

Subject: Art					
Y1	Focus	Formal Elements of Art	Art and Design Skills	Landscapes using different media	
	Strand	Shape, line and colour	Design, Drawing, Painting, Art Appreciation	Range of media	
	Skills	<p>Understanding of the terms 'abstract', 'composition' and 'shape' Knowledge of the language and literacy to describe lines. Control in their use of lines. Experimenting with a range of mark making techniques. Remembering the names of the primary colours and the secondary colours. Remembering the primary/secondary colours and how to mix primary colours to make secondary colours.</p> <p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/formal-elements-of-art/</p>	<p>Reading the picture, identifying different elements and meanings. Understanding a narrative and using descriptive language to tell the story. Painting their own picture successfully. Mixing at least five different shades of green and remembering some other names for green. Neat and careful colouring using a range of different media. Producing a print to a reasonable standard Creating a simple motif using printing blocks.</p> <p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/art-design-skills/</p>	<p>Accurately drawing horizon lines and beach using simple perspective. Applying good cutting technique to cut out figures. Using appropriate textures, quantifying their decisions for using them. A controlled use of paint and water to create tonal areas of dark and light. Creating paintings that are relatively neat and controlled with good use of colour and texture applied confidently. Painting characters for their collage with fairly accurate detail.</p> <p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/landscapes-using-different-media/</p>	
	Artists studied	Beatriz Milhazes, Bridget Riley, David Hockney, Jasper Johns, Wassily Kandinsky, Renata Bernal, Ilya Bolotowsky, Louis Wain.			
Y2	Focus	Formal Elements of Art	Art and Design Skills	Human Form	
	Strand	Pattern, Texture and Tone	Design, Drawing, Painting, Art Appreciation	Collage, Portraits and Sculpture	
	Skills	<p>Creating a repeat pattern and understanding how one single shape can create a line of pattern Collecting contrasting surface rubbings and understanding what makes a more successful texture rubbing Using the rubbings to create an interesting frottage image. Understanding of the different uses of a pencil to create different tones. Using the appropriate drawing tool/tools to create different tones and textures.</p> <p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/formal-element</p>	<p>An ability to hold a brush correctly and with confidence. Able to load the brush with the correct amount of paint, confidently making flowing lines. Neat painting strokes when forming circles. Completing a drawing of their own choice using line and shading techniques previously taught. Can shade with a range of tones, neatly within the lines without leaving gaps. Can vary both the tone and the direction and strength of pencil line within their shading. Understanding the properties of clay and how to impress patterns; relating this to printing techniques Successfully creating a weave pattern.</p> <p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/art-design-skills/</p>	<p>Creating photos of letterforms, considering composition. Drawing a basic skull outline and decorating it with a pattern. Producing a face collage of all features in relative proportion to the original image. Making secure progress and correctly outlining their own photographed portrait. Recalling key facts about Julian Opie and giving a personal opinion about some of his work. Successfully producing a clothes peg figure. Reviewing and evaluating the work of Edwina Bridgeman and comparing it to their own in simple terms.</p> <p>https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/human-form/</p>	
	Artists studied	Max Ernst, Ed Ruscha	Nancy McCroskey, Clarice Cliff	Damien Hirst, Julien Opie, Edwina Bridgeman	

Subject: Art					
	Focus	Formal Elements of Art	Art and Design Skills	Prehistoric Art	Ongoing
	Strand	Shape and Tone (observational drawing) Spring	Design, Drawing, Painting, Art Appreciation Summer	Design, Drawing, Painting, Art Appreciation Autumn	
Y3	Skills	<p>Drawing in a minimalist cartoon style, giving each character a distinctive feature to identify them. Comparing their work to that of other artists Using different materials to create a puppet figure. Designing and creating a sock puppet. Making the various parts of the puppet to the correct proportions. Designing and creating a shadow puppet, understanding that the features are shown through its silhouette. Drawing from observation; recognising shapes in an object and describing texture and colour Altering the tint and shade of a colour, understanding that a tint is made by adding white and a shade by adding black.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/formal-elements-of-art/</p>	<p>Applying even layers of pencil tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading: Shade in ONE direction Create smooth, neat, even tones Leave NO gaps Ensure straight edges. Showing tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually Identifying and drawing geometric shapes found in objects, learning that natural objects are usually formed of wavy lines and man-made objects of straight lines Identifying the basic geometrical shapes when drawing objects and using these to help draw more accurately Creating and forming shapes using soft modelling wire, bending, manipulating and joining wire to create a desired shape. Working safely with tools.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/art-design-skills/</p>	<p>Recognising the processes involved in creating prehistoric art, explaining roughly when they were made. Creating their own animal drawing in a prehistoric style. Creating a large scale copy of a small sketch, using charcoal to recreate the style of cave artists. Understanding of how colours can be made from natural pigments, evidenced by the record of mixed colours in sketchbooks. Experimenting with paint to create different colours and textures to make a piece of art in a prehistoric style. Successfully making positive and negative handprints in a range of colours.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/prehistoric-art/</p>	<p>Developing/ Applying Ideas - I can use a sketchbook to record my observations and develop ideas. (Skills should be practised and developed within sketchbooks - these are to be used as a working document rather than a display book of finished pieces).</p>
	Artists studied	Diego Velázquez, Carl Giles, William Morris, John Millais, Prehistoric Art works			

Subject: Art					
Y4	Focus	Formal Elements of Art	Art and Design Skills	Every Picture Tells a Story	Ongoing
	Strand	Design, Drawing, Painting, Art Appreciation	Analysing famous artists' work	Drawing	
	Skills	<p>Understanding the different uses of a pencil to create different tones. Using lines of symmetry to help them draw shapes. Understanding what a curator is and seeing the links between careers/employment and creative/cultural industries. Mixing four secondary colours and painting an object in a Cézanne style. Create a variety of blue tones using a washed colour. Drawing a design using features of a chosen story. Measuring, marking and cutting on the lines, accurately.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/art-design-skills/</p>	<p>Describing the formal elements within a picture. Interpreting and acting out a famous painting. Analysing and finding meaning in a painting, describing the story behind it and the formal elements within it Analysing abstract paintings and describing their potential meaning. Analysing the formal elements within abstract paintings.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/every-picture-tells-a-story/</p>	<p>Experimenting with charcoal to create different textures and effects to express the meaning of words and phrases in an abstract way. Creating patterns using an embossed playdough printing block. Making a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it. Applying mathematical techniques of reflection and symmetry to create a flip pattern Creating a geometric pattern using a compass.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/formal-elements-of-art/</p>	Developing/ Applying Ideas - I can use a sketchbook to record my observations and develop ideas. (Skills should be practised and developed within sketchbooks - these are to be used as a working document rather than a display book of finished pieces).
	Artists studied	Luz Perez Ojeda, Barbara Hepworth, Paul Cézanne, Giorgio Morandi, David Hockney, Paula Rego, Edward Hopper			
Y5	Focus	Formal Elements of Art - Architecture	Art and Design Skills	Every Picture Tells a Story	Ongoing
	Strand	Colour, line, shape and form	Design, Drawing, Painting, Art Appreciation	Analysing famous artists' work	
	Skills	<p>Drawing a picture from observation, looking closely at details to be able to interpret them accurately. Composing a print from a larger observational drawing. Transforming the look of a building in the style of the artist Hundertwasser. Designing a building in an architectural style, drawing a perspective view, and a plan view or front elevation. Designing a monument to symbolise a person or event.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/formal-elements-architecture/</p>	<p>Using imagination and visualisation to create an original piece of artwork. Creating a continuous line portrait drawing, adding text to it and varying the size of the letters for artistic effect. Planning and creating a collage then drawing and colouring it from observation. Enlarge a section of a drawing, scaling it to a larger size and painting accurately and evenly without leaving brush marks or gaps. Developing observational drawing skills, creating a continuous line drawing, using a pencil with fine control to create detail and adding tonal graduation. Designing a new invention for a set purpose, brainstorming ideas, developing these through notes and drawings. Producing a fully annotated, detailed drawing, communicating an idea.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/art-design-skills/</p>	<p>Evaluating and analysing creative work, understanding that art can have both meaning and message. Using materials to create a symmetrical, abstract image Using symbols to create a meaningful message Evaluating and analysing a picture, demonstrating its meaning through drama and comparing its events to current news Developing ideas for 3D work through 2D sketching and drawing, exploring shape and form.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/every-picture-tells-a-story/</p>	Developing/ Applying Ideas - I can use a sketchbook to record my observations and develop ideas. (Skills should be practised and developed within sketchbooks - these are to be used as a working document rather than a display book of finished pieces).
	Artists studied	Friedensreich Hundertwasser, Banksy, Andy Warhol, John Singer Sargent, Magdalene Odundo.			

Subject: Art					
Y6	Focus	Make My Voice Heard	Art and Design Skills	Photography	Ongoing
	Strand	Drawing	Design, Drawing, Painting, Art Appreciation	Photomontage, macro photography, self-portrait	
	Skills	<p>Creating graffiti art using block letters, serifs, two contrasting colours and a 3D shadow Drawing emotions through a series of lines to create a simple portrait for a face. Using charcoal to add shadows to an image. Planning and creating a drawn composition in the style of Picasso's 'Guernica' by: using symbols to convey a message and considering where the tones of black, grey and white are used to create effect. Using paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica' using masking tape to create straight lines. Creating a sculpture of a head from clay using sculpting tools.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/make-my-voice-heard/</p>	<p>Analysing and evaluating artwork: 'saying what you see', techniques used, form and shape, colour and light and title. Researching and adopting the style of Impressionist painters. Using repeated patterns, designing a matrix by drawing different zentangle patterns Transferring a zentangle pattern onto a tile. Creating a repeated pattern through printing, Creating a reverse system where imprinted lines become white and the background the colour of the ink used. Designing and making a prototype as part of a group, reviewing, evaluating and modifying ideas as the design develops and sharing ideas verbally and through quick sketches.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/art-design-skills/</p>	<p>Creating a photomontage image by selecting images and creating a composition from them. Using text and images together to create meaningful and powerful photo posters. Creating abstract art through photography, taking photographs with care and choice, making decisions about cropping, editing and presentation of images and learning the terms: macro, and monochromatic. Creating a continuous line self portrait drawing from a photograph. Replicating the mood and expression of a painting through photography.</p> <p>https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/photography/</p>	<p>Developing/ Applying Ideas - I can use a sketchbook to record my observations and develop ideas. (Skills should be practised and developed within sketchbooks - these are to be used as a working document rather than a display book of finished pieces).</p>
	Artists studied	Claude Monet, William Morris, Edward Hopper, Kathe Kollwitzas, Pablo Picasso, Mark Wallinger, Hannah Hoch, Peter Kennard and Jerry Uelsmann.			