



## Art and Design Overview 2025-26

### Substantive and Disciplinary Knowledge in Art:

**Substantive Knowledge** in art is based on the knowledge of the 7 elements of art. Although not directly taught at primary level, the children will also develop an awareness of the 7 principles of art.

These are:

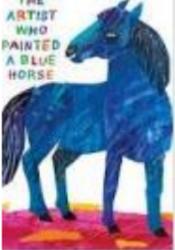
7 Elements of Art	7 Principles of Art
· line · shape · colour · form · value · texture · space	· balance · contrast · emphasis · pattern · rhythm · variety · unity

The children will work through a range of disciplines: drawing, painting, printing, texture, collage, 3D work and digital art in order to explore the 7 elements. The substantive knowledge within these elements is progressive from Nursery to Year 6 and builds essential knowledge vocabulary. Substantive knowledge is also the knowledge of known artists/designers, their style and period of art. Purposeful and natural links to other elements of art and design/artists and designers as well as other subject areas are identified in order to connect essential knowledge.

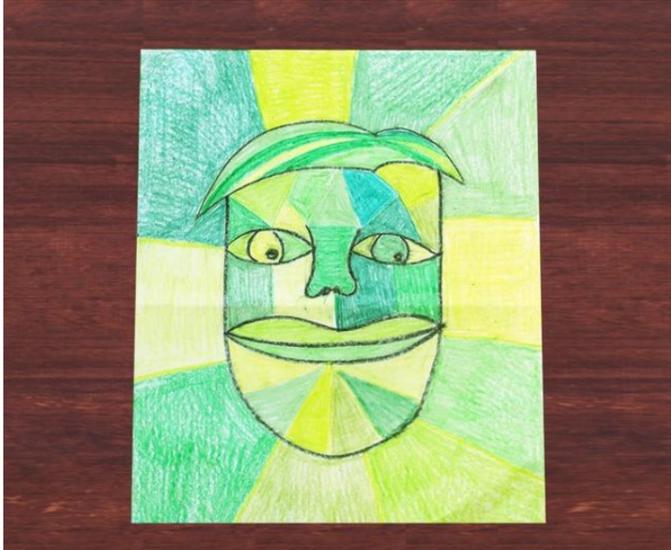
**Disciplinary Knowledge** in art and design is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work.

	Identity and Social Justice	Power, Leadership and Invasion	Sustainability and the Impact on our World
	<b>Nursery</b>		
<b>Unit Title/Enquiry</b>	<b>I wonder... What makes me wonderful?</b>  Drawing people that are special to us Painting using a range of primary colours Pattern – creating our own abab / rainbow patterns	<b>I wonder... What Adventure Awaits?</b>  Using materials to combine and form by making our own Fairy Tale Castles Drawing – Character drawings	<b>I wonder... What might I find down on the farm?</b>  Experimenting through textures – Forest school rubbings Drawing observed creatures – Animal visit Printing with a range of media to create farm pictures
<b>Early Learning Goal by end of EYFS</b>	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  <b>Art and Design - Creating with Materials</b> <ul style="list-style-type: none"> <li>● Be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</li> <li>● Be able to share their creations, and be able to explain the process they have used.</li> </ul>		
<b>Prior Knowledge</b>	Children will have experimented with a range of media at home and in previous settings such as pencils, paint, chalk, sticking, tearing, some attempts with scissors, stamping and collaging.		
<b>Future Links to this Unit</b>	In Reception children will build upon the knowledge they develop in Nursery becoming more accurate and refined with their disciplinary artist knowledge and substantive knowledge they used.		

<p>Nursery Substantive Knowledge- the seven elements:</p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Colour</li> <li>• Form</li> <li>• Value</li> <li>• Texture</li> <li>• Space</li> </ul>	<p><b>Drawing- Line &amp; Shape-</b> (pencil, charcoal, inks, chalk, pastels)</p> <ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools</li> <li>• Use drawings to tell a story</li> <li>• Investigate different lines</li> <li>• Explore different textures</li> <li>• Encourage more accurate drawings of people</li> <li>• Knowing how to hold a pencil</li> </ul> <p><b>Colour-</b> (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <ul style="list-style-type: none"> <li>• Experimenting with and using primary colours</li> <li>• Naming</li> <li>• Mixing (not formal)</li> <li>• Learn the names of different tools that bring colour</li> <li>• Use a range of tools to make coloured marks on paper</li> </ul> <p><b>Form</b> (3D work, clay, dough, boxes, pipe cleaners, paper sculpture)</p> <ul style="list-style-type: none"> <li>• Handling, feeling, enjoying and manipulating materials</li> <li>• Constructing</li> <li>• Building and destroying</li> <li>• Shape and model</li> </ul> <p><b>Texture-</b> (textiles, clay, sand, plaster, stone)</p> <ul style="list-style-type: none"> <li>• Handling, manipulating and enjoying using materials</li> <li>• Sensory experience</li> <li>• Simple collages</li> <li>• Simple weaving</li> </ul> <p><b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b></p> <ul style="list-style-type: none"> <li>• Rubbings</li> <li>• Print with variety of objects</li> <li>• Print with block colours</li> </ul> <p><b>Pattern</b> (paint, pencil, textiles, clay, printing)</p> <ul style="list-style-type: none"> <li>• Making simple patterns</li> <li>• Irregular painting patterns</li> <li>• Simple symmetry</li> </ul>		
<p>Nursery Disciplinary Knowledge- Skills</p> <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Application</li> <li>• Evaluation</li> </ul>	<p>- <b>Drawing</b></p> <p>Children will know that they can draw and mark make with a range of tools. Children will begin to learn how to hold a pencil and how to make simple shapes and lines.</p> <p>Children will begin to give meaning to the marks they have made and add simple detail such as 2 dots for eyes.</p>	<p>- <b>Forming</b></p> <p>Children will combine a range of media and materials together glue and tape. Children will know they can combine materials together to make a new effect.</p> <p>Children will design and make their own fairy tale castles. Children will learn new ways in which they can model and mould their playdough. Looking at making simple 3D characters with their hands.</p>	<p>- <b>Textures</b></p> <p>Children will explore a variety of textures that they will use to rub. Children will be able to discuss and describe their rubbings to their peers.</p> <p>Children will participate in muddy painting, using lots of natural resources outside to make their own artwork by hand.</p> <p>- <b>Printing</b></p>

	<p>Children will begin to talk about the marks they have made to teachers and friends.</p> <ul style="list-style-type: none"> <li>- <b>Colour / Painting</b> Children will know that paint and colours can be used to put onto different materials (paper, boxes etc). Children will know that they can transfer the paint to paper by using a paint brush. They will know how to hold the paintbrush and add water when needed.</li> <li>- <b>Pattern</b> Children will look at experimenting with patterns and know how to continue or make a simple pattern of their own, using a range of coloured materials (using lines, dots, circles etc).</li> <li>- <b>Forming</b> Children will learn how to connect materials using resources such as glue. Children will also learn how to hold scissors correctly and safety</li> <li>- <b>Texture</b> Children will learn how to make collages and combine materials with different textures.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Drawing</b> Children will now be holding their pencils with a more controlled grip, which means they can add more details to the pictures they draw.</li> <li>- <b>Colour / Painting</b> Children will also begin to experiment what happens when mixing different colours when creating their own fairy tale character.</li> </ul>	<p>Children will use different resources to print, learning that they can transfer colour from one place to another (using printing tools). Children will use these tools to create simple repeating patterns.</p> <ul style="list-style-type: none"> <li>- <b>Drawing</b> Children will now be drawing real life images of things they have seen e.g. chicks or farm animals. Children will be encouraged to add details and look closely at their pictures and what is it they have drawn (to look for similarities).</li> </ul>
<p>Significant Individuals</p>	 <p>Henry Matisse – Collaging materials</p>	 <p>Subodh Gupta – Large scale sculpture (using recycling)</p>	 <p>Eric Carle – Animal pictures</p>
<p><b>Reception</b></p>			
<p>Unit Title/Enquiry</p>	<p><b>I Wonder... All about the Wider World</b></p> <p>Drawing pictures of their families. Creating a Diva lamp using clay/salt dough. Creating maps and aerial view drawings of the local area.</p>	<p><b>I Wonder... Who Helps Us?</b></p> <p>Painting themselves with an aspiring occupation. Develop cutting skills by doing collage projects involving small pieces and a range of materials.</p>	<p><b>I Wonder... What might we find at the bottom of the garden?</b></p> <p>Drawing detailed pictures of minibeasts. Construct their own creature using box modelling and a wide range of resources.</p>
<p>Early Learning Goals</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		
<p>Prior Knowledge</p>	<p>Children in Nursery will have been introduced to the seven elements of Art through focused teaching and provision. They will have used a range of materials to create drawings, paintings and models. They will understand that colours can be changed by mixing them. They will have experimented with the thickness and consistency of paint. They will have used different thickness pens/pencils/ chalks for different effects.</p>		

<p><b>Future Links to this Unit</b></p>	<p>In Year 1 children will refine and develop the knowledge and skills they have learnt in Reception- creating drawings with more accuracy and choosing materials, line and colour for different effects. Children will draw from memory and observationally. Children will begin to mix colours with accuracy.</p>		
<p><b>Reception Substantive Knowledge- the seven elements:</b></p> <ul style="list-style-type: none"> <li>● Line</li> <li>● Shape</li> <li>● Colour</li> <li>● Form</li> <li>● Value</li> <li>● Texture</li> <li>● Space</li> </ul>	<p><b>Drawing- Line &amp; Shape-</b> (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <ul style="list-style-type: none"> <li>● Begin to use a variety of drawing tools</li> <li>● Use drawings to tell a story</li> <li>● Investigate different lines</li> <li>● Explore different textures</li> <li>● Encourage accurate drawings of people</li> </ul> <p><b>Colour-</b> (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <ul style="list-style-type: none"> <li>● Experimenting with and using primary colours</li> <li>● Naming</li> <li>● mixing (not formal)</li> <li>● Learn the names of different tools that bring colour</li> <li>● Use a range of tools to make coloured marks on paper</li> </ul> <p><b>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc )</b> Handling, feeling, enjoying and manipulating materials ☑ Constructing ☑ Building and destroying ☑ Shape and model</p> <p><b>Texture-</b> (textiles, clay, sand, plaster, stone)</p> <ul style="list-style-type: none"> <li>● Handling, manipulating and enjoying using materials</li> <li>● Sensory experience</li> <li>● Simple collages</li> <li>● Simple weaving</li> </ul> <p><b>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</b> Rubbings ☑ Print with variety of objects ☑ Print with block colours</p> <p><b>Pattern</b> ( paint, pencil, textiles, clay, printing) repeating patterns ☑ irregular painting patterns ☑ Simple symmetry</p>		
<p><b>Reception Disciplinary Knowledge- Skills</b></p> <ul style="list-style-type: none"> <li>● Interpretation</li> <li>● Application</li> <li>● Evaluation</li> </ul>	<p>- <b>Drawing</b> Children will know that they can draw and mark make with a range of tools. Children will be more confident with holding a pencil with good control and can effectively create shapes and drawings which can be distinguished by others. Children will begin to talk about the marks they have made to teachers and friends, and explain how they created their artwork.</p> <p>- <b>Colour / Painting</b> Children will develop confidence in the painting process, and how to use paint effectively. They will</p>	<p>- <b>Texture</b> Children will use a range of materials, including natural materials. Children will begin to notice the difference in effect when using different materials, and will use rubbings from outdoors.</p> <p>- <b>Forming</b> Children will become confident with using scissors, and will be able to control cutting along a variety of different shapes and lines.</p> <p>- <b>Colour / Painting</b> Children will be confident with the painting process (use of a brush, pick up the paint, wash the brush between colours).</p>	<p>- <b>Forming</b> Children will create sculptures using a wide range of materials, including recycled materials. They will specifically choose materials which are best suited for their sculpture and use prior knowledge and new investigation skills to decide which materials are the most appropriate for use.</p> <p>- <b>Texture</b> Children will use materials effectively for purpose. They will purposely select particular materials and tools based on the project and desired goal.</p> <p>- <b>Pattern</b></p>

	<p>experiment with printing with a variety of objects to create different effects. Children will begin to use colour for a purpose, and link colours to emotions.</p> <ul style="list-style-type: none"> <li>- <b>Pattern</b> Children will naturally create patterns within artwork and make artwork symmetrical where appropriate.</li> <li>- <b>Forming</b> Children will practise scissor safety, and new tools such as hole punches will be introduced. Children will problem solve when joining materials, and will explore which materials work best for each project. Children will learn skills for malleable materials such as rolling, pinching and kneading.</li> <li>- <b>Texture</b> Children will use collaging skills where appropriate. They will use a range of materials to make their artwork more effective.</li> </ul>	<p>Children will begin to explore mixing paint colours to achieve the desired shade.</p>	<p>Children will begin to explore animal patterns and find ways in which to create those patterns using a variety of materials.</p> <ul style="list-style-type: none"> <li>- <b>Drawing</b> Children will begin to create a plan of their desired outcome by drawing sculpture designs before creating.</li> </ul>
<p>Significant Individuals</p>	<p>Pablo Picasso – colouring with emotion</p> 	<p>Andy Goldsworthy – using natural materials</p> 	<p>Edouard Martinet – animal sculptures</p> 

Year 1				
<p>Unit Title/Enquiry</p>	<p>Where do I live? What is it like where we live and how has it changed?  Theme- Collage homes Theme- Sculpture Model Homes</p>	<p>Who sets our rules? Why do we have a King or Queen?  Drawing Theme- Kings and Queens Portraits</p>		<p>What is the impact of pollution on our oceans and seas and how can we make a difference?  Use colour, pattern, texture, line, form, space and shape</p>

				<b>Theme- Artist Study</b> <b>Sculpture- Sculpture using natural or recyclable materials</b>
<b>National Curriculum Link</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● 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.</li> </ul>			
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>● In EYFS, children will have had opportunities of experimenting with a range of media</li> <li>● They will be familiar with creating models and joining different objects to make a sculpture (model)</li> <li>● They will have experienced playing with a range of materials at home as well as in EYFS</li> <li>● They will have explored using IT packages at home on iPads as well as in EYFS settings</li> </ul>	<b>IN EYFS:</b> <ul style="list-style-type: none"> <li>● In EYFS children will be familiar with mark making early drawings.</li> <li>● They will also have experienced using felt tipped pencil crayons, chalks and pastels.</li> <li>● They have been given freedom to explore difference without formality.</li> </ul>		<b>In EYFS</b> <ul style="list-style-type: none"> <li>● Children will have come across pieces of art work in the home and setting (both 2D and 3D)</li> <li>● They have talked about these pieces with parents and be able to explain what they like or dislike about the work</li> <li>● In EYFS children will have talked about famous artists and started the process of formal appraisal</li> <li>● They have displayed their own work and felt proud of it</li> <li>● They have said what they like about their art work by describing it</li> <li>● Children will have explored the use of paint with different sponges</li> <li>● Children have experienced the use of fingers, hands and brushes</li> <li>● Children have investigated the use of sticks in watercolour</li> <li>● Children have experienced a range of patterns in the home and setting including repeating patterns and growing patterns</li> </ul>
<b>Future Links to this Unit</b>	<ul style="list-style-type: none"> <li>● In Year 2 children will build upon their work with clay and malleable objects in order to make a coil clay pot, they will know how to join parts of the pot together.</li> <li>● They will use pressing, rolling, cutting and stamping techniques to create art.</li> </ul>	<ul style="list-style-type: none"> <li>● In Year 2 pupils will build on their knowledge of line and thickness in their drawings to create more accurate, detailed pictures using a range of art pencils.</li> <li>● Children will observe subject/object before drawing using the techniques practised with increasing accuracy</li> </ul>		<ul style="list-style-type: none"> <li>● In Year 2 children will build on their artist study by comparing artists' similarities and differences in style and technique. Children will create art in response to the style/s of art they have studied.</li> <li>● Children will build on their colour mixing by using washes, strokes, layers, blending, splash and drip techniques as well as tints and tones</li> </ul>
<b>Year 1 Substantive Knowledge- the seven elements:</b>	<b>Collage</b> <ul style="list-style-type: none"> <li>● Know how to create images from a variety of media e.g. magazines, fabric, crepe paper.</li> <li>● Arrange and glue materials to different backgrounds</li> <li>● Sort and group materials by properties e.g. colour and textures Collect, sort, name and</li> </ul> <ul style="list-style-type: none"> <li>● Line</li> <li>● Shape</li> <li>● Colour</li> <li>● Form</li> <li>● Value</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>● Know how to use pencils to create lines of different thicknesses in drawings</li> <li>● Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks</li> <li>● Name, match and draw lines and marks from observation</li> </ul>		<b>Painting</b> <ul style="list-style-type: none"> <li>● Experiment with painting with different brush sizes and types</li> <li>● Name the primary colours and identify them on a colour wheel and in other forms e.g. environment, magazines</li> <li>● Mix primary colours to make secondary colours, predicting resulting colours</li> </ul>

- Texture
- Space

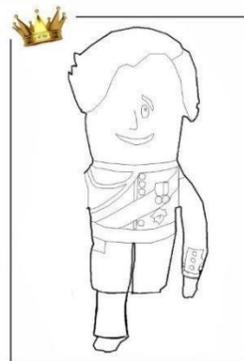
- match colours appropriate for an image Create and arrange shapes appropriately
- Select and use textured paper for an image
- Fold, crumble, tear and overlap papers and other materials
- Work on different scales



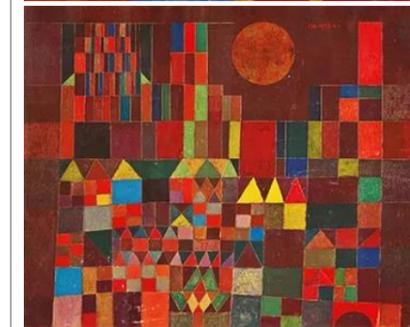
#### Sculpture

- Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.
- Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a model home Develop slab techniques - change the surface of a malleable material e.g. adding texture to bricks

- Draw on different surfaces with a range of media Working from memory and imagination, use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively
- Observe and draw shapes from observation
- Make large and small scale observational drawings
- Look at objects from different angles



- Find collections of colours
- Explore lightening and darkening paint without the use of black or white
- Experiment with different types of paint – powder, ready mix Create textured paint by adding sand, plaster etc
- Paint on different surfaces with a range of media.



#### Sculpture

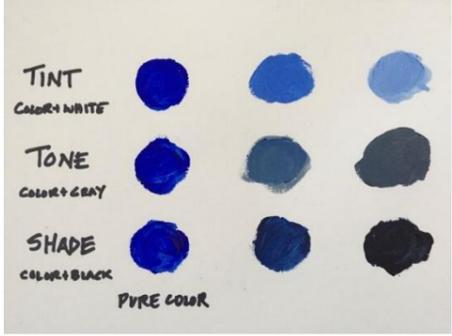
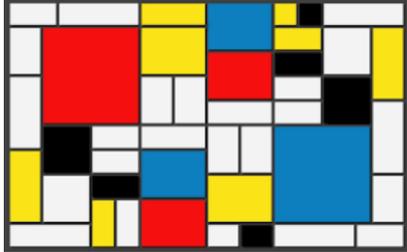
- Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.
- Experiment with constructing and joining recycled, natural and manmade materials.

				 
<p><b>Year 1</b> <b>Disciplinary Knowledge-Skills</b></p> <ul style="list-style-type: none"> <li>● Interpretation</li> <li>● Application</li> <li>● Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to evaluate their art work and adapt it based on feedback.</li> <li>● Know how to test ideas using prototypes.</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to show how people feel in paintings and drawings</li> </ul>		<ul style="list-style-type: none"> <li>● Know how to create moods in art work</li> <li>● Describe what can be seen and give an opinion about the work of an artist</li> <li>● Ask questions about a piece of art</li> <li>● Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>● Explore 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.</li> </ul>
<p><b>Significant Individual</b></p>	<p>Matt Wedel Ceramic Sculptures</p>			<p>Wassily Kandinsky –Primary, secondary colour wheels-circles Paul Klee- primary, secondary colour, shape</p>



**Year 2**

		<ul style="list-style-type: none"> <li>● They will have had experience of observing something before attempting to draw or paint it.</li> </ul>		
<p>Future Links to this Unit</p>				
<p>Year 2 Substantive Knowledge- the seven elements:</p> <ul style="list-style-type: none"> <li>● Line</li> <li>● Shape</li> <li>● Colour</li> <li>● Form</li> <li>● Value</li> <li>● Texture</li> <li>● Space</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>● Know how to use pencils to create lines of different thickness in drawings</li> <li>● Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> <li>● Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>● Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>● Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture, wash, strokes, blending, splash and drip techniques</li> <li>● Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</li> <li>● Know how to mix paint to make secondary colours, adding them to the colour wheel</li> <li>● Know how to mix primary colours to make brown</li> <li>● Mix and match colours to artefacts, objects, given colours.</li> <li>● Work on different scales.</li> <li>● Use a brush to produce marks appropriate to work e.g. small brush for small marks</li> <li>● Know how to create different textured paint for an intended effect</li> <li>● Know how to create brown with paint</li> <li>● Know how to create tints with paint by adding white</li> <li>● Know how to create tones with paint by adding black</li> <li>● Know how to match and make new colours</li> </ul>		<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>● Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges</li> <li>● Take rubbings to understand and inform their own textured prints and patterns Mono-print by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure</li> <li>● Create repeating patterns</li> <li>● Create simple relief printing blocks e.g. with string and card</li> <li>● Make simple monochrome prints</li> <li>● Experiment with overprinting motifs and colour</li> </ul>  <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>● Match and sort fabrics and threads for colour and texture</li> <li>● Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads</li> </ul>

				<ul style="list-style-type: none"> <li>● Cut and shape fabrics Join two pieces of fabric using stitching</li> <li>● Add shapes with glue or stitching</li> <li>● Apply decoration using beads, buttons, feathers etc</li> <li>● Apply colour using printing, dyeing, fabric crayons</li> <li>● Weave materials (e.g. carrier bags or ribbon on a bike wheel, natural materials on a weaving board) looking at colour and texture</li> <li>● Use pattern created to make a bag/purse using joins and stitches, applique, weaving.</li> </ul>
<p>Year 2 Disciplinary Knowledge-Skills</p> <ul style="list-style-type: none"> <li>● Interpretation</li> <li>● Application</li> <li>● Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Know how to show how people feel in paintings and drawings</li> </ul>	<p><b>Artist Study</b></p> <ul style="list-style-type: none"> <li>● Know how to create a piece of art in response to the work of another artist</li> <li>● Pupils develop views and ideas, using this to inform their own creative actions</li> <li>● Suggest how artists and creative practitioners have used colour, pattern and shape</li> <li>● Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>● Express thoughts and feelings about a piece of art. Explain how a piece of art makes them feel – link to emotions.</li> </ul> 		
<p>Significant Individual</p>		<p>Piet Mondrian- block colours</p>		<p>William Morris</p>
<p><b>Year 3</b></p>				
<p>Unit Title/Enquiry</p>	<p><b>Who made the most significant changes in Human Pre History- Stone Age-Bronze Age-Iron Age?</b></p> <p>Drawing</p>	<p><b>Who were the Ancient Egyptians and what marks did they leave behind?</b></p> <p>Painting</p> <p>Artist Study</p>		<p><b>Are Rivers Friends or Foe?</b></p> <p>Sculpture- Wire and Papier Mache Collage</p>

	Sculpture -clay Using Sketchbooks	Using Sketchbooks		Using Sketchbooks
<b>National Curriculum Link</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● to create sketch books to record their observations and use them to review and revisit ideas</li> <li>● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● about great artists, architects and designers in history.</li> </ul>			
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>● By the end of Year 2, pupils should be familiar with a range of pencils, for example 8B, 4B, HB and know what they would use each for</li> <li>● Pupils are familiar with the concept of a sketchbook having used a 'floor book' system in EYFS and key stage1 to experiment with different ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils should be able to use thin and thick brushes to create different textures and different shades</li> <li>● They have experimented with tones and tints by adding white and black to their original colour</li> <li>● They have experienced creating a wash by using water and a small amount of paint and know how to apply this</li> <li>● Pupils are familiar with interrogating a piece of art work and to talking about technique as well as use of colour, form, pattern and shade</li> <li>● They will also have considered art from different parts of the world, i.e., African art</li> <li>● They will have already responded to the techniques used by an artist by creating their own piece using some of the artists' techniques</li> </ul>		<ul style="list-style-type: none"> <li>● They have experienced printing by using pressing, rolling, rubbing and stamping</li> <li>● They have learnt to use coiling to make a clay pot</li> <li>● They know how to attach pieces to a pot using slip</li> </ul>
<b>Future Links to this Unit</b>				

**Year 3**  
**Substantive Knowledge- the seven elements:**

- Line
- Shape
- Colour
- Form
- Value
- Texture
- Space

**Drawing- Observational Drawing of an Artefact from different viewpoints**

- Know how to use different grades of pencil to shade and to show different tones and textures
- Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil
- Experiment with ways in which surface detail can be added to drawings
- Experiment with different grades of pencil to create lines and marks
- Experiment with different grades of pencils to draw different forms and shapes
- Explore shading with different media to achieve a range of light and dark tones, black to white
- Apply simple use of pattern and texture in a drawing
- Draw objects from different viewpoints: above, below, front, back Plan, refine and alter their drawings as necessary

**Painting linked to Artist Study**

- Know how to create a background using a wash
- Know how to use a range of brushes to create different effects in painting
- Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects
- Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing
- Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects
- Build on understanding of the colour wheel, storing information through investigation on a colour spectrum
- Explore complementary colours – colours opposite each other on the colour wheel
- Work on different scales, selecting suitable brush size and type Introduce watercolour paints to create wash backgrounds
- Experiment with different types of paint and making



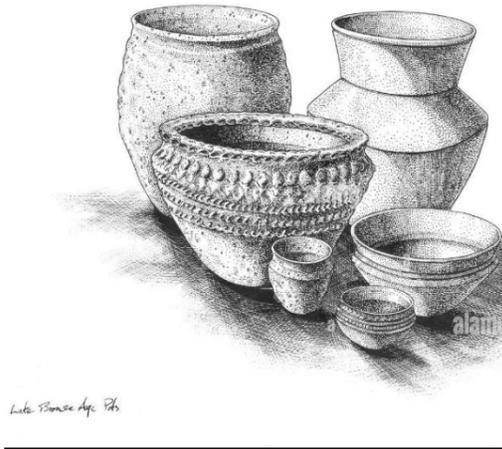
**Collage- A River's Journey/Landscapes/Coastal**

- Develop skills of overlapping and overlaying to place objects in front or behind in a collage
- Experiment with techniques to make mosaics
- Experiment with creating mood, feeling, movement and areas of interest using different media
- Use collage as a means of collecting ideas and information and building a visual vocabulary



**Sculpture- Pondlife**

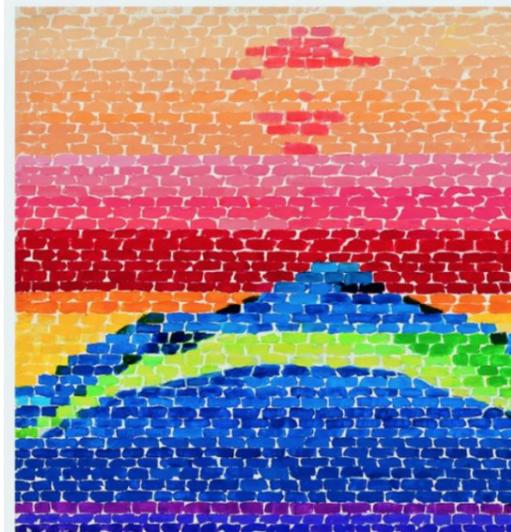
- Make 3D models by constructing materials and using papier mâché and paint to add a final finish.
- Plan, design and make models from observation or imagination.



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**Sculpture (additional unit)- Neolithic Clay Pots**

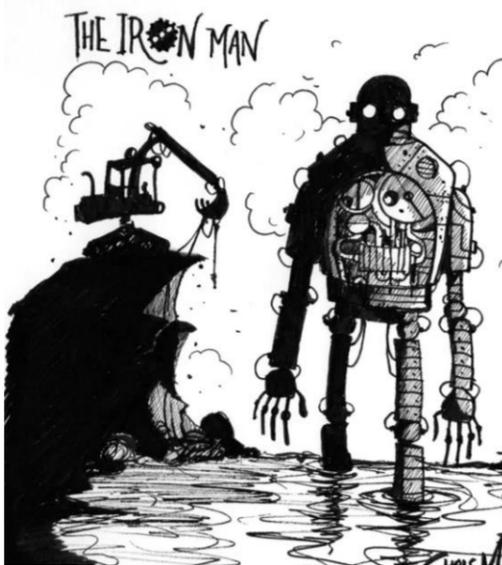
- Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form.
- Manipulate clay using pinch, slab and coil techniques.
- Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.



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<p><b>Year 3</b> <b>Disciplinary Knowledge-Skills</b></p> <ul style="list-style-type: none"> <li>● Interpretation</li> <li>● Application</li> <li>● Evaluation</li> </ul>	<p><b>Application- Sculpture</b></p> <ul style="list-style-type: none"> <li>● To know how to construct shapes and structures using clay to represent a vessel or pot.</li> <li>● To evaluate the effectiveness of their design for its purpose and make adaptations where necessary.</li> <li>● To know how to improve their design and make decisions around the best techniques and approaches to use.</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>● Know how to use sketches to produce a final piece of art</li> <li>● Know how to use digital images and combine with other media</li> <li>● Know how to use IT to create art which includes their own work and that of others</li> </ul>	<p><b>Artist Study</b></p> <ul style="list-style-type: none"> <li>● Continue to explore 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.</li> <li>● Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>● Respond to art from other cultures and periods of time.</li> <li>● Know how to identify the techniques used by artists and creative practitioners</li> </ul> <p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>● Know how to use sketches to produce a final piece of art</li> <li>● Know how to use digital images and combine with other media</li> <li>● Know how to use IT to create art which includes their own work and that of others</li> </ul>		<p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>● Know how to use sketches to produce a final piece of art</li> <li>● Know how to use digital images and combine with other media</li> <li>● Know how to use IT to create art which includes their own work and that of others</li> </ul>
<p><b>Significant Individual/Experiences</b></p>		<p>Alma Woodsey Thomas- Abstract brush strokes create a collage effect Georges Seurat- Pointillism</p>		
<b>Year 4</b>				
<p><b>Unit Title/Enquiry</b></p>	<p><b>Industrial Revolution- Why do we export from Yorkshire?</b></p> <p><b>Drawing</b> <b>Textiles</b> <b>Using Sketchbooks</b></p>	<p><b>What was the impact of the Roman Invasion on Britain and what have they left behind?</b></p> <p><b>Painting</b></p> <p><b>Artist Study</b></p> <p><b>Using Sketchbooks</b></p>		<p><b>Why do people choose to live in dangerous places?</b></p> <p><b>Drawing</b></p> <p><b>Printing</b></p> <p><b>Using Sketchbooks</b></p>
<p><b>National Curriculum Link</b></p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>● to create sketch books to record their observations and use them to review and revisit ideas</li> <li>● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● about great artists, architects and designers in history.</li> </ul>			

<p><b>Prior Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Pupils are very familiar with a range of pencils and should include at least one H pencil (perhaps 2B)</li> <li>• They are experienced at creating different patterns with these pencils</li> <li>• Pupils should be familiar with the concept of a sketchbook and are beginning to see it as a place where they can have a record of their work on a range of stimuli</li> <li>• They have captured a range of pencil marks using different pencils from 8B to HB</li> <li>• They have started to experiment with washes on the work of famous artists</li> <li>• They have recorded some of their ideas and the results from using IT paint packages</li> </ul>	<ul style="list-style-type: none"> <li>• At this stage, pupils should be familiar with comparing the work of at least two artists and be able to talk about what they like and about the techniques employed by each</li> <li>• They will have considered ideas they have learned and used their sketchbooks to try new ideas out leading to a final piece</li> <li>• They should have expanded their knowledge of art from different cultures and started to consider art produced during historical periods</li> <li>• They should now be confident to apply a wash and let it dry before applying thicker paint on top</li> <li>• They should also know that in most cases washes are applied with a thick brush</li> </ul>		<ul style="list-style-type: none"> <li>• They should know how to over-print and create more than one colour with the same artefacts</li> <li>• They should be familiar with rolling clay and how to join clay using slip</li> </ul>
<p><b>Future Links to this Unit</b></p>				
<p><b>Year 4 Substantive Knowledge- the seven elements:</b></p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Colour</li> <li>• Form</li> <li>• Value</li> <li>• Texture</li> <li>• Space</li> </ul>	<p><b>Drawing- Iron Man w/ Mountainous background</b></p> <ul style="list-style-type: none"> <li>• Begin to show in their drawings that objects have a third dimension</li> <li>• Apply tone to a drawing in a simple way Experiment with different shading techniques of hatching and cross hatching</li> <li>• Use different grades of pencils and other drawing implements to achieve variation in tone</li> </ul>	<p><b>Painting- linked to Artist Study –Georgia O Keefe-Reflections and Claude Monet</b></p> <ul style="list-style-type: none"> <li>• Know how to show reflections in art</li> <li>• Experiment with the styles used by other artists and creative practitioners</li> <li>• Explain some of the features of art from historical periods</li> <li>• Know how different artists developed their specific techniques</li> <li>• Create different effects and textures with paint according to what they need for a task.</li> <li>• Use light (tint) and dark (tone) within painting and show understanding of complimentary colours.</li> <li>• Mix tints and shades with increasing confidence.</li> <li>• Experiment with creating tones – adding grey to a colour</li> <li>• Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades</li> </ul>		<p><b>Textiles- Industrial Revolution- Text Study – A Pattern of Secrets- which is set in Paisley and links with the Paisley pattern</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques e.g. printing, dyeing, weaving, stitching to create different textural effects</li> <li>• Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch)</li> <li>• Experiment with adding detail to fabric by gluing or stitching</li> <li>• Add colour and pattern to fabric using dyes, printing and resist paste and batik</li> <li>• Weave paper and found materials to represent an image e.g. landscape</li> </ul> <p><b>Printing- Natural disasters-abstract</b></p> <ul style="list-style-type: none"> <li>• Work in greater detail when relief printing - making printing blocks</li> <li>• Use two colour overlays when relief printing</li> </ul>



- Look at how artists paint foregrounds and backgrounds for perspective
- Work with increasing detail, using appropriate brushes. Work with a range of paints: poster, acrylic and watercolour and investigate effect



- Explore lines, marks, shapes and tones through monoprinting (using polystyrene tiles)
- Print with two colour overlays
- Create repeating patterns Design a complex pattern made up from two or more motifs and print a tiled version

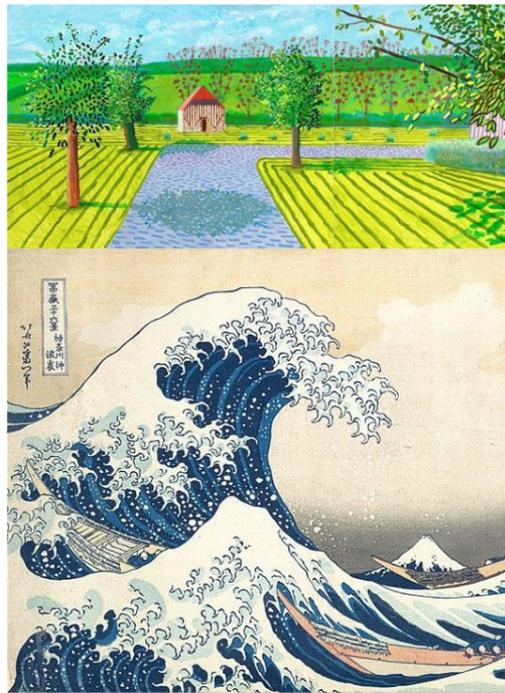


<b>Year 4</b> <b>Disciplinary Knowledge-Skills</b> <ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Application</li> <li>• Evaluation</li> </ul>	<b>Sketchbooks</b> <ul style="list-style-type: none"> <li>• Know how to integrate digital images into artwork</li> <li>• Use sketchbooks to design the patterns, shapes and details included on their own paisley print.</li> <li>• Use sketchbooks to experiment with different textures, overlapping of materials and colour.</li> <li>• Use photographs to help design their own paisley.</li> </ul>	<b>Sketchbooks</b> <ul style="list-style-type: none"> <li>• To integrate digital images into artwork</li> <li>• To annotate examples of Artists' work showing own opinions</li> <li>• Use sketchbooks to experiment with different texture and reflective techniques</li> <li>• Use photographs to help create reflections</li> </ul> <b>Artist Study</b> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings and explaining their views.</li> <li>• Begin to explore a range of great artists, architects and designers in history.</li> <li>• Reflect and explain the successes and challenges in a piece of art they have created.</li> <li>• Identify changes they might make or how their work could be developed further.</li> </ul>		<b>Sketchbooks</b> <ul style="list-style-type: none"> <li>• Know how to integrate digital images into artwork</li> <li>• Use sketchbooks to help create facial expressions</li> <li>• Use sketchbooks to experiment with different texture</li> <li>• Use photographs to help create reflect</li> </ul>
<b>Significant Individual/Experiences</b>		Georgia O Keefe- Lake George Reflection-watercolour, reflections Claude Monet- reflection, impressionism		
<b>Year 5</b>				
<b>Unit Title/Enquiry</b>	<b>Should Britain be proud of the British Empire?</b>  <b>Artist Study</b>	<b>Who were the Tudors and what impact did the period of time have on Britain?</b>  <b>Drawing</b>		<b>What will happen when all the forest are gone? How can we stop deforestation?</b>  <b>Drawing</b>

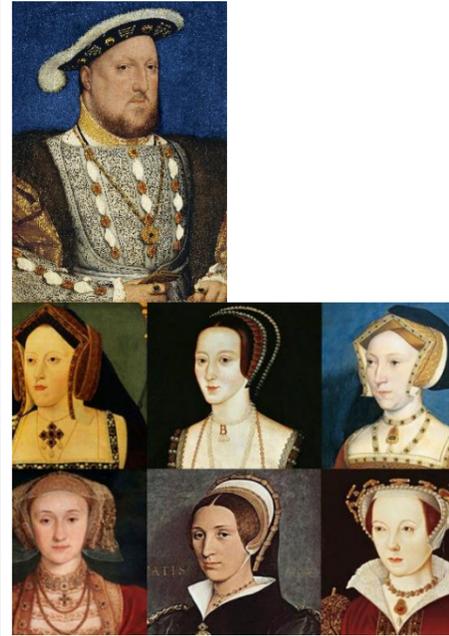
	<b>Painting</b> <b>Using Sketchbooks</b>	<b>Artist Study</b> <b>Sculpture</b>		<b>Artist Study</b> <b>Using Sketchbooks</b>
<b>National Curriculum Link</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>			
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>By Y4 pupils are familiar with a range of pencils and know what each is able to do in terms of shade and sharpness</li> <li>Their drawings of people show detail so that the mood is clear</li> <li>Drawings of people are proportioned well and in line with the expectations outlined in 'Goodenough'</li> <li>They use pencil, charcoal and pastels to create continuing patterns to create effect in a piece of work</li> </ul> <p>Sketchbooks</p> <ul style="list-style-type: none"> <li>At this stage, it is hoped that pupils are making references to their sketchbooks using it to experiment with new ideas</li> <li>They are able to record ideas about pat and shade</li> <li>They can also use photographs and star ways of capturing thoughts and ideas th started from the photograph</li> </ul>	<p>In Year 4-</p> <ul style="list-style-type: none"> <li>They are able to mix paint to a desired colour and know how to use white and black to create tints and shade</li> </ul> <p>Artist Study</p> <ul style="list-style-type: none"> <li>Pupils have begun to develop an expertise of knowledge about certain artists and can explain what their intentions were, for example, Picasso and Dali</li> <li>Although they are beginning to take account of the technique of various artists, they are more confident to make partial use of this technique in their own art, giving them greater variation</li> </ul>		<p>In Year 4-</p> <ul style="list-style-type: none"> <li>They should be able to join clay using slip and create models in clay where joining is required</li> <li>They should be familiar with a range of IT painting programs</li> </ul>
<b>Future Links to this Unit</b>	Children will have developed a wide knowledge of a variety of artists and will be able to use this knowledge to develop their critique of artists' work in Y6 when they study			
<b>Year 5 Substantive Knowledge- the seven elements:</b> <ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Colour</li> <li>Form</li> </ul>	<p><b>Painting-Artist Study Comparison</b></p> <ul style="list-style-type: none"> <li>Know how to organise line, tint, tone, shape, colour, pattern, texture and form to represent figures and forms in movement</li> <li>Know how to express emotion in art</li> </ul>	<p><b>Drawing-</b></p> <ul style="list-style-type: none"> <li>Know how to organise line, tint, tone, shape, colour, pattern, texture and form to represent figures and forms in movement</li> <li>Know how to express emotion in art</li> </ul>		<p><b>Drawing-</b></p> <ul style="list-style-type: none"> <li>Know how to organise line, tint, tone, shape, colour, pattern, texture and form to represent figures and forms in movement</li> <li>Know how to express emotion in art</li> <li>Work in a sustained and independent way to create a detailed drawing.</li> </ul>

- Value
- Texture
- Space

- Explore wash and transparency, marks and strokes when painting
- Confidently control types of marks made and experiment with different effects and textures
- Mix and match colours to create atmosphere and light effects.
- Mix colours, shades, tones and tints with confidence
- Start to develop a painting from a drawing
- Use watercolour paints and small brushes to develop detail
- Compose using fore, middle and background
- Create images with lots of tone but using only one colour - monochrome



- Work in a sustained and independent way to create a detailed drawing.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.
- Develop simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings.
- Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills using a variety of view finders.

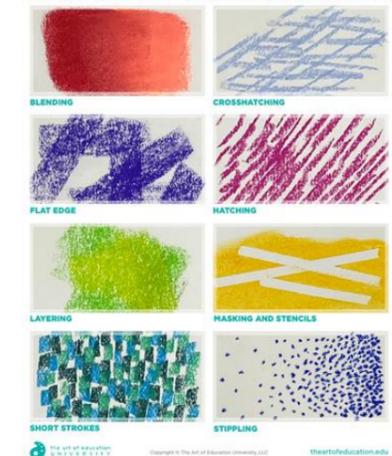


**Sculpture- Clay faces own or Tudor Monarch**

- Manipulate materials to make a new 3D form e.g. human figure.
- Use covering materials such as modelling clay to create 3D models.
- Add final finishes to models using paint/glazing techniques.

- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.
- Develop simple perspective in their work using a single focal point and horizon.
- Begin to develop an awareness of composition, scale and proportion in their paintings.
- Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills using a variety of view finders.

**CHALK PASTEL TECHNIQUES**



				
<p><b>Year 5</b> <b>Disciplinary Knowledge-Skills</b></p> <ul style="list-style-type: none"> <li>● Interpretation</li> <li>● Application</li> <li>● Evaluation</li> </ul>	<p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>● Experiment by using marks and lines to produce texture</li> <li>● Experiment with shading to create mood and feeling</li> <li>● Experiment with media to create emotion in art</li> <li>● Know how to use images created, scanned and found; altering them where necessary to create art</li> </ul> <p><b>Artist Study</b></p> <ul style="list-style-type: none"> <li>● Research the work of an artist or creative practitioner and use their work to replicate a style</li> <li>● Know reasons why artists and designers work in the way they do and make decisions</li> <li>● Use the study of an artist to inform creative actions</li> <li>● Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> </ul>	<p><b>Artist Study</b></p> <ul style="list-style-type: none"> <li>● Research the work of an artist or creative practitioner and use their work to replicate a style</li> <li>● Know reasons why artists and designers work in the way they do and make decisions</li> <li>● Use the study of an artist to inform creative actions</li> <li>● Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>● Identify artists who have worked in a similar way to their own work.</li> <li>● Explore a range of great artists, architects and designers in history.</li> <li>● Compare the style of different styles and approaches.</li> </ul>		<p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>● Experiment by using marks and lines to produce texture</li> <li>● Experiment with shading to create mood and feeling</li> <li>● Experiment with media to create emotion in art</li> <li>● Know how to use images created, scanned and found; altering them where necessary to create art</li> </ul> <p><b>Artist Study</b></p> <ul style="list-style-type: none"> <li>● Research the work of an artist or creative practitioner and use their work to replicate a style</li> <li>● Know reasons why artists and designers work in the way they do and make decisions</li> <li>● Use the study of an artist to inform creative actions</li> <li>● Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</li> <li>● Identify artists who have worked in a similar way to their own work.</li> </ul>

	<p>identify modifications/ changes and see how they can be developed further.</p> <ul style="list-style-type: none"> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Explore a range of great artists, architects and designers in history.</li> <li>Compare the style of different styles and approaches.</li> </ul>			<ul style="list-style-type: none"> <li>Explore a range of great artists, architects and designers in history.</li> <li>Compare the style of different styles and approaches.</li> </ul>
<b>Significant Individual/Experiences</b>	Katsushika Hokusai-watercolour, watercolours, mountain David Hockney- Landscape, perspective Comparison	Hans Holbein- portraiture fir Henry VIII		Ester Curini
<b>Year 6</b>				
<b>Unit Title/Enquiry</b>	<b>Who fought for my rights? Civil rights</b>  <b>Drawing &amp; Painting</b>  <b>Artist Study</b>  <b>Using Sketchbooks</b>	<b>What are we fighting for? WWI-WWII</b>  <b>Drawing &amp; Painting</b>  <b>Artist Study</b>  <b>Using Sketchbooks</b>		<b>Why are fighting for our future? Global Warming, Pollution, Renewable Energy</b>  <b>Sculpture</b>  <b>Textiles</b>  <b>Collage</b>  <b>Using Sketchbooks</b>
<b>National Curriculum Link</b>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>			
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>Pupils should make an effort to ensure that drawings created during art lessons and drawings they create during humanities lessons are of equal quality</li> <li>Pupils should be able to create facial expressions in their drawing of people</li> <li>When drawing a person, they should know about proportion and keep to it</li> </ul> <p>Sketchbooks</p>	<ul style="list-style-type: none"> <li>Their paintings are more sophisticated with water colour and acrylic paint being used effectively</li> <li>They know about using view finders to give them greater accuracy</li> <li>Pupils should have experienced painting and drawing to a given set of criteria in creating informal examples of art work</li> </ul>		

	<ul style="list-style-type: none"> <li>At this stage, pupils should be referring to their sketchbooks without being prompted to do so</li> <li>They have many ideas linked to texture, pattern, shade, etc. –some will be used in subsequent pieces of art work but others will have been dismissed</li> <li>The important point is that they are confident enough to explore and experiment</li> <li>They should also be confident to explore emotion in different media</li> <li>They also have a record of a range of artists that they have come across and will note the techniques that they have used</li> </ul>			
<p><b>Year 6 Substantive Knowledge- the seven elements:</b></p> <ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Colour</li> <li>Form</li> <li>Value</li> <li>Texture</li> <li>Space</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use a full range of pencils, charcoal or pastels when creating a piece of observational art</li> <li>Work from a range of sources including observation and photographs</li> <li>Work in a sustained and independent way to create detailed drawings</li> <li>Develop close observational skills using a variety of view finders</li> <li>Use different techniques for different purposes e.g. shading, hatching etc</li> <li>Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background</li> <li>Explore colour mixing and blending techniques with coloured pencils</li> <li>Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes</li> <li>Start to develop their own style using tonal contrast and mixed media</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use a full range of pencils, charcoal or pastels when creating a piece of observational art</li> <li>Work from a range of sources including observation and photographs</li> <li>Work in a sustained and independent way to create detailed drawings</li> <li>Develop close observational skills using a variety of view finders</li> <li>Use different techniques for different purposes e.g. shading, hatching etc</li> <li>Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background</li> <li>Explore colour mixing and blending techniques with coloured pencils</li> <li>Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes</li> <li>Start to develop their own style using tonal contrast and mixed media</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Know how to overprint to create different patterns</li> <li>Know which media to use to create maximum impact</li> </ul>		<p><b>Collage with Textiles to add details to item of clothing/bag/flag/wall hanging-</b></p> <ul style="list-style-type: none"> <li>Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects</li> <li>Embellish a surface using a variety of techniques, including drawing, painting and printing</li> <li>Select and use found materials with art media and adhesives to assemble and represent an image or stimulus</li> </ul> <p><b>Textiles- Save the Planet- Make own item of clothing/bag/flag/wall hanging to campaign for stopping Global Warming</b></p> <ul style="list-style-type: none"> <li>Use fabric to create a 3D art form</li> <li>Use a number of different stitches creatively to join fabrics and create patterns/textures</li> <li>Use a range of techniques to add decoration e.g. plaiting, pinning, stapling, stitching, sewing</li> <li>Add colour and pattern to a fabric using batik with more than one colour</li> <li>Combine techniques to produce an end piece e.g. embroidery over tie dye</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Create designs for prints by simplifying initial drawings/sketches</li> <li>Extend printing methods such as using Collagraph (on card/lino)</li> </ul>



**Painting**

- Know how to overprint to create different patterns
- Know which media to use to create maximum impact
- Use a full range of pencils, charcoal or pastels when creating a piece of observational art
- Work with sustained independence and confidence to develop their own style of painting.
- Use a range of effects to convey mood/feeling in their work.
- Mix colour, shades, tints and tones with confidence and to achieve an intended effect
- Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint
- Create a painting from a drawing
- Use painting techniques as part of a mixed media at project.
- Explore how artists have used colour, texture and movement to express emotions e.g. in self portraits

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- Through printing, show increasing use of tools to control line, shape, texture and tone
- Colour mix through printing, create prints with at least three colour overlays
- Use printing techniques as part of a multi-media project e.g. prints onto dyed fabrics

Year 6

**Sketchbooks**

- Explain why different tools have been used to create art

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<p><b>Disciplinary Knowledge-Skills</b></p> <ul style="list-style-type: none"> <li>● Interpretation</li> <li>● Application</li> <li>● Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Explain why chosen specific techniques have been used</li> <li>● Know how to use feedback to make amendments and improvement to art</li> </ul> <p><b>Artist Study</b></p> <ul style="list-style-type: none"> <li>● Explain the style of art used and how it has been influenced by a famous artist</li> <li>● Know what a specific artist is trying to achieve in any given situation</li> <li>● Know why art can be very abstract and interpret what message the artist is trying to convey</li> <li>● Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.</li> <li>● Identify artists who have worked in a similar way to their own work.</li> <li>● Explore a range of great artists, architects and designers in history.</li> <li>● Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain why chosen specific techniques have been used</li> <li>● Know how to use feedback to make amendments and improvement to art</li> </ul> <p><b>Artist Study</b></p> <ul style="list-style-type: none"> <li>● Explain the style of art used and how it has been influenced by a famous artist</li> <li>● Know what a specific artist is trying to achieve in any given situation</li> <li>● Know why art can be very abstract and interpret what message the artist is trying to convey</li> <li>● Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.</li> <li>● Identify artists who have worked in a similar way to their own work.</li> <li>● Explore a range of great artists, architects and designers in history.</li> <li>● Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>		<ul style="list-style-type: none"> <li>● Explain why chosen specific techniques have been used</li> <li>● Know how to use feedback to make amendments and improvement to art</li> </ul> 
<p><b>Significant Individual/Experiences</b></p>	<p>Frida Kahlo- colour, emotions, culture, feminism</p>	<p>Turgo Bastien - Layering different media-overprint Comparison of Artists and Style of Art</p>		<p>Carolyn Saxby – Cornish textile artist</p>