks- using papier mache 
					Use line, tone and shape to represent figures in movement. Use a range of sketching pencils.	
Artist to Study During the Year.	Georgia O’Keeffe 	Pablo Picasso 	Claude Monet 	Peter Hill 	Banksy 	Salvador Dali 



ART Y1	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS	Andy Warhol		Plants		Brazil	
QUESTION						
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they communicate something about themselves in their painting? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours? • Can they describe what they can see and like in the work of another artist? • Can they ask sensible questions about a piece of art? 		<ul style="list-style-type: none"> • Knowledge of the work of a Georgia O’Keeffe, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Can they paint a picture of plants they can see? • I can name the primary and secondary colours • I can describe what features of plants I see and give an opinion about the work of an artist linked to this subjects. • I can ask questions about a piece of Georgia O’Keeffe’s artwork. 		<ul style="list-style-type: none"> • Knowledge of how to develop collage techniques in using colour, pattern, texture, shape to use a range of materials creatively to design and make products • I can cut and glue materials • Create moods in art work 	
TEXT						

Year 1: Andy Warhol (painting portraits) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Portrait	Portrait painting is a genre in painting, where the intent is to represent a specific human, creature or character subject. The term 'portrait painting' can also describe the actual painted portrait.	The primary colours are red, blue and yellow. You can mix these to make green, orange and purple. Adding white or black to a colour will make it lighter or darker respectively. Take time to sketch the outline of your chosen portrait that is being copied before you use paint.	<p><u>Andy Warhol</u></p> 
Colour Blocking	The process of using colours from opposite ends of the colour wheel/chart and pairing them together to make interesting and complimentary colour combinations.		
Printing	Making a copy of an image you have created and transferring the image onto another surface.	Skills	
Resources <ul style="list-style-type: none"> • Poster paint • Paintbrushes • Paint Pots • Paint palette • Pencils • Rubbers • Rulers • A4 white paper 		<ul style="list-style-type: none"> • Can I paint a picture of something I can see? • Can I name the primary and secondary colours? • Can I describe what I can see and like in the work of another artist? • Can I ask sensible questions about a piece of art? 	




Year 1: Plants (watercolour) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Watercolour	Paint which is thinned with water rather than oil, giving a transparent colour.	<p>When using watercolours, dip the brush in water and then twirl it on the colour of choice. Dip again for a lighter and more watery colour. Always rinse the brush well in a water pot between different colour applications.</p> 	<u>Georgia O'Keeffe</u>
Layering	A layer can consist merely of one small dab of paint, or can involve thick overlays covering the whole surface.		
Blending	The process of gently intermingling two or more colors to create a gradual transition or to soften lines.		
Tonal	Tonal Colors are different shades of colors of same main color group. Different tones of a color e.g. light purple and dark purple.	Skills	
Landscape	A landscape is the visible features of an area of land, its landforms, and how they integrate with natural or man-made features.	<ul style="list-style-type: none">• I can paint a picture of plants I can see• I can name the primary and secondary colours• I can describe what features of plants I see and give an opinion about the work of an artist linked to Plants• I can ask questions about a piece of Georgia O'Keeffe's artwork	
Resources <ul style="list-style-type: none">• Poster paint• Paintbrushes• Paint Pots• Paint palette• Pencils• Rubbers• Rulers• A4 white paper			





Year 1: Brazil (collage) Knowledge Mat



Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Collage	A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.	<p>When collaging, look for textures and colours that compliment each other to portray a certain image when used together. Using overlapping with your materials will help you to achieve a rough texture,. To achieve smoother textures, you can use smooth materials that fit seamlessly together.</p> 	<p><u>Romero Britto</u></p> 
Texture	Texture is the way something feels to the touch, or looks to the eye. Words like rough, silky, shiny and dull help writers describe the texture of an object.		
Contrasting	A principle of art that refers to the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece so as to create visual interest, excitement and drama.		
Layering	A layer can consist merely of one material or can involve multiple overlays covering the whole surface.	Skills	
<p>Resources</p> <ul style="list-style-type: none"> • Scissors • Glue stick or PVA glue • Scrap magazines/newspapers etc. • Paint palette • Pencils • Rubbers • A4 white paper 		<ul style="list-style-type: none"> • I know how to develop collage techniques in using colour, pattern, texture and shape to use a range of materials creatively to design and make products • I can cut and glue materials • I can create moods in artwork 	

ART Y2	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS		Victorians	Kenya		Picasso	
QUESTION						
KEY KNOWLEDGE AND SKILLS		<ul style="list-style-type: none"> • Knowledge of how to develop a range of printing techniques in using colour, pattern and texture using different media • Knowledge about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • I can create brown with paint • I can create tints with paint by adding white. • I can create tones with paint by adding black • I can create a piece of art in response to the work of another artist. 	<ul style="list-style-type: none"> • Knowledge of how to use a paper creatively to design and make a wall tapestry. • Knowledge of how to develop weaving techniques in using colour and pattern • I can join materials together to create a new product 		<ul style="list-style-type: none"> • Knowledge of how to use painting to develop and share their ideas in response to an artist • Knowledge about the work of Picasso, describing the differences and similarities between different practices and disciplines, and making links to their own work. • I can create tints with paint by adding white. • I can create tones with paint by adding black • I can suggest how Picasso has used colour pattern and shape. • I can mix paint to make all the secondary colours. 	
TEXT						



Year 2: Victorians (printing) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Printing	Making a copy of an image you have created and transferring the image onto another surface.	When printing, if you want to achieve a thicker or heavier effect on your chosen surface, apply more paint to your chosen media you are printing with. Alternatively, lightly cover your printing media with paint to achieve a thinner, lighter effect on the surface.	<p><u>William Morris</u></p>  
Texture	Texture is the way something feels to the touch, or looks to the eye. Words like rough, silky, shiny and dull help writers describe the texture of an object.		
Media	The material and tools used by an artist, composer or designer to create a work of art, for example, "pen and ink" where the pen is the tool and the ink is the material.	Skills	
Resources <ul style="list-style-type: none"> • Paint palette • Paint • Paintbrushes • Leaves, flowers, sponges etc. – any media you want to use for printing • Pencils • Rubbers • A4 white paper 		<ul style="list-style-type: none"> • I know about the work of William Morris and can describe the differences and similarities between his pieces and can make links to my own work. • I can create brown with paint • I can create tints with paint by adding white. • I can create tones with paint by adding black 	

Year 2: Kenya (weaving) Knowledge Mat


Subject Specific Vocabulary		Sticky Knowledge:	Art Inspiration
Weaving	Weaving is a method of textile production in which two distinct sets of material are interlaced at right angles to form a fabric or cloth	When weaving with paper, make sure the end of the two strips of paper have already been decorated. Secure the two strips, corner to corner on a right angle, one facing vertically, one horizontally, their ends meeting into a corner. Take a third strip to attach to the vertical strip. Repeat this until you have strips of paper going across and strips going down, in a criss-cross pattern. You can now take your first strip and weave it under and over, under and over until it reaches the end.	<p><u>Kente Cloth Weaving</u></p> 
Texture	Texture is the way something feels to the touch, or looks to the eye. Words like rough, silky, shiny and dull help writers describe the texture of an object.		
Layering	A layer can consist merely of one material or can involve multiple overlays covering the whole surface.	Skills	
Resources <ul style="list-style-type: none"> • Sugar paper (different colours) • Paint (to decorate) • Paintbrushes • scissors • Pencil crayons (to decorate) • Felt tips (to decorate) • Pencils (to decorate) • Rubbers 		<ul style="list-style-type: none"> • I know how to use paper creatively to design and make a wall tapestry. • I know how to develop weaving techniques in using colour and pattern • I can join materials together to create a new product 	

Year 2: Picasso (mixing colours) Knowledge Mat

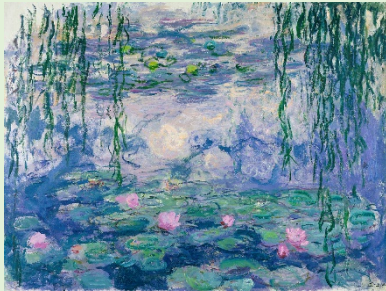

Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Primary Colours	Primary colours include Red, Blue and Yellow.	Red and Blue mix together to make Purple. Red and Yellow mix together to make Orange. Blue and Yellow mix together to make Green. If you add white to any colour, it will make the colour some shades lighter. If you add black to any colour, it will make the colour some shades darker.	<p><u>Picasso</u></p> 
Secondary Colours	Secondary colours include Green, Orange and Purple.		
Colour Blocking	The process of using colours from opposite ends of the colour wheel/chart and pairing them together to make interesting and complimentary colour combinations.	Skills	
Resources <ul style="list-style-type: none"> • A4 white paper • Paint • Paint palette • Paintbrushes (thin and thick) • Pencils • Rubbers 		<ul style="list-style-type: none"> • I know how to use painting to develop and share my ideas in response to an artist • I know about the work of Picasso, describing the differences and similarities between different practices and disciplines, and can make links to my own work. • I can create tints with paint by adding white. • I can create tones with paint by adding black • I can suggest how Picasso has used colour pattern and shape. • I can mix paint to make all the secondary colours. 	

ART Y3	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS	Rocks	Natural Disasters			Romans	
QUESTION						
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> • Knowledge of how to improve their mastery of sculpture with a range of materials [for example, charcoal, paint, clay.] • Can they add onto their rock to create texture and shape? • Can they add texture to a piece of work? • I can use a range of brushes to create different effects in painting the rocks. 	<ul style="list-style-type: none"> • Knowledge of how to improve their mastery of art and design techniques, including drawing and painting with a pencil and paint • I can create a background using a wash • I can use a range of brushes to create different effects in painting the rocks. • Can they explore work from other artists (Monet)? 			<ul style="list-style-type: none"> • Can they use different grades of pencil to shade and show different tones and textures? • Can they use digital images and combine with other media? • Can they use IT to create art which includes their own work and that of others? 	
TEXT						

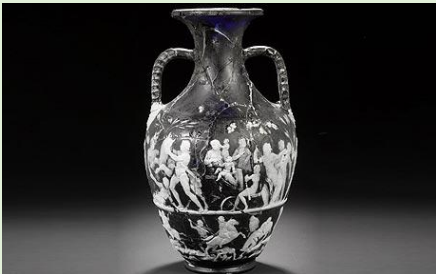
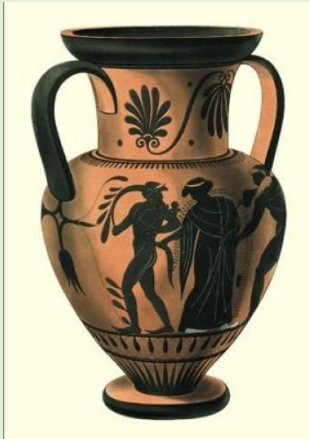
Year 3: Rocks (creating texture) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Art Inspiration
Texture	Texture is the way something feels to the touch, or looks to the eye. Words like rough, silky, shiny and dull help writers describe the texture of an object.	I know that if I use different media and combine them when building a model, I will achieve a new texture. I can alter a texture to look shinier by using reflective materials. I can make a texture appear rough by using papier mache	<u>Papier Mache rocks</u> 
Layering	A layer can consist merely of one material or can involve multiple overlays covering the whole surface.		
Media	The material and tools used by an artist, composer or designer to create a work of art, for example, "pen and ink" where the pen is the tool and the ink is the material.	Skills	
Resources <ul style="list-style-type: none">• Newspaper• Papier mache• Paint palette• Paint• Paintbrushes (thin and thick)• Charcoal• Oil pastels		<ul style="list-style-type: none">• I know how to improve my mastery of sculpture with a range of materials [for example, charcoal, paint, clay.]• I can add onto my rock to create texture and shape• I can add texture to a piece of work• I can use a range of brushes to create different effects in painting the rocks.	

Year 3: Natural Disasters (watercolour background wash) Knowledge Mat



Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Blending	The process of gently intermingling two or more colors to create a gradual transition or to soften lines.	When using watercolours, dip the brush in water and then twirl it on the colour of choice. Dip again for a lighter and waterier colour. Always rinse the brush well in a water pot between different colour applications.	<u>Claude Monet</u>  
Watercolour	Paint which is thinned with water rather than oil, giving a transparent colour.	Skills	
Landscape	A landscape is the visible features of an area of land, its landforms, and how they integrate with natural or man-made features.	<ul style="list-style-type: none">• I know how to improve my mastery of art and design techniques, including drawing and painting with a pencil and paint• I can create a background using a watercolour wash• I can use a range of brushes to create different effects in painting natural objects e.g. rocks, mountains, sea• I can explore work and draw inspiration from other artists such as Claude Monet.	
Resources <ul style="list-style-type: none">• Paint palette• Paint• Water pots• Paintbrushes (thin and thick)• Watercolour brush• Paper• Pencils• Rubbers			

Year 3: Romans (texture with sewing) Knowledge Mat



Subject Specific Vocabulary		Sticky Knowledge:	Art Inspiration
Texture/Tone	Are the building blocks of composition in art. We build tone using value scale: white being the lightest, black offering the darkest and grey for in between. This conveys the visual texture of a surface. E.g. Texture examples: smoothness, softness, rough	I know how to use different grades of pencil to shade and to show different tones and texture. I can recognise when art is from different historical periods and cultures. I can compare the work of different artists. I know how to identify the techniques used by different artists.	<u>Roman Vases</u>
Media	The material and tools used by an artist, composer or designer to create a work of art, for example, "pen and ink" where the pen is the tool and the ink is the material.		
Sketch	traditionally a rough drawing or painting in which an artist notes down his preliminary ideas for a work that will eventually be realized with greater precision and detail.	Skills	
Resources <ul style="list-style-type: none">• Sketchbook• A Range of pencils (3B, 2H, 8B)• Computer/iPad/Laptop• Photographs of Roman vases			

ART Y4	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS		Anglo Saxons and Vikings		Rivers and Mountains	Egyptians	
QUESTION						
KEY KNOWLEDGE AND SKILLS		<ul style="list-style-type: none"> • Can they use their sketch books to express mood in Viking style paintings? • Can they suggest improvements to their work by keeping notes in their sketch books? • Can they use line, tone and shape to represent figures and forms in movement? • Do they successfully use shading to create mood and feeling? 		<ul style="list-style-type: none"> • Can they show reflections? • Can they identify and draw simple landscapes, and use marks and lines to produce texture? • Knowledge of how to improve their mastery of art and design techniques, including drawing with oil pastels • Can they experiment with different styles that artists have used? • Do they learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information? 	<ul style="list-style-type: none"> • Can they sculpt clay and other mouldable materials? • Knowledge of how to improve their mastery of sculpture techniques, including sculpture with clay. • Do they experiment with and combine materials and processes to design and make 3D form? • Can they begin to sculpt clay and other mouldable materials? 	
TEXT						



Year 4: Anglo Saxons and Vikings (creating mood with charcoal) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Mood/ feeling	Colour represents the mood- vibrant colours may be Energetic, exciting, stimulating. Where as, dull colours maybe describes as boring, dull and lifeless.	I know which colours will be best used to achieve a certain mood, and whether or not to use lighter or darker shading to achieve said mood. I can create shapes using charcoal to portray figures or landscapes, and can create shadows to further the visual texture of the surface.	
Line	Lines can be vertical, horizontal, diagonal, or curved.		
Tone	We build tone using value scale: white being the lightest, black offering the darkest and grey for in between. This conveys the visual texture of a surface		
Shape	Created through lines, textures, colours or an area enclosed by other shapes such as triangles, circles, and squares.	Skills	
Resources <ul style="list-style-type: none">• Pencils• Rubbers• Sketch books• Charcoal		<ul style="list-style-type: none">• I can use sketch books to express mood in Viking style paintings• I can suggest improvements to my work by keeping notes in my sketch books• I can use line, tone and shape to represent figures and forms in movement• I can choose colours to reflect mood in my drawing• I can use shading to create mood and feeling	

Year 4: Rivers and Mountains (oil pastels) Knowledge Mat



Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Lines	Straight or curved lines on a background with no gradations of colour or shade. The 5 types of line art: Curved Diagonal Horizontal Vertical Zig-Zag	How to improve their mastery of art and design techniques, including drawing with oil pastels-model on IWB. How to use oil pastels correctly: Heavy Pressure Blending- generously add oil pastel in one direction onto your paper. ... Light Pressure Blending- Lightly add oil pastels on paper with little pressure. ... Color Mixing. Stippling. Scumbling.	<p><u>Peter Hill</u></p>   <p>Artist Peter Hill was born in Kent in 1965. He moved to Sheffield when he was a child, on the edge of the Peak District. He draws heavily on the extraordinary landscapes that surround his National Park Galleries in Derbyshire and the Lake District.</p>
Mark-making	Mark-making can be done in an expressive way to represents mood, feeling and emotion.		
Texture	Conveys the visual texture of a surface. E.g. Texture examples: smoothness, softness, rough,	Ensure children are aware that oil pastels never fully dry because their binder is a non-drying oil. However, it does fix and harden to reduce smudging.	
Landscape	A visible area made up of natural and man-made features. EG the Peak District	Skills	
Resources <ul style="list-style-type: none"> • Pencils • Sketch books • Oil pastels 		<ul style="list-style-type: none"> • I can show reflections using oil pastels <ul style="list-style-type: none"> • I can identify and draw simple landscapes, and use marks and lines to produce texture? • I can experiment with different styles that artists have used? • I can learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information 	

Year 4: Ancient Egyptians (sculpture) Knowledge Mat



Subject Specific Vocabulary		Sticky Knowledge:	Artist's Interpretation
Sculpt	Create or represent (something) by carving, casting, or other shaping techniques	White clay will display paint best (acrylic paint. Poster paint will work too).	<p><u>Egyptian Pottery</u></p>  
Clay	<p>Clay is a soft, loose, earthy material made up of tiny particles of rock. When wet it is very soft which then hardens as it dries.</p> <p>Clay is used to make bricks, potteries, and ceramics. It is also used to make sculptures and decorative patterns and designs. .</p>		
3D Form	<p>Form is a three dimensional shape, such as a cube, sphere or cone.</p> <p>Sculpture and 3D design are about creating forms.</p>		
Pattern	A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.	Skills	
Resources <ul style="list-style-type: none"> • Sculpting tools: • knife, • stick and a wire modeller (as illustrated) • newspapers or oilcloth to protect the work table. • Clay • Acrylic and/or poster paint 		<ul style="list-style-type: none"> • I can sculpt clay and other mouldable materials to create a vase. • I know how to improve my mastery of sculpture techniques, including sculpture with clay. • I can experiment with and combine materials and processes to design and make 3D form • I can begin to sculpt clay and other mouldable materials 	

ART Y5	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS		EARTH AND SPACE		BANKSY/DIGITAL ART		ANIMALS INCLUDING HUMANS
QUESTION						
KEY KNOWLEDGE AND SKILLS		<ul style="list-style-type: none"> I can identify and draw objects and use marks and lines to produce texture I can research the work of David Hardy and use his work to replicate a style. Can they explain why they have chosen water colour/acrylic to paint with? Can they create all the colours they need? Can they experiment with different styles that Hardy has used? Do they learn about the work of others by looking at artists' work in books, the internet, visits to galleries or other sources of information? 		<ul style="list-style-type: none"> Can they create a piece of art work which includes the integration of digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. Use images which I have created, scanned and found, altering them where needed to create art. I can research the work of Banksy and use his work to replicate a style. Knowledge of experimentation and to gain an increasing awareness of different kinds of art, craft and design e.g. digital art. 		<ul style="list-style-type: none"> Can they organise line, tone, shape and colour to represent figures and forms in movement? Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? Can they explain why they have chosen specific sketching pencils to draw with?
TEXT						



Year 5 Astro Art (watercolour/acrylic) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Artist's Interpretation
Watercolours	Paint mixed with water, to create a thin watery consistency. This method of painting allows the colours to merge together more fluidly, as the added water helps the colours to mix easily and can create a gradient effect.	When using watercolours, dip the brush in water and then twirl it on the colour of choice. Dip again for a lighter and more watery colour. Always rinse the brush well in a water pot between different colour applications	<p><u>David Hardy</u></p>   <p>David Hardy works with watercolours, acrylics, photography and digital art. He creates work that focuses on the depth, tone & texture without the distraction of colour.</p>
Acrylic	Is water resistant, dries quickly, often, acrylic can easily peel or scrape from a surface. On card, it offers vibrant colour and works well.		
Texture/Tone	Are the building blocks of composition in art. We build tone using value scale: white being the lightest, black offering the darkest and grey for in between. This conveys the visual texture of a surface. Eg Texture examples: smoothness, softness, rough,	Skills	
Resources <ul style="list-style-type: none"> • Water colours • Acrylic paints • Paintbrushes • Paint Pots • Paint palette • Pencils • Rubbers • Rulers • A4 white paper • David Hardy information text/ PowerPoint 		<ul style="list-style-type: none"> • I can use hue, tint, tone, shades and mood <ul style="list-style-type: none"> • I can explore the use of texture in colour • I can colour for purposes • I can identify and draw objects and use marks and lines to produce texture • I can research the work of David Hardy and use his work to replicate a style. 	

Year 5: Banksy (Digital Art) Knowledge Mat



Subject Specific Vocabulary		Sticky Knowledge:	Artist's Interpretation
Stencilling	Stencil is a form of graffiti that is used to decorate and is made from paper, cardboard and other media to create an image that is easily reproducible. It creates unique effects and finishes with a range of stencils	Can they create a piece of art work which includes the integration of digital images they have taken? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning Awareness of different kinds of art, craft and design e.g. digital art	 <p>Game changer- 2020</p>  <p>Love Is in the Bin- 2006</p> <p>Banksy - A famous British graffiti artist (born in 1974) since the 1990s.</p>
Spray-paint	Spray-paint is paint held in an aerosol can for spraying on surfaces. It is versatile and can be used on many surfaces: plastic, metal, wood, ceramic, plaster, concrete, canvas, particle board, laminate, glass,		
Digital Art	<p>Digital art is creative work that uses digital technology, including digital painting.</p> <p>Best digital art software: Wacom Cintiq touch. Clip Studio Paint EX. ... Wacom MobileStudio Pro. ... iPad Pro & Apple Pencil Clip Studio Paint EX for iOS</p>	Skills	
Resources <ul style="list-style-type: none"> brush, dabber, sponge, or roller tape or Spray Adhesive. Acrylic paint (matte), chalk paint, stencil creme. Paint Tray: to hold paint, blend and create custom colours. Paper towels: To offload the paint before stencilling. https://www.bbc.co.uk/bitesize/clips/zsgghdmn -Example of Banksy style-stencilling <p>Digital Software:</p> <ul style="list-style-type: none"> Wacom Intuos Pro Paper Edition. Clip Studio Paint EX. Wacom MobileStudio Pro. iPad Pro & Apple Pencil. 		<p>Use images which I have created, scanned and found, altering them where needed to create art. I can combine graphics and text based on my research and replicate a style of Banksy</p> <p>Knowledge of experimentation and to gain an increasing awareness of different kinds of art, craft and design e.g. digital art.</p>	

Year 5: Animals including humans (Sketching) Knowledge Mat



Subject Specific Vocabulary		Sticky Knowledge:	Art Interpretation
Line	Straight or curved lines on a background with no gradations of colour or shade. The 5 types of line art: Curved Diagonal Horizontal Vertical Zig-Zag	I know that my sketch book is to be used as a tool for practise, research, making notes and developing my work. It is not just for a finished product, it is to show the process of my ideas. Sketching is a rough form of drawing, with no solid lines, but many softer ones.	
Tone	We can use tone to create atmosphere and mood as well as to define form. Experimenting with tones: We make lighter tones or tints by adding white to a colour, and we make darker tones or shades by adding black		
Shape	created through lines, textures, colours or an area enclosed by other shapes such as triangles, circles, and squares.		
Colour	Primary (red, blue and yellow) and secondary (purple, orange and green) colours used to create the mood/atmosphere. Colour has 3 main characteristics: Hue, brightness, saturation.	Skills	
Resources <ul style="list-style-type: none">• Specific sketching pencils• Sketch books• Rubbers		<ul style="list-style-type: none">• I can organise line, tone, shape and colour to represent figures and forms in movement• I can keep notes in my sketch book as to how I might develop my work further• I can use my sketch book to compare and discuss ideas with others• I can explain why I have chosen specific sketching pencils to draw with	

ART Y6	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS	SALVADOR DALI	WW2	CIRCULATORY SYSTEM			MAYANS
QUESTION						
KEY KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> To explain why I have used different tools (e.g. scissors, glue) to create art. To develop skills including their control of scissors and their use of materials, with creativity, experimentation and an increasing awareness of collage. Can they experiment with different styles that Dali has used? Do they learn about the work of Salvador Dali by looking at artists' work in books, the internet, visits to galleries and other sources of information? 	<ul style="list-style-type: none"> Do they learn about the work of LS Lowry by looking at his work in books, the internet, visits to galleries and other sources of information? Do their drawings communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have used oil paint to create their art? Can they explain why they have chosen specific drawing techniques e.g. oil paintings? Use feedback to make amendments and improvements to my art. Explain the style of my work and how it has been influenced by a famous artist. 	<ul style="list-style-type: none"> Can they create models on a range of scales? Can they include technical aspects in their work, e.g. 3D design? to improve their mastery of art and design techniques, including sculpture with clay. I can explain why I have used different tools to create art. Use feedback to make amendments and improvements to my art. 			<ul style="list-style-type: none"> Can they include both visual and tactile elements in their work? Explain why I have chosen specific techniques to create my art. Use feedback to make amendments and improvements to my art. Explain why I have used different tools to create art.
TEXT						


Year 6: Salvador Dali (surrealism collage) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Collage	A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.	Developed skills including their control of scissors and their use of materials, with creativity, experimentation and an increasing awareness of collage. When collaging, look for textures and colours that compliment each other to portray a certain image when used together. Using overlapping with your materials will help you to achieve a rough texture. To achieve smoother textures, you can use smooth materials that fit seamlessly together.	<p><u>Salvador Dali</u></p> 
Texture	Texture is the way something feels to the touch, or looks to the eye. Words like rough, silky, shiny and dull help writers describe the texture of an object.		
Contrasting	A principle of art that refers to the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece so as to create visual interest, excitement and drama.		
Surrealism	a 20th-century avant-garde movement in art and literature which sought to release the creative potential of the unconscious mind, for example by the irrational juxtaposition of images.	Skills	
Resources <ul style="list-style-type: none"> • Scissors • Glue stick or PVA glue • Scrap magazines/newspapers etc. • Paint palette • Pencils • Rubbers • A4 white paper 		<ul style="list-style-type: none"> • I can explain why I have used different tools (e.g. scissors, glue) to create art. • I can experiment with different styles that Dali has used • I have learned about the work of Salvador Dali by looking at his work in books, the internet, visits to galleries and other sources of information 	

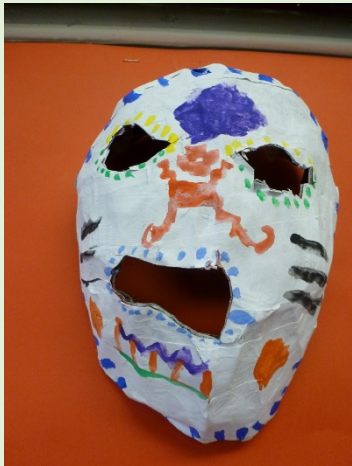

Year 6: WW2 (oil paintings) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Artist Inspiration
Lines	<p>Straight or curved lines on a background with no gradations of colour or shade.</p> <p>The 5 types of line art:</p> <ul style="list-style-type: none"> Curved Diagonal Horizontal Vertical Zig-Zag 	<p>How to improve their mastery of art and design techniques, including using oil paintings</p> <p>How to clean oil paints correctly:</p> <p>When washing your brush, water alone will not clean it; squeeze the excess paint off your paint brush with a paper towel, then wash your brush in soapy water. Lather rinse and repeat until your brush is clean to dip in a new colour.</p>	<p><u>LS Lowry</u></p> 
Mark-making	<p>Mark-making can be done in an expressive way to represent mood, feeling and emotion.</p>		
Texture	<p>Conveys the visual texture of a surface. E.g. Texture examples: smoothness, softness, rough,</p>		
Landscape	<p>A visible area made up of natural and man-made features. E.g. a town square</p>	Skills	
<p>Resources</p> <ul style="list-style-type: none"> • Pencils • Rubbers • Oil paint • Paint palette • Paintbrushes (thick and thin) • Sketch books 		<ul style="list-style-type: none"> • I have learned about the work of LS Lowry by looking at his work in books, the internet, visits to galleries and other sources of information • My drawings communicate emotions and a sense of self with accuracy and imagination • I can use feedback to make amendments and improvements to my art. • I can explain the style of my work and how it has been influenced by a famous artist. 	

Year 6: Circulatory System (sculpture) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Art Interpretation
Sculpt	Create or represent (something) by carving, casting, or other shaping techniques	White clay will display paint best (acrylic paint. Poster paint will work too).	
Clay	<p>Clay is a soft, loose, earthy material made up of tiny particles of rock. When wet it is very soft which then hardens as it dries.</p> <p>Clay is used to make bricks, potteries, and ceramics. It is also used to make sculptures and decorative patterns and designs. .</p>		
3D Form	Form is a three dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.		
Pattern	A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.	Skills	
Resources <ul style="list-style-type: none"> • Sculpting tools: • knife, • Stick and a wire modeller • newspapers or oilcloth to protect the work table. • Clay • Acrylic and/or poster paint 		<ul style="list-style-type: none"> • I can create models on a range of scales • I can include technical aspects in my work, e.g. 3D design • I can improve my mastery of art and design techniques, including sculpture with clay. • I can explain why I have used different tools to create art. • I can use feedback to make amendments and improvements to my art. 	

Year 6: Mayans (working with Papier Mache) Knowledge Mat

Subject Specific Vocabulary		Sticky Knowledge:	Art Inspiration
Texture	Texture is the way something feels to the touch, or looks to the eye. Words like rough, silky, shiny and dull help writers describe the texture of an object.	I know that if I use different media and combine them when building a model, I will achieve a new texture. I can alter a texture to look shinier by using reflective materials. I can make a texture appear rough by using Papier Mache	<u>Papier Mache masks</u> 
Layering	A layer can consist merely of one material or can involve multiple overlays covering the whole surface.		
Media	The material and tools used by an artist, composer or designer to create a work of art, for example, "pen and ink" where the pen is the tool and the ink is the material.	Skills	
Resources <ul style="list-style-type: none">• Newspaper• Papier mache• Paint palette• Paintbrushes (thin and thick)• Acrylic paint• Oil pastels		<ul style="list-style-type: none">• I know how to improve my mastery of sculpture with a range of materials [for example, charcoal, paint, clay.]• I can add onto my mask to create texture and shape• I can add texture to a piece of work• I can use a range of brushes to create different effects in painting the rocks.	