

Year 1				
Unit of Work	Painting and mixed media Colour splash	Craft and Design Woven wonders	Sculpture and 3D Paper play	Drawing Make your mark
Prior Learning	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● Explore paint, using hands as a tool. ● Describe colours and textures as they paint. ● Explore what happens when paint colours mix. ● Make natural painting tools. ● Investigate natural materials eg paint, water for painting. ● Explore paint textures, for example mixing in other materials or adding water. ● Respond to a range of stimuli when painting. ● Use paint to express ideas and feelings. ● Explore colours, patterns and compositions when combining materials in collage. 	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● Explore differences when cutting a variety of materials. ● Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. ● Follow lines when cutting. ● Experiment with threading objects, holding equipment steady to do so. ● Explore techniques for joining paper and card eg stick, clip, tie, tape. ● Apply craft skills eg. cutting, threading, folding to make their own artworks. ● Design something on paper ready to make in three dimensions. 	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● Explore the properties of clay. ● Use modelling tools to cut and shape soft materials eg. playdough, clay. ● Select and arrange natural materials to make 3D artworks. ● Talk about colour, shape and texture and explain their choices. ● Plan ideas for what they would like to make. ● Problem-solve and try out solutions when using modelling materials. ● Develop 3D models by adding colour. 	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● Explore mark making using a range of drawing materials. ● Investigate marks and patterns when drawing. ● Identify similarities and difference between drawing tools. ● Investigate how to make large and small movements with control when drawing. ● Practise looking carefully when drawing. ● Combine materials when drawing.
Core Learning	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Colour: Know that the primary colours are red, yellow and blue. ● Colour: Know primary colours can be mixed to make secondary colours: <p>Red + yellow = orange Yellow + blue = green Blue + red = purple</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Form: Know that three dimensional art is called sculpture. <p>Making skills:</p> <ul style="list-style-type: none"> ● What materials can be cut, knotted, threaded or plaited. ● How to wrap objects/shapes with wool. 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. ● Form: Know that three dimensional art is called sculpture. ● Shape: Know paper can be shaped by cutting and folding it. <p>Making skills:</p>	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Shape: Know a range of 2D shapes and confidently draw these. ● Line: Know that drawing tools can be used in a variety of ways to create different lines. ● Line: Know lines can represent movement in drawing

	<ul style="list-style-type: none"> • Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. • Tone: Know that there are many different shades (or 'hues') of the same colour. • Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. <p>Making skills:</p> <ul style="list-style-type: none"> • How to combine primary coloured materials to make secondary colours. • How to mix secondary colours in paint. • How to choose suitable sized paint brushes. • How to clean a paintbrush to change colours. • How to print with objects, applying a suitable layer of paint 	<ul style="list-style-type: none"> • How to measure a length. • How to tie a knot, thread and plait. • How to make a box loom. • How to join using knots. • How to weave with paper on a paper loom. • How to weave using a combination of materials. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Some artists are influenced by things happening around them. • Sometimes artists concentrate on how they are making something rather than what they make. • Artists can use everyday materials that have been thrown away to make art. • Artists choose materials that suit what they want to make. 	<ul style="list-style-type: none"> • How to roll and fold paper. • How to cut shapes from paper and card. • How to cut and glue paper to make 3D structures. • How to decide the best way to glue something. • How to create a variety of shapes in paper, eg spiral, zig-zag. • How to make larger structures using newspaper rolls. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Some artists are influenced by things happening around them. • Artists living in different places at different times can be inspired by similar ideas or stories. • Artists choose materials that suit what they want to make. <p>Evaluating and analysing:</p>	<ul style="list-style-type: none"> • Texture: Know that texture means 'what something feels like'. • Texture: Know different marks can be used to represent the textures of objects. • Texture: Know different drawing tools make different marks. <p>Making skills:</p> <ul style="list-style-type: none"> • That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. • How to hold and use drawing tools in different ways to create different lines and marks. • How to create marks by responding to different stimulus such as music. • How to overlap shapes to create new ones.
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	<p>to the printing surface.</p> <ul style="list-style-type: none"> • How to overlap paint to mix new colours. • How to use blowing to create a paint effect. • How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. 	<p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. • Craft is making something creative and useful. 	<ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. 	<ul style="list-style-type: none"> • How to use mark making to replicate texture. • How to look carefully to make an observational drawing. • How to complete a continuous line drawing. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists choose materials that suit what they want to make. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates.
<p>Vocabulary</p>	<ul style="list-style-type: none"> • blend • hue • kaleidoscope • pattern • mix • primary colour • print • secondary colour 	<ul style="list-style-type: none"> • art • artist • craft • knot • loom • plait • thread • threading 	<ul style="list-style-type: none"> • artist • carving • concertina • curve • cylinder • imagine • loop • mosaic 	<ul style="list-style-type: none"> • 2D shape • 3D shape • abstract • chalk • charcoal • circle • continuous • cross-hatch

	<ul style="list-style-type: none"> • shade • shape • space • texture • thick 	<ul style="list-style-type: none"> • warp • weaving • weft 	<ul style="list-style-type: none"> • overlap • sculpture • spiral • three dimensional (3D) • tube • zig-zag 	<ul style="list-style-type: none"> • diagonal • dots • firmly • form • horizontal • lightly • line • mark making • narrative • observe • optical art • pastel • printing • shade • shadow • straight • texture • vertical • wavy
Resources	<p>Ready-mix paint in primary colours <input type="checkbox"/> Play dough or plasticine in primary colours <input type="checkbox"/> Tissue or cellophane in primary colours <input type="checkbox"/> Lego bricks or similar for printing <input type="checkbox"/> Chalks or marker pens (optional) <input type="checkbox"/> Paper plates (one each) <input type="checkbox"/> Drinking straws</p>	<p><input type="checkbox"/> Cardboard (cereal boxes or similar) <input type="checkbox"/> Wool in a range of colours <input type="checkbox"/> Other threads for plaiting and knotting (e.g. scraps of embroidery thread) <input type="checkbox"/> Strips of scrap fabric <input type="checkbox"/> Ribbon <input type="checkbox"/> Shoeboxes or photocopy paper boxes (one each, or one between two) <input type="checkbox"/> String - approximately 7m per box <input type="checkbox"/> Masking tape <input type="checkbox"/> Things to thread on wool (such as: beads, drinking</p>	<p><input type="checkbox"/> A4 thin coloured card <input type="checkbox"/> A4 thin white card <input type="checkbox"/> Card from packaging boxes or similar <input type="checkbox"/> Masking tape <input type="checkbox"/> Metallic paint (optional) <input type="checkbox"/> Sponges for painting</p>	<p><input type="checkbox"/> Roll of white paper or lining paper <input type="checkbox"/> String <input type="checkbox"/> Black paper or card <input type="checkbox"/> Oil pastels <input type="checkbox"/> Soft pastels <input type="checkbox"/> Chalk <input type="checkbox"/> Charcoal <input type="checkbox"/> B grade sketching pencils <input type="checkbox"/> Still life objects to draw <input type="checkbox"/> Black fineliners or handwriting pens</p>

		straws) □ A4 coloured card or sugar paper		
Application Task	Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.	Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the ‘Tree of life’ screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	Children will develop observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.

Year 2				
Unit of Work	Drawing Tell a story	Sculpture and 3D Clay houses	Painting and mixed media Life in colour	Craft and Design Map it out
Prior Learning	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● That a continuous line drawing is a drawing with one unbroken line. ● Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. <p>How to:</p> <ul style="list-style-type: none"> ● Hold and use drawing tools in different ways to create different lines and marks. ● Create marks by responding to different stimulus such as music. ● Overlap shapes to create new ones. ● Use mark making to replicate texture. ● Look carefully to make an observational drawing. ● Complete a continuous line drawing. 	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● Roll and fold paper. ● Cut shapes from paper and card. ● Cut and glue paper to make 3D structures. ● Decide the best way to glue something. ● Create a variety of shapes in paper, eg spiral, zig-zag. ● Make larger structures using newspaper rolls. 	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● Combine primary coloured materials to make secondary colours. ● Mix secondary colours in paint. ● Choose suitable sized paint brushes. ● Clean a paintbrush to change colours. ● Print with objects, applying a suitable layer of paint to the printing surface. ● Overlap paint to mix new colours. ● Use blowing to create a paint effect. ● Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● What materials can be cut, knotted, threaded or plaited. <p>How to:</p> <ul style="list-style-type: none"> ● Wrap objects/shapes with wool. ● Measure a length. ● Tie a knot, thread and plait. ● Make a box loom. ● Join using knots. ● Weave with paper on a paper loom. ● Weave using a combination of materials.
Core Learning	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Form: That 'composition' means how things are arranged on the page. ● Line: Lines can be used to fill shapes, to 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Form: Pieces of clay can be joined using the 'scratch and slip' technique. ● Form: A clay surface can be decorated by 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Colour: Different amounts of paint and water can be used to mix hues of secondary colours. ● Colour: Colours can be mixed to 'match' 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Form: That 'composition' means how things are arranged on the page.

	<p>make outlines and to add detail or pattern.</p> <ul style="list-style-type: none"> • Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. • Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. <p>Making skills:</p> <ul style="list-style-type: none"> • How different marks can be used to represent words and sounds. • That a combination of materials can achieve the desired effect. • That charcoal is made from burning wood. • How to use different materials and marks to replicate texture. • How to manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. 	<p>pressing into it or by joining pieces on.</p> <ul style="list-style-type: none"> • Shape: Patterns can be made using shapes. <p>Making skills:</p> <ul style="list-style-type: none"> • How to smooth and flatten clay. • How to roll clay into a cylinder or ball. • How to make different surface marks in clay. • How to make a clay pinch pot. • How to mix clay slip using clay and water. • How to join two clay pieces using slip. • How to make a relief clay sculpture. • How to use hands in different ways as a tool to manipulate clay. • How to use clay tools to score clay. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can be figurative or abstract. • Artists can use the same material (felt) 	<p>real life objects or to create things from your imagination.</p> <ul style="list-style-type: none"> • Form: That ‘composition’ means how things are arranged on the page. • Shape: Collage materials can be shaped to represent shapes in an image. • Pattern: Patterns can be used to add detail to an artwork. • Texture: Collage materials can be chosen to represent real-life textures. • Texture: Collage materials can be overlapped and overlaid to add texture. • Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. • Texture: Painting tools can create varied textures in paint. • Tone: Different amounts of paint and water can be used to 	<ul style="list-style-type: none"> • Shape: Shapes can be organic (natural) and irregular. <p>Making skills:</p> <ul style="list-style-type: none"> • How to draw a map to illustrate a journey. • How to separate wool fibres ready to make felt. • How to lay wool fibres in opposite directions to make felt. • How to roll and squeeze the felt to make the fibres stick together. • How to add details to felt by twisting small amounts of wool. • How to choose which parts of their drawn map to represent in their ‘stained glass’. • How to overlap cellophane/tissue to create new colours. • How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.
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	<ul style="list-style-type: none"> • How to use marks and lines to show expression on faces. • How to make a concertina book. • How to use drawing to tell a story. • How to use charcoal to avoid snapping and to achieve different types of lines. • How to use drawing pens. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Illustrators use drawn lines to show how characters feel. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art for fun. • People make art to help others understand something. 	<p>to make 2D or 3D artworks.</p> <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. <p>Key knowledge</p> <p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Pieces of clay can be joined using the ‘scratch and slip’ technique. • Form: A clay surface can be decorated by pressing into it or by joining pieces on. • Shape: Patterns can be made using shapes. <p>Making skills:</p> <ul style="list-style-type: none"> • How to smooth and flatten clay. 	<p>mix hues of secondary colours.</p> <p>Making skills:</p> <ul style="list-style-type: none"> • How to mix a variety of shades of a secondary colour. • How to make choices about amounts of paint to use when mixing a particular colour. • How to match colours seen around them. • How to create texture using different painting tools. • How to make textured paper to use in a collage. • How to choose and shape collage materials eg cutting, tearing. • How to compose a collage, arranging and overlapping pieces for contrast and effect. • How to add painted detail to a collage to enhance/improve it. 	<ul style="list-style-type: none"> • How to apply paint or ink using a printing roller. • How to smooth a printing tile evenly to transfer an image. • How to try out a variety of ideas for adapting prints into 2D or 3D artworks. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. • Artists and designers can create work to match a set of requirements; a ‘brief’ or ‘commission’. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings.
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		<ul style="list-style-type: none"> • How to roll clay into a cylinder or ball. • How to make different surface marks in clay. • How to make a clay pinch pot. • How to mix clay slip using clay and water. • How to join two clay pieces using slip. • How to make a relief clay sculpture. • How to use hands in different ways as a tool to manipulate clay. • How to use clay tools to score clay. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. 	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Some artists create art to make people aware of good and bad things happening in the world around them. • Art can be figurative or abstract. • Artists try out different combinations of collage materials to create the effect they want. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to help others understand something. 	<ul style="list-style-type: none"> • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something.

		<ul style="list-style-type: none"> • People make art to share their feelings. • People make art to explore an idea in different ways. 		
Vocabulary	<ul style="list-style-type: none"> • blending • charcoal • concertina • cross hatching • emoji • emotion • expression • frame • hatching • illustrations • illustrator • lines • mark-making • re-tell • scribbling • sketch • stippling • storyboard • texture • thick • thin 	<ul style="list-style-type: none"> • casting • ceramic • cut • detail • flatten • glaze • impressing • in relief • join • negative space • pinch pot • plaster • roll • score • sculptor • sculpture • shape • slip • smooth • surface • three dimensional • thumb pot 	<ul style="list-style-type: none"> • collage • detail • mixing • overlap • primary colour • secondary colour • surface • texture 	<ul style="list-style-type: none"> • abstract • composition • curator • design • design brief • evaluate • felt • fibre • gallery • imaginary • inspired • landmarks • mosaic • overlap • pattern • shape • stained glass • texture • view finder
Resources	<input type="checkbox"/> Charcoal <input type="checkbox"/> Buff coloured paper A3 or A4 <input type="checkbox"/> White chalk <input type="checkbox"/> Small tactile objects <input type="checkbox"/> Pillow case, bag or cloths <input type="checkbox"/> A range of sketching	<input type="checkbox"/> Clay <input type="checkbox"/> Boards for working on with clay <input type="checkbox"/> Rolling pins <input type="checkbox"/> A range of modelling tools for use with clay <input type="checkbox"/> Wire loop tools for	<input type="checkbox"/> Ready-mix paint <input type="checkbox"/> A range of materials for collage (such as: coloured paper, tin-foil, cellophane, tissue, crepe paper, scraps of fabric and	<input type="checkbox"/> Wool roving (also called ‘wool tops’) in white - 10g per pair of children <input type="checkbox"/> Wool roving in a mixture of colours - approx 5g per pair of

	<p>pencils <input type="checkbox"/> Pastels (Oil and soft) <input type="checkbox"/> Soft toy (Teacher ‘s own and children to supply from home or use from school) <input type="checkbox"/> A variety of textured paper (such as: wallpapers, card and tissue paper) <input type="checkbox"/> A4 cardboard viewfinders</p>	<p>cutting and shaping clay (optional) <input type="checkbox"/> A range of everyday objects that can be pressed into the clay</p>	<p>colourful magazine pages) <input type="checkbox"/> Magnifying glasses (optional) <input type="checkbox"/> Painting tools (such as: brushes, sponges, cotton buds, bits of card, foil and forks) <input type="checkbox"/> A3 or larger thick paper or card <input type="checkbox"/> Drawing materials: crayons, chalks or pastels</p>	<p>children <input type="checkbox"/> Bubble wrap - 4m of a metre-width roll <input type="checkbox"/> Tea towels, one per pair of children <input type="checkbox"/> Two bars of soap <input type="checkbox"/> Clean, empty milk containers or similar for pouring water <input type="checkbox"/> 30 poly-pockets, acetate sheets or similar transparent material <input type="checkbox"/> Coloured cellophane OR coloured tissue paper <input type="checkbox"/> Black sugar paper (optional) <input type="checkbox"/> Polystyrene sheets suitable for printing <input type="checkbox"/> Printing ink (optional - ready-mix paint works too) <input type="checkbox"/> Roller and trays for printing</p>
<p>Application Task</p>	<p>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</p>	<p>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	<p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	<p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>

Year 3				
Unit of Work	Painting and mixed media Prehistoric painting	Drawing Growing artists	Sculpture and 3D Abstract shape and space	Craft and Design Ancient Egyptian scrolls
Prior Learning	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● Mix a variety of shades of a secondary colour. ● Make choices about amounts of paint to use when mixing a particular colour. ● Match colours seen around them. ● Create texture using different painting tools. ● Make textured paper to use in a collage. ● Choose and shape collage materials eg cutting, tearing. ● Compose a collage, arranging and overlapping pieces for contrast and effect. ● Add painted detail to a collage to enhance/improve it. 	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● How different marks can be used to represent words and sounds. ● That a combination of materials can achieve the desired effect. ● That charcoal is made from burning wood. <p>How to:</p> <ul style="list-style-type: none"> ● Use different materials and marks to replicate texture. ● Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers. ● Use marks and lines to show expression on faces. ● Make a concertina book. ● Use drawing to tell a story. ● Use charcoal to avoid snapping and to achieve different types of lines. ● Use drawing pens. 	<p>Pupils can already:</p> <ul style="list-style-type: none"> ● Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay. 	<p>Pupils can already:</p> <p>How to:</p> <ul style="list-style-type: none"> ● Draw a map to illustrate a journey. ● Separate wool fibres ready to make felt. ● Lay wool fibres in opposite directions to make felt. ● Roll and squeeze the felt to make the fibres stick together. ● Add details to felt by twisting small amounts of wool. ● Choose which parts of their drawn map to represent in their 'stained glass'. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image.

				<ul style="list-style-type: none"> ● Try out a variety of ideas for adapting prints into 2D or 3D artworks.
Core Learning	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. ● Shape: Negative shapes show the space around and between objects. ● Line: Using different tools or using the same tool in different ways can create different types of lines. ● Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. <p>Making skills:</p> <ul style="list-style-type: none"> ● How to use simple shapes to scale up a drawing to make it bigger. ● How to make a cave wall surface. 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). ● Line: Using different tools or using the same tool in different ways can create different types of lines. ● Pattern: Surface rubbings can be used to add or make patterns. ● Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. ● Tone: That ‘tone’ in art means ‘light and dark’. ● Tone: Shading helps make drawn objects look realistic. ● Tone: Some basic rules for shading when drawing, eg shade in one 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Colour: Using light and dark colours next to each other creates contrast. ● Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). ● Form: Organic forms can be abstract. ● Shape: Negative shapes show the space around and between objects. ● Shape: Artists can focus on shapes when making abstract art. <p>Making skills:</p> <ul style="list-style-type: none"> ● How to join 2D shapes to make a 3D form. ● How to join larger pieces of materials, exploring what gives 3D shapes stability. 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe’s skin). <p>Making skills:</p> <ul style="list-style-type: none"> ● Layering materials in opposite directions make the handmade paper stronger. ● How to use a sketchbook to research a subject using different techniques and materials to present ideas. ● How to construct a new paper material using paper, water and glue ● How to use symbols to reflect both literal and figurative ideas. ● How to produce and select an effective final design. ● How to make a scroll.

	<ul style="list-style-type: none"> • How to paint on a rough surface. • How to make a negative and positive image. • How to create a textured background using charcoal and chalk. • How to use natural objects to make tools to paint with. • How to make natural paints using natural materials. • How to create different textures using different parts of a brush. • How to use colour mixing to make natural colours. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • Artists have different materials available to them depending on 	<p>direction, blending tones smoothly and with no gaps.</p> <ul style="list-style-type: none"> • Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <p>Making skills:</p> <ul style="list-style-type: none"> • How to use shapes identified within in objects as a method to draw. • How to create tone by shading. • How to achieve even tones when shading. • How to make texture rubbings. • How to create art from textured paper. • How to hold and use a pencil to shade. • How to tear and shape paper. • How to use paper shapes to create a drawing. • How to use drawing tools to take a rubbing. 	<ul style="list-style-type: none"> • How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • How to identify and draw negative spaces. • How to plan a sculpture by drawing. • How to choose materials to scale up an idea. • How to create different joins in card eg. slot, tabs, wrapping. • How to add surface detail to a sculpture using colour or texture. • Display sculpture. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists make decisions about how their work will be displayed. <p>Evaluating and analysing</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • There are no rules about what art must be. 	<ul style="list-style-type: none"> • How to make a zine. • How to use a zine to present information. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • The meanings we take from art made in the past are influenced by our own ideas. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists can work in more than one medium.
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	<p>when they live in history.</p> <ul style="list-style-type: none"> • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists make decisions about how their work will be displayed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • People use art to tell stories and communicate. • People use art to help explain or teach things • One artwork can have several meanings. 	<ul style="list-style-type: none"> • How to make careful observations to accurately draw an object. • How to create abstract compositions to draw more expressively. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. 	<ul style="list-style-type: none"> • Art can be purely decorative, or it can have a purpose. • People use art to tell stories and communicate. • People make art for fun and to make the world a nicer place to be. 	
Vocabulary	<ul style="list-style-type: none"> • charcoal • composition • negative image • pigment • positive image • prehistoric 	<ul style="list-style-type: none"> • abstract • arrangement • blend • botanical • botanist • composition 	<ul style="list-style-type: none"> • abstract • found objects • negative space • positive space • sculptor • sculpture 	<ul style="list-style-type: none"> • ancient • audience • civilisation • colour • composition • convey • design

	<ul style="list-style-type: none"> • proportion • scaled up • sketch • smudging • texture • tone 	<ul style="list-style-type: none"> • cut • dark • even • expressive • form • frame • frottage • geometric • gestural • grip • light • line • magnified • organic • object • pressure • rubbing • scale • scientific • shading • shape • smooth • surface • tear • texture • tone • tool 	<ul style="list-style-type: none"> • structure • three-dimensional 	<ul style="list-style-type: none"> • Egyptian • fold • imagery • inform • layout • material • painting • papyrus • pattern • process • scale • scroll • sculpture • shape • technique • zine
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Charcoal <input type="checkbox"/> Hairspray or fixative <input type="checkbox"/> Coloured spices (such as: turmeric, paprika, cinnamon, nutmeg) <input type="checkbox"/> Flour 	<ul style="list-style-type: none"> <input type="checkbox"/> A selection of sketching pencils to include 2B, 4B, 6B <input type="checkbox"/> Still life objects to draw <input type="checkbox"/> Black ink or paint (optional) <input type="checkbox"/> Real flowers <input type="checkbox"/> Wax crayons 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong card; packaging boxes or similar (the equivalent of a large box per child) <input type="checkbox"/> Cereal box cardboard <input type="checkbox"/> PVA glue 	<ul style="list-style-type: none"> <input type="checkbox"/> A selection of sketching pencils <input type="checkbox"/> Oil and soft pastels <input type="checkbox"/> Watercolour or standard colouring pencils <input type="checkbox"/> Teabags and /or coffee

	<ul style="list-style-type: none"> <input type="checkbox"/> Couscous, bulgur wheat, lentils, coarse flour, seeds, sand or modroc <input type="checkbox"/> Elastic bands (optional) <input type="checkbox"/> Small pieces of sponge (optional) <input type="checkbox"/> A3 thick card <input type="checkbox"/> Rags and sponges (optional) 	<ul style="list-style-type: none"> <input type="checkbox"/> A3 paper or larger <input type="checkbox"/> Graphite sticks (optional) <input type="checkbox"/> Pastels both oil and soft (optional) <input type="checkbox"/> Fineliner pens (optional) <input type="checkbox"/> Watercolour paints (optional) <input type="checkbox"/> Teabags for staining paper (optional) <input type="checkbox"/> Cardboard viewfinders 	<ul style="list-style-type: none"> <input type="checkbox"/> Art straws (one box, optional) <input type="checkbox"/> Junk modelling packaging (optional) <input type="checkbox"/> Cardboard tubes eg wrapping paper inner tubes <input type="checkbox"/> Clean newspaper sheets <input type="checkbox"/> Kitchen roll <input type="checkbox"/> String or pipe cleaners <input type="checkbox"/> Paper for adding texture (such as: tissue, crepe, parcel paper) <input type="checkbox"/> Coloured acetate sheets (optional) 	<ul style="list-style-type: none"> <input type="checkbox"/> Mixture of paper (such as: newspapers, tissue paper, wallpaper, sugar paper, metallic) <input type="checkbox"/> Brown paper bags or packaging paper <input type="checkbox"/> Greaseproof paper <input type="checkbox"/> Long Cardboard tubes (one or two per pupil) <input type="checkbox"/> Black fineliners <input type="checkbox"/> A4 plain paper sheets
Application Task	Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.	Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.	Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a ‘zine’.

Year 4				
Unit of Work	Sculpture and 3D Mega materials	Drawing Power prints	Painting and mixed media Light and dark	Craft and Design Fabric of nature
Prior Learning	<p>Pupils already know how to:</p> <ul style="list-style-type: none"> ● Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● Identify and draw negative spaces. ● Plan a sculpture by drawing. ● Choose materials to scale up an idea. ● Create different joins in card eg. slot, tabs, wrapping. ● Add surface detail to a sculpture using colour or texture. ● Display sculpture. 	<p>Pupils already know how to:</p> <ul style="list-style-type: none"> ● Use shapes identified within in objects as a method to draw. ● Create tone by shading. ● Achieve even tones when shading. ● Make texture rubbings. ● Create art from textured paper. ● Hold and use a pencil to shade. ● Tear and shape paper. ● Use paper shapes to create a drawing. ● Use drawing tools to take a rubbing. ● Make careful observations to accurately draw an object. ● Create abstract compositions to draw more expressively. 	<p>Pupils already know how to:</p> <ul style="list-style-type: none"> ● Use simple shapes to scale up a drawing to make it bigger. ● Make a cave wall surface. ● Paint on a rough surface. ● Make a negative and positive image. ● Create a textured background using charcoal and chalk. ● Use natural objects to make tools to paint with. ● Make natural paints using natural materials. ● Create different textures using different parts of a brush. ● Use colour mixing to make natural colours. 	<p>Pupils already know:</p> <ul style="list-style-type: none"> ● That layering materials in opposite directions make the handmade paper stronger. <p>How to:</p> <ul style="list-style-type: none"> ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information.
Core Learning	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Form: Simple 3D forms can be made by creating layers, by folding and rolling materials. 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Shape: How to use basic shapes to form more complex shapes and patterns. ● Line: Lines can be lighter or darker, or 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Colour: Adding black to a colour creates a shade. ● Colour: Adding white to a colour creates a tint 	<p>Formal elements:</p> <ul style="list-style-type: none"> ● Shape: How to use basic shapes to form more complex shapes and patterns. ● Pattern: Patterns can be irregular and

	<p>Making skills:</p> <ul style="list-style-type: none"> • How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. • How to use their arm to draw 3D objects on a large scale. • How to sculpt soap from a drawn design. • How to smooth the surface of soap using water when carving. • How to join wire to make shapes by twisting and looping pieces together. • How to create a neat line in the wire by cutting and twisting the end onto the main piece. • How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. 	<p>thicker or thinner and that this can add expression or movement to a drawing.</p> <ul style="list-style-type: none"> • Pattern: Patterns can be irregular and change in ways you wouldn't expect. <p>Making skills:</p> <ul style="list-style-type: none"> • How to use pencils of different grades to shade and add tone. • How to hold a pencil with varying pressure to create different marks. • How to use observation and sketch objects quickly. • How to draw objects in proportion to each other. • How to use charcoal and a rubber to draw tone. • How to use scissors and paper as a method to 'draw'. • How to make choices about arranging cut elements to create a composition. 	<ul style="list-style-type: none"> • Form: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Tone can be used to create contrast in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> • How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. 	<p>change in ways you wouldn't expect.</p> <ul style="list-style-type: none"> • Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. • Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface. • Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. <p>Making skills:</p> <ul style="list-style-type: none"> • To know that a mood board is a visual collection which aims to convey a general feeling or idea. • To know that batik is a traditional fabric decoration technique that uses hot wax. • How to select imagery and use it as inspiration for a design project.
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	<ul style="list-style-type: none"> • How to try out different ways to display a 3D piece and choose the most effective. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can communicate powerful statements about right and wrong. • Artists can choose particular materials to communicate a message. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Art can be all different sizes. • Art can be displayed inside or outside. • Art is interpreted differently depending on how it is displayed. • Artists make work to explore right and wrong and to communicate their own beliefs. 	<ul style="list-style-type: none"> • How to create a wax resist background. • How to use different tools to scratch into a painted surface to add contrast and pattern. • How to choose a section of a drawing to recreate as a print. • How to create a monoprint. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists evaluate what they make, and talking about art is one way to do this. 	<ul style="list-style-type: none"> • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. 	<ul style="list-style-type: none"> • How to make a mood board. • How to recognise a theme and develop colour palettes using selected imagery and drawings. • How to draw small sections of one image to focus on colours and texture. • How to develop observational drawings into shapes and patterns for design. • How to transfer a design using a tracing method. • How to make a repeating pattern tile using cut and torn paper shapes. • How to use glue as an alternative batik technique to create patterns on fabric. • How to use materials, like glue, in different ways depending on the desired effect. • How to paint on fabric. • How to wash fabric to remove glue to finish a decorative fabric piece.
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	<ul style="list-style-type: none">• Art is influenced by the time and place it was made, and this affects how people interpret it.• Artists may hide messages or meaning in their work.			<p>Knowledge of artists:</p> <ul style="list-style-type: none">• Designers can make beautiful things to try and improve people's everyday lives.• Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.• Artists and designers sometimes choose techniques based on the time and money available to them.• Artists use drawing to plan ideas for work in different media. <p>Evaluating and analysing:</p> <ul style="list-style-type: none">• Artists make choices about what, how and where they create art.• Art can be created to make money; being an artist is a job for some people.• Art, craft and design affect the lives of people who see or use something that has been created
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				<ul style="list-style-type: none"> Artists evaluate what they make, and talking about art is one way to do this.
Vocabulary	<ul style="list-style-type: none"> abstract carving ceramics figurative form found objects hollow join mesh model organic shape pliers quarry sculpture secure surface template texture three-dimensional (3D) tone two-dimensional (2D) typography visualisation weaving welding 	<ul style="list-style-type: none"> abstract block print collaborate collaboratively collage combine composition contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry three dimensional (3D) tone viewfinder wax-resist 	<ul style="list-style-type: none"> abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture three dimensional (3D) tint vivid 	<ul style="list-style-type: none"> batik colour palette craft craftsperson design develop designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme
Resources	<input type="checkbox"/> Coloured chalk	<input type="checkbox"/> Drawing pencils of various grades e.g. HB, 2B, 4B	<input type="checkbox"/> Ready-mix paint	<input type="checkbox"/> A3 card (one sheet per child)

	<ul style="list-style-type: none"> <input type="checkbox"/> Dark coloured A2 sugar paper <input type="checkbox"/> Bars of soap (one per child) <input type="checkbox"/> Carving tools for soap (such as: cocktail sticks, old teaspoons, clay modelling tools, large paper clips, lollipop sticks) <input type="checkbox"/> 1mm thick plastic coated wire (approximately 90cm per pupil) <input type="checkbox"/> A few pairs of pliers (optional) <input type="checkbox"/> Cardboard packaging (e.g. cereal boxes, two per child) <input type="checkbox"/> Ribbon (optional) <input type="checkbox"/> Black ready-mix paint <input type="checkbox"/> A variety of clean used packaging destined for the recycling bin (such as: boxes, foil and plastic wrappers) <input type="checkbox"/> String <input type="checkbox"/> Staplers / hole punch <input type="checkbox"/> PVA glue 	<ul style="list-style-type: none"> <input type="checkbox"/> Range of media for drawing (such as: charcoal, pastels, chalks, ink) <input type="checkbox"/> Length of ribbon - approx 30cm per child <input type="checkbox"/> Interesting objects to draw (such as: umbrellas, hats, clothes hangers, piles of books, boxes etc.) <input type="checkbox"/> Charcoal <input type="checkbox"/> Coloured wax crayons <input type="checkbox"/> Black ready-mix paint <input type="checkbox"/> Liquid soap - a small amount to mix into paint <input type="checkbox"/> Polystyrene sheets suitable for printing <input type="checkbox"/> Acetate sheets suitable for printing <input type="checkbox"/> A range of everyday objects to print with (such as: string, bubble wrap, egg boxes, interesting packaging, cotton reels etc.) <input type="checkbox"/> Cotton bed sheet to print onto OR similar fabric OR large pieces of card (one large piece per group of pupils) 	<ul style="list-style-type: none"> <input type="checkbox"/> Watercolour paint (optional) <input type="checkbox"/> Tools for applying paint (such as: sponges, glue spatulas, cotton buds) <input type="checkbox"/> Materials that add texture like sand, rice, lentils <input type="checkbox"/> Objects to arrange as a still life <input type="checkbox"/> A3 or larger paper or card for painting <input type="checkbox"/> A range of paper for mounting finished work 	<ul style="list-style-type: none"> <input type="checkbox"/> Cartridge paper (A4, plus 15 cm squares at least two per child) <input type="checkbox"/> Colouring pencils <input type="checkbox"/> Watercolour or ready-mix paints <input type="checkbox"/> Acrylic or fabric paint <input type="checkbox"/> Rulers <input type="checkbox"/> Oil pastels <input type="checkbox"/> Calico or white cotton fabric cut into 30 x 30cm squares <input type="checkbox"/> PVA glue and glue sticks <input type="checkbox"/> Coloured and patterned paper <input type="checkbox"/> Sticky or masking tape <input type="checkbox"/> Scissors <input type="checkbox"/> Examples of items made using patterned fabric (optional) <input type="checkbox"/> Exotic plants and fruits (optional)
Application Task	Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.	Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.

Year 6				
Unit of Work	Drawing Make my voice heard	Painting and mixed media Artist study	Craft and Design Photo opportunity	Sculpture and 3D Making memories
Prior Learning	<p>Pupils already know:</p> <ul style="list-style-type: none"> ● What print effects different materials make. <p>How to:</p> <ul style="list-style-type: none"> ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge. 	<p>Pupils already know:</p> <ul style="list-style-type: none"> ● Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas. 	<p>Pupils already know:</p> <ul style="list-style-type: none"> ● The steps to make a monoprint. ● When a roller is sufficiently inked. <p>How to:</p> <ul style="list-style-type: none"> ● Make an observational drawing of a house. ● Use shapes and measuring as methods to draw accurate proportions. ● Select a small section of a drawing to use as a print design. ● Develop drawings further to use as a design for print. ● Design a building that fits a specific brief. ● Draw an idea in the style of an architect that is annotated to explain key features. ● Draw from different views, such as a front or side elevation. ● Use sketchbooks to research and present information about an artist. ● Interpret an idea in into a design for a structure. 	<p>Pupils already know how to:</p> <ul style="list-style-type: none"> ● Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ● Try out ideas on a small scale to assess their effect. ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. ● Try out ideas for making a sculpture interactive. ● Plan an installation proposal, making choices about light, sound and display.
Core Learning	Formal elements:	Formal elements:	Formal elements:	Formal elements:

	<ul style="list-style-type: none"> • Colour: A 'monochromatic' artwork uses tints and shades of just one colour. • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. <ul style="list-style-type: none"> • Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. 	<ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. <p>Making skills:</p> <ul style="list-style-type: none"> • How to use sketchbooks to research and present information. • How to develop ideas into a plan for a final piece. • How to make a personal response to the artwork of another artist. 	<ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. <p>Making skills:</p> <ul style="list-style-type: none"> • To know how different materials can be used to produce photorealistic artwork. • To know that macro photography is showing a subject as 	<ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. <p>Making skills:</p> <ul style="list-style-type: none"> • How to translate a 2D image into a 3D form.
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	<p>Making skills:</p> <ul style="list-style-type: none"> To know gestural and expressive ways to make marks. To know the effects different materials make. To know the effects created when drawing on different surfaces. How to use symbolism as a way to create imagery. How to combine imagery into unique compositions. How to achieve the tonal technique called chiaroscuro. How to make handmade tools to draw with. How to use charcoal to create chiaroscuro effects. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Artists can use symbols in their artwork to convey meaning. 	<ul style="list-style-type: none"> How to use different methods to analyse artwork such as drama, discussion and questioning. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it. Artists can use materials to respond to a feeling or idea in an abstract way. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. 	<p>larger than it is in real life.</p> <ul style="list-style-type: none"> How to create a photomontage. How to create artwork for a design brief. How to use a camera or tablet for photography. How to identify the parts of a camera. How to take a macro photo, choosing an interesting composition. How to manipulate a photograph using photo editing tools. How to use drama and props to recreate imagery. How to take a portrait photograph How to use a grid method to copy a photograph into a drawing. 	<ul style="list-style-type: none"> How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). How to manipulate cardboard to create different textures. How to make a cardboard relief sculpture. How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Artists can use symbols in their artwork to convey meaning. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Artists can use materials to respond to a feeling or idea in an abstract way.
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	<ul style="list-style-type: none"> • Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work. • Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it • Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. 	<ul style="list-style-type: none"> • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art. 	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists can use symbols in their artwork to convey meaning. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Artists take risks to try out ideas; this can lead to new techniques being developed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and 	<ul style="list-style-type: none"> • Artists take risks to try out ideas; this can lead to new techniques being developed. • Artists can make work by collecting and combining ready-made objects to create 'assemblage'. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics.
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	<p>Evaluating and analysing:</p> <ul style="list-style-type: none">• Art doesn't have to be a literal representation of something, it can sometimes be imagined and abstract.• Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions• People use art as a means to reflect on their unique characteristics.• People can have varying ideas about the value of art.• Art can be analysed and interpreted in lots of ways and can be different for everyone.• Everyone has a unique way of experiencing art.		<p>opinions, which can be political or topical.</p> <ul style="list-style-type: none">• Art can be a digital art form, like photography.• People use art as a means to reflect on their unique characteristics.• Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way• People can have varying ideas about the value of art.	
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Vocabulary	<ul style="list-style-type: none"> • aesthetic • audience • character traits • chiaroscuro • commissioned • composition • expressive • graffiti • guerilla • imagery • impact • interpretation • mark making • Maya • Mayan • mural • representative • street art • symbol • symbolic • technique • tonal • tone 	<ul style="list-style-type: none"> • abstract • analyse • artist • compose • compositions • convey • evaluation • inference • interpret • justify • meaning • medium • mixed media • narrative • respond • tableau • technique • thought-provoking • translate 	<ul style="list-style-type: none"> • album • arrangement • cityscape • composition • Dada • digital • editing • emulate • focus • frame • grid • image • layout • macro • monochromatic • monochrome • photography • photomontage • photorealism • photorealistic • portrait • pose • prop • proportion • recreate • replacement • saturation • software 	<ul style="list-style-type: none"> • assemblage • attribute • collection • composition • embedded • expression • identity • juxtaposition • literal • manipulate • originality • pitfall • relief • representation • sculpture • self • symbolic • tradition
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Charcoal <input type="checkbox"/> Drawing pencils of various grades e.g. HB, 2B, 4B <input type="checkbox"/> A selection of materials to make handmade drawing tools (See <i>Teacher video</i> for further guidance) 	<ul style="list-style-type: none"> <input type="checkbox"/> Oil and soft pastels <input type="checkbox"/> Paint in a variety of colours <input type="checkbox"/> Colouring pencils <input type="checkbox"/> Crayons <input type="checkbox"/> A3 paper (optional) <input type="checkbox"/> Marker pens (optional) 	<ul style="list-style-type: none"> <input type="checkbox"/> Magazines to cut images from <input type="checkbox"/> Coloured, patterned or textured paper <input type="checkbox"/> Digital cameras or devices with cameras, to share 	<ul style="list-style-type: none"> <input type="checkbox"/> Shoe boxes (one per child) <input type="checkbox"/> Corrugated cardboard <input type="checkbox"/> Recyclable packaging <input type="checkbox"/> Coloured paper and card <input type="checkbox"/> A selection of materials to construct with (such as: wire, clay, twigs, lollipop)

	<ul style="list-style-type: none"> <input type="checkbox"/> Drawing ink or paint <input type="checkbox"/> Colouring pencils <input type="checkbox"/> Masking tape <input type="checkbox"/> Rubbers <input type="checkbox"/> Black marker pens <input type="checkbox"/> Black fineliner pens <input type="checkbox"/> A3 paper (optional) 	<ul style="list-style-type: none"> <input type="checkbox"/> Digital cameras or devices with cameras, to share 	<ul style="list-style-type: none"> <input type="checkbox"/> Access to basic photo editing software on laptops, tablets or similar <input type="checkbox"/> Plain fabric eg old bed sheet or towel (optional) <input type="checkbox"/> Fruit and vegetables to photograph <input type="checkbox"/> Range of items to use as photographic props (such as: balloons, musical instruments, umbrellas, hats, items of clothing, kitchen utensils) <input type="checkbox"/> Photo portraits of the children, to draw from 	<p>sticks, string, natural objects like pine cones)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ready-mixed or acrylic paint <input type="checkbox"/> Masking tape, double sided tape and PVA glue <input type="checkbox"/> Collected personal items, could include objects like photos, coins, plastic models
Application Task	<p>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p>	<p>Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p>	<p>Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.</p>	<p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>