

# St Michael's C.E Primary School

## Art Curriculum 2024 - 2025

Art embodies a range of practical skills and knowledge that allows pupils to experiment, invent and create striking pieces of art. Pupils learn that art is central to the culture and history of the world around us. Pupils will gain practical experience in exploring painting, drawing, printing, collage and sculpture techniques and evaluate their own learning throughout.

At St Michael's we aim to provide children with an engaging, memorable and high-quality Art curriculum. We aim to foster a love of Art in our pupils whilst equipping them with the knowledge and skills needed to create independent final pieces, they are proud of. An artist at St Michael's is taught to think critically at an artist's work; commenting upon what they notice and what they like about a piece. They are exposed to a range of styles, artists and subject matter and apply this to their own work during the planning process.

An Artist is a person who produces art using imagination, skill, patience and resilience. An Artist knows the importance of evaluating and analysing own and other's artwork with a critical eye. An Artist has a good understanding of other artists their styles, which will inform and shape their own pieces.

## Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

*To talk about spirituality is to talk about something which is **beyond words**.*

*Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.*

*We refer to this as:*

*The stillness of the mind*

*The settling of the soul*

*The uplifting of the spirit*

*Being at one in the world and finding meaning and purpose in life.*

*For some, but not all, this will be experienced, expressed or explained through faith or belief.*

*When discussing this with our pupils, we refer to spirituality as:*

*The way WOWS, OWS and NOWS shape me into the person that I am and will become.*

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



## Spirituality Opportunities

### Self

#### *Opportunities*

- Studying artwork and themes around it to explore connections to self.
- Pupils gain a respect for the spiritual journey of creation which involves resilience and endurance.
- Children should experience moments of stillness in order to gain an appreciation for the hope and joy and delight in the beauty of artwork.
- To be exposed to variety of samples of art and to consider art as a medium of self-expression.
- Self-portraits and awareness of uniqueness, e.g. expressing emotion.
- Stillness opportunities when doing observations in preparation for artwork.
- Linking colours to feelings and reflecting on how that makes you feel.
- Creating artwork that promotes sense of self and belonging.
- Developing gratitude and pride through taking care of sketchbooks.
- Opportunities to share artwork and developing pride in this.

#### *Potential Question Prompts*

- In what ways can art be a form of spiritual expression or connection?  
Give examples.
- How does this artwork relate to concepts like beauty, truth, purpose or the human condition?
- How might different materials, colours, forms or techniques be used to evoke a sense of spirituality or transcendence?
- In what ways does your cultural or religious background influence your artistic style or subject matter?
- How can we use the creative process of art-making as a means of introspection, meditation or spiritual growth?
- What is your preferred choice of medium and how does this let you express yourself.

### Others

#### *Opportunities*

- Experience great admiration and respect for their own work and that of peers which could be used to bring hope to others.
- Encourage everyone to 'keep their eyes open' and sow the seeds of spirituality.
- Pause for reflection in relation to difficult themes within artwork which allows people to express their response to challenging circumstances and build a resilient hope.
- Be introduced to works of great artists and experience wonder and awe at the achievements of these works of art.
- How artists use techniques to make sense of the world.
- Creating artwork with underlying messages promoting moral, spiritual and environmental opinions and beliefs.
- Upcycling materials to create art to promote a sense of responsibility and understanding how this impacts on others.
- Exploring local community through landscape and creativity.

#### *Potential Question Prompts*

- What are the words and ows in the stories behind the artists you study?
- How do you celebrate and respect differences responses to art?
- What deeper meanings or emotions do you think the artist was trying to convey through this work?
- How might different cultures or belief systems interpret the symbolism or imagery used in this artwork?
- In what ways does this artist's cultural or religious background seem to influence their artistic style or subject matter



## Transcendence

### Opportunities

- Studying abstract and non-representational art forms that aim to express ideas, emotions or spiritual experiences beyond the material world.
- Looking at religious/spiritual art from various cultures and faiths that depict transcendent experiences, visions, or sacred beings/realms. This could include Buddhist mandalas, Islamic geometric patterns, Christian icons, or Indigenous art depicting the spirit world.
- Using art as a means of personal expression and reflection on profound questions about existence, the universe, and humanity's place within it. Children could create artwork meditating on big philosophical/spiritual questions.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey transcendent meanings beyond just the physical objects depicted.
- Experiencing art through biblical texts and opportunities to reflect on this and answer big questions.
- Exposure to art that depicts challenging topics.

### Potential Question Prompts

- In what ways can art be a form of spiritual expression or connection to the beyond?
- When looking at a piece of art, have you ever felt a sense of awe, wonder or connection to something greater than yourself? What about the artwork made you feel that way?
- How might an artist use colours, shapes, textures or materials to create a feeling of peace, calm or transcendence in their work?
- If you could create a piece of art to express your deepest hopes, questions or feelings about life's biggest mysteries, what might it look like?
- When making art, have you ever felt "in the zone" or deeply absorbed in the creative process? What did that feel like?
- Sacred buildings like churches, temples or mosques often use specific design elements to inspire a sense of spirituality. What design choices might an architect make for this purpose?

## Nature

### Opportunities

- Be given opportunities to respond to deeper meanings of art and create art linked to natural phenomenon.
- Develop curiosity and fascination about a piece of art.
- Going outdoors to closely observe and draw natural objects like plants, trees, insects etc.
- Discussing the intricate details, patterns, and beauty found in nature.
- Guided meditation or breathwork outside before an art activity to cultivate focus and presence.
- Using natural materials to create sculptures or land art installations outdoors.
- Exploring the cycles of seasons and how they link to beliefs.
- Reflecting on the impact of human behaviour on the world.
- Listen to sounds of nature, responding to what they have heard through art.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey nature and the environment.

### Potential Question Prompts

- Some artists try to capture the beauty and mystery of the natural world in their art. What in nature fills you with a sense of wonder or spiritual connection?
- When looking at artwork that depicts nature (landscapes, animals, plants etc.), what feelings or thoughts does it stir up inside you?
- How might an artist use colours, textures or materials found in nature to create a sense of peace, wonder or connection to the natural world?
- How might an artist use light, shadows or contrasting elements to show the different moods, cycles or forces of nature?
- When creating artwork inspired by nature, have you ever felt deeply focused, calm or "at one" with your subject?
- If you could create a piece of artwork celebrating the natural world, what from nature would you want to feature? How would you use art materials to represent it?



## St Michael's CE Primary Art Curriculum 2024-2025 map

	Autumn	Spring	Summer
Year 1	Art and Design Skills	Formal Elements of Art	Landscapes using Different Media
			Sculptures, Junk Models and Collage
Year 2	Formal Elements of Art	Sculpture and Mixed Media	Art and Design Skills
	Making Faces & Portraits		
Year 3	Prehistoric Art	Formal Elements of Art	Craft
	Puppets	Art and Design Skills	
Year 4	Art and Design Skills	Formal Elements of Art	Every Picture Tells a Story
		Sculpture	
Year 5	Formal Elements of Art: Architecture	Every Picture Tells a Story	Design For a Purpose
			Art and Design Skills
Year 6	Photography	Still Life	Make My Voice Heard
		Art and Design Skills	



### Early Years Foundation Stage - Educational Programmes

#### Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### National Curriculum - Aims and Purpose

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
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### National Curriculum - Key stage 1

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

### National Curriculum - Key stage 2

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.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas



- 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
- About great artists, architects and designers in history.



## Art Milestones

### Nursery

#### Drawing

- To explore mark making and begin to ascribe a meaning to marks.
- To use large and small movements when mark making.
- To copy patterns and shapes that a teacher has created or a template that has been given.
- To begin to draw with increasing complexity and detail.
- To show different emotions in my drawing.

#### Painting

- To explore how colours can be changed and mixed.
- To use paint to create paintings based on a stimulus or own ideas and feelings.
- To show different emotions in their paintings.

#### Craft and Design

- To use tools for a purpose when creating.
- To follow a model or template to create a piece of artwork.

#### Sculpture and 3D

- To join different materials and explore different textures.
- To use tools for a purpose.
- To mould using clay, salt dough and playdough.

#### Collage and Printing

- To use a range of real-life objects to print such as vegetables and fruit and explore the prints they make.
- To copy patterns when printing.
- To join materials and explore textures.

- To create artwork inspired by a stimulus set by the Nursery staff.
- To revisit and adapt work with adult support.

#### Knowledge of Formal Elements of Art

- To use colour for a purpose to represent objects, animals or people.
- To know the purpose of tools and how they will be used to create artwork.
- To explore texture.
- To notice differences between materials and begin to use them when creating.
- To use colour for a purpose to represent objects, animals and people.
- To explore and create transient art.
- To use 2d shapes to create shape pictures.
- To make marks on paper, whiteboards and chalkboards.
- To draw lines and circles using writing tools.
- To notice patterns in art work and nature.





## Reception

### Drawing

- To explore mark making using wax crayon, chalk and felt tips.
- To investigate how to make large and small movements with control when drawing.
- To practice looking carefully when drawing.

### Painting

- To explore painting using hands as a tool.
- To make natural painting tools.
- To use paint to express ideas and feelings.

### Craft and Design

- To make natural painting tools.
- To use a range of material to create child led art with no set outcome.

### Sculpture and 3D

- To explore the properties of clay.
- To use modelling tools to cut and shape soft materials such as playdough and clay.
- To select and arrange natural material to create 3D artwork.

### Collage and Painting

- To explore colours, patterns and compositions when combining materials in collage.

- To select and arrange natural material to create 3D artwork.
- To discuss what went well in their art work and what you might do differently next time.

### Knowledge of Formal Elements of Art

- To learn that an observational drawing is done by looking closely.
- To talk about texture and explain their choices.
- To talk about colour and explain their choices.
- To develop 3D models by adding colour.
- To explore what happens when paint colours mix.
- To use loose parts to create transient art.
- Use modelling tools to cut and shape soft material.
- To talk about shape and explain their choices.
- Explore mark making using a range of drawing materials.
- Investigate how to make large and small movements with control when drawing.
- To talk about pattern and explain their choices.



		Autumn	Spring	Summer
Key Stage 1	Year 1	Art and Design Skills	Formal Elements of Art	Landscapes Using Different Media
		<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>To create new colours by overlapping printing</li> <li>To mix primary colours to make secondary colours</li> <li>To make different shades of secondary colours</li> <li>To make prints using different printing techniques</li> <li>To use a range of different materials creatively</li> <li>To give an opinion on the mediums used and express reasons</li> <li>To compare images by the same artist and spot similarities and different</li> <li>To observe and spot detail in famous paintings</li> <li>To develop skill and control when painting</li> <li>Use sketchbooks to record thoughts and ideas and to experiment with materials</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To know that that sketchbooks are for developing ideas and trying things out</li> <li>To know the right amount of paint to use</li> <li>To know that a print is transferring an image from one surface to another</li> <li>To know that new colours can be made by overlapping prints</li> <li>To know the primary colours</li> <li>To know that 2 primary colours make a secondary colour</li> <li>To know that different amounts of primary colours can make a secondary colour lighter or darker</li> <li>To know different printing techniques</li> </ul> <p><b>To understand key artists and their work/style:</b></p> <ul style="list-style-type: none"> <li>To know the works of Louis Wain</li> <li>To know the names of some abstract artists such as Kandinsky, Bernal and Bolotowsky</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>To combine colours and shapes to make an abstract piece of art</li> <li>To describe the different lines in famous pieces of art</li> <li>To create different lines with pencil and chalk</li> <li>To evaluate own artwork and the work of others</li> <li>To choose suitable brushes for different marks</li> <li>To create artwork inspired by other artists</li> <li>To select and mix the correct primary colours to make a secondary colour</li> <li>To develop skill and control when painting</li> <li>To Identify shapes in art</li> <li>To Use shapes for a purpose</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To know that abstract art is modern art which does not represent images of our everyday world</li> <li>To know different types of line in art</li> <li>To know different ways of drawing lines</li> <li>To know which primary colours make which secondary colours</li> <li>To know different brushes make different marks</li> </ul> <p><b>To understand key artists and their work/style:</b></p> <ul style="list-style-type: none"> <li>To know the works of Beatriz Milhazes</li> <li>To know the work of Bridget Riley</li> <li>To know the work of Zaria Forman</li> <li>To know the work of Jasper John</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>To use scissors safely and carefully</li> <li>To compose a scene using shapes</li> <li>To identify different textures in artwork</li> <li>To create different textures using materials</li> <li>To use different tints and shades for effect</li> <li>To mix colours to match those in artwork</li> <li>To paint areas of light and dark</li> <li>To use small brushes to paint details</li> <li>To add details to artwork with objects and materials</li> <li>To develop skill and control when painting</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To know the features of a landscape</li> <li>To know how to draw the horizon line</li> <li>To know that texture is representing how an object appears and feels</li> <li>To know what a tint and shade is</li> <li>To know that light colours stand out</li> <li>To know that dark colours recede</li> <li>To know how to create different colours by mixing</li> </ul> <p><b>To understand key artists and their work/style:</b></p> <ul style="list-style-type: none"> <li>To know the work of Vincent Van Gogh</li> <li>To know the work of Peder Severin, Joaquin Sorolla and Pierre Auguste Renoir</li> </ul>



				Plant Collage
				<u>Skills</u> To select natural materials that will be interesting To arrange materials in a meaningful way to create a final composition To create work inspired by other artists
				<u>Knowledge</u> To know what 3d means To know what a sculpture is To know that Andrew Goldsworthy and William Morris used natural materials to create artwork
				Junk Model Animals
				<u>Skills</u> To draw a design before making To join materials to make a sculpture
				<u>Knowledge</u> To know what 3d means To know what a junk model sculpture is To know ways to join materials
				Snail Sculptures
				<u>Skills</u> To create patterns using etching tools To make observations on patterns seen in nature To use moulding materials to make a basic coil shape To create a sculpture using moulding materials To Design and make patterns in a range of materials
				<u>Knowledge</u> To know what a sculpture is To know what lines, curls and circles are To know what etching is To know how to use etching tools



## Year 2

### Formal Elements of Art

#### Skills

- To create repeating patterns with clay
- To use hands as a tool for making.
- To cut along folded accurately with scissors.
- To thread strips of paper to create a weave pattern.
- To mix secondary colours.
- To choose to paint with colours that look good next to each other.
- To control my pencil to create dark and light tones.
- To use a comfortable grip when holding a brush.
- To work carefully to control the brush.
- To use a flowing stroke when painting.
- To appreciate other people's drawings.
- To suggest improvements to own and others work.
- To develop skill and control with a range of drawing materials
- Use sketchbooks to record thoughts and ideas and to experiment with materials.
- To compose geometric designs
- To describe choices and preferences using the language of art

#### Knowledge

- To know art can be enjoyable.
- To know clay is a material that can only be used when flexible and wet.
- To know fabric is made from weaving.
- To know what tone and shading is.
- To know what a flowing stroke is.

#### To understand key artists and their work/style:

- To know the artist Ed Ruscha

### Sculpture and Mixed Media

#### Skills

- To create 3d sculptural forms
- To understand how to represent form when drawing
- To know form refers to 3d structures
- To bend wire/pipe cleaners into a shape
- To make shapes using plasticine
- To draw faces that express different emotions
- To add shapes and words to piece of work
- To use materials that add texture
- To blend paint colour washes into artwork
- To blend two primary pastels to make a secondary colour
- To create a dot matrix effect
- To create shadow effects within artwork

#### Knowledge

- To know what s 3D form is
- To know what materials, add texture
- To know who Roy Lichtenstein is
- To know what a dot matrix affect is

#### To understand key artists and their work/style:

- To know the artist Roy Lichtenstein

### Art and Design Skills

#### Skills

- To create repeating pattern using everyday items.
- To identify different textures and record them using a rubbing technique.
- To create a picture using collage and frottage.
- To carefully tear my rubbings and arrange shapes into pictures.
- To experiment with shading to create different tones.
- To use different tones to make a drawing look three dimensional.
- To develop skill and control with a range of drawing materials
- To draw lines with increased skill
- To paint with skill and control
- Use sketchbooks to record thoughts and ideas and to experiment with materials.
- To mix colours for a purpose using wet and dry media
- Draw lines with increased skill
- To describe choices and preferences using the language of art

#### Knowledge

- To know that a pattern is created by repeating lines, shapes, tones or colour.
- To know what collage and frottage is.
- To know what tone means.
- To know a range of tools to create different tones.

#### To understand key artists and their work/style:

- To know the artist Max Ernst
- To know the artist Clarice Cliff
- To know the artist Nancy McCrosky



## Making Faces and Portraits

### Skills

- To accurately trace outlines.
- To create a collage of images
- To create a portrait in the style of Julian Opie.
- To detail facial features using dots and lines
- To develop skill and control with a range of drawing materials
- Use sketchbooks to record thoughts and ideas and to experiment with materials.
- Use artists as an inspiration to develop original art

### Knowledge

- To know that the term collage means 'a collection of materials or objects covering a surface.
- To know that beauty can be found in landscapes, plants and flowers, animals, people and acts of kindness.
- To know what a self-portrait is.
- To know that Julian Opie is a British artist.

### To understand key artists and their work/style:

- To know the artist Julian Opie



Year 3

Prehistoric Art

Formal Elements of Art

Craft/Art and Design Skills

Skills

- To identify 2d shapes within artwork
- To apply and blend charcoal to create form, tone and shape
- To identify and collect coloured materials to paint with
- To explain which of my designs are the most successful
- To mix paint to create a range of natural colours
- To experiment with techniques to create different textures
- To create a cave painting
- To create positive and negative prints
- To understand and know about Prehistoric Art

Knowledge

- To know some of the features of prehistoric paintings
- To know why prehistoric people painted animals
- To know what proportion means
- To know how to scale up a drawing
- To know how to use charcoal to create form, shape and tone.
- To know what pigment is
- To know that paint can be made from natural ingredients
- To know that different parts of the paintbrush can create different effects
- To know how to make a positive and negative print

Skills

- To identify simple geometrical shapes in objects
- To draw from observations
- To use shapes to help draw, design and decorate accurately
- To use guidelines to help construct more complicated images
- To bend, manipulate and join wire
- To add features to a sculpture using smaller wire
- To work safely and carefully with tools and equipment
- To shade work using the 4 rules of shading
- To blend tones gradually
- Use sketchbooks to generate ideas and record thoughts and observations
- To make records of visual experiments
- To reflect on work in order to make improvements

Knowledge

- To know that in nature objects are usually formed from wavy lines
- To know that man-made objects consist of straight line
- To know that geometry is the points, lines, shapes and space that make up simple 2d and 3d shapes.
- To know that guidelines can help draw more complicated images
- To know how to bend, manipulate and join wire
- To know how to use smaller wire to add features to a sculpture
- To know how to use wire and wire cutters carefully and sensibly
- To know that tone means the light and dark areas
- To know how to hold a pencil to shade
- To know the 4 rules of shading (shading in one direction, creating smooth, even tones, leaving no gaps and ensuring neat edges when filling in a shape)

Skills

- To create a mood board showing what is important to me
- To tie-dye material
- To understand and describe patterns in craft work
- To cut accurately
- To weave neatly with paper
- To weave using different materials
- To identify the tone in a painting
- To use tints and shades to paint from light to dark
- To recognise shapes in an object to start a drawing
- To make observational drawings and create sketches
- To create patterns in different craft methods (tie dye/weaving)
- Use sketchbooks to generate ideas and record thoughts and observations
- To make records of visual experiments
- To reflect on work in order to make improvements
- To discuss own and other's artwork using increasingly sophisticated art language

Knowledge

- To know what a mood board is
- To know the process of tie-dyeing and the importance of securing the ties tightly
- To know the similarities between tie-dyeing and wax resist
- To know what warp and weft are in paper weaving
- To know how to weave neatly
- To know that tone means the light and dark
- To know that tint is to make a colour lighter by adding white
- To know that shade is to make a colour darker by adding black.
- To know mark marking techniques to add texture
- To know how to make observational drawings
- To understand key artists and their work/style
- To know the artist Diego Velazquez



		Puppets		
		<p><u>Skills</u> To sketch a design to plan To complete work to a high standard To follow instructions carefully and accurately To cut and stick with precision To design and make a shadow puppet</p> <p><u>Knowledge</u> To know how to use materials to make a 3d puppet To know how to glue materials together To know shadow puppets work To know how to create a shadow puppet theatre</p>		



## Year 4

### Art and Design Skills

#### Skills

- To create an image using the principles of lenticular printing
- To score lines safely using scissors and a ruler
- To recreate a traditional design using tints
- To make tints to add detail and tone
- To paint in the style of a famous artist
- To paint with skill and control using expression
- To paint using the techniques of Paul Cezanne
- To create a small-scale sculpture
- To draw a design for a 3d piece
- To use tools and hands to carve, model and refine sculpture
- To use tools safely and carefully
- To arrange a draw a still life image from observation
- To use symmetry lines to sketch an outline
- To add light, medium and dark tones to make a drawing look 3d
- To add highlight to a drawing
- To create an exhibit
- To work in a group and select objects for an exhibit/collection
- Use sketchbooks for planning and refining ideas
- Use sketchbooks to record observations and developing skill and technique
- To create work in the style of Luz Perez Ojeda
- To create work inspired by Barbara Hepworth
- To use more complex vocabulary when discussing artwork

#### Knowledge

- To know that lenticular printing gives an optical illusion
- To know that illusion is created using two images
- To know how to draw a design for a three-dimensional piece
- To know and understand the role of a curator

#### Key artists

To understand key artists and their work/style

- Diego Velazquez
- To know who Paul Cezanne is and remember key facts
- Barbara Hepworth
- Luz Perez Ojeda
- To know the work of Giorgio Morandi

### Formal Elements of Art

#### Skills

- To create different textures and effects with charcoal
- To create patterns using printing techniques
- To create a pattern using a stamp
- To make a stamp using geometric and shapes
- To make prints unique through use of colour and pattern
- To create a pattern using reflection and symmetry
- To apply mathematical techniques to create a flip pattern
- To create a geometric pattern

#### Knowledge

- To know different printing techniques
- To know what repeating and symmetrical patterns are
- To know what a symmetrical figure is
- To know what a flip pattern is
- To know that a compass is used to make a circle
- To know how to use a compass safely and accurately
- To know the flower of life pattern has been used for thousands of years

### Every Picture Tells a Story

#### Skills

- To understand how to analyse a famous painting
- To look closely at details of a picture
- To describe the formal elements of a picture including form, texture, tone, line, shape and colour.
- To respond to a painting by making inferences
- To develop a narrative from the elements in a painting
- To describe the story behind a painting
- To develop analytical skills to respond to paintings
- To ask questions about art
- To apply interpretation skills to analyse and respond to abstract painting
- To discuss and describe the work of an artist
- To reflect on feelings from a painting
- To create abstract art to reflect personal feelings
- To respond to art in different ways
- Use sketchbooks for planning and refining ideas
- Use sketchbooks to record observations and developing skill and technique
- To use more complex vocabulary when discussing artwork
- To reflect on work in order to make improvements

#### Knowledge

- To know that some artwork tells a story or shows feelings in their art
- To know how to interpret a picture and suggest meaning
- To know how to find meaning in a picture
- To know the works of key artists

#### Key artists

To understand key artists and their work/style

- Diego Velazquez
- David Hockney
- Paula Rego
- Edward Hopper
- Pieter Bruegel
- Fiona Rae
- Leonardo Da Vinci





## Sculptures and Collages

### Skills

- To create a musical instrument from recycled materials
- To create a collage in the style of an artist
- To create a collage of contrasting images
- I can recognise the work of Arcimboldo
- To create a sculpture in the style of Sokari Douglas Camp
- To cut out and arrange sections of sculpture neatly

### Knowledge

### Key artists

- To understand key artists and their work/style
- To know who Arcimboldo is
- To know about the work of Sokari Douglas Camp



Year 5

Formal Elements: Architecture

Every Picture Tells a Story

Design For a Purpose

Skills

- To draw a picture from an observation
- To make close observations of small details
- To use cropping methods
- To evaluate own print work
- To create a clear print
- To design in the style of Hundertwasser
- To add colours and motifs to create work in the style of an artist
- To design a building based on an architectural style
- To use perspective view/a plan view/front elevation to draw a design
- To design a building for a specific purpose
- To design a monument to symbolise something
- To describe and analyse artists use of tone
- To reflect and analyse on intentions and choices

Knowledge

- To know what a monument is
- To know what the purpose of a monument is
- To know what a legacy is

Key artists

- To understand key artists and their work/style
- To know some work of Hundertwasser

Skills

- To evaluate a work of street art
- To suggest changes to an image to alter a message
- To create a symmetrical, abstract art from
- To work in the style of Rorschach
- To create a message using visual symbols
- To evaluate creative works using the correct vocabulary
- To use drama to show understanding of a piece of art
- To use curved lines to draw 3d shapes
- To reflect and analyse on intentions and choices
- To develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks

Knowledge

- To know what street art is
- To know how people use visual symbols

Key artists

- To understand key artists and their work/style
- To know the artist Banksy
- Rorschach
- John Singer Sargent
- Magdelene Odundo

Skills

- To design a coat of arms by selecting and placing appropriately imagery
- To work collaboratively on a design brief
- To present ideas and designs clearly in a visual format
- To design a product which is appealing and purposeful
- To design a product based on a word
- To present a product pitch
- To work as a team to create and sell a product
- To communicate through spoken and visual language to sell a product

Knowledge

- To know what a coat of arms is
- To know how symbols represent a symbol
- To know a design requires planning and purpose
- To know the work of British designers
- To know that designers start with ideas and rough drawings before drawing, finalising their designs
- To know that designs can be reviewed and modified
- To know what a USP is
- To know how advertising, words, USP and packaging help to sell a product
- To know that designers work in teams
- To understand the use of language when naming a product
- To develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks
- To reflect and analyse on intentions and choices



Art and Design Skills

Skills

- To use fine control with a pencil to make a detailed and analytical observational drawing
- To use a HB pencil to continue lines on a drawing
- To add tonal graduation using a 2B pencil
- To use textures within drawings to show careful observations and understanding of illustrating different surfaces
- To communicate ideas through notes and drawings
- To annotate and label a design
- To use imagination and visualisation to create an original piece of art

Knowledge

Key artists

To understand key artists and their work/style

Paul McKee

Dominic Wilcox



## Year 6

### Photography

#### Skills

To create a truism which communicates meaning  
To take photographs and make choices about how to edit  
To make decisions on cropping, editing and presentation of photographic images  
To draw a self-portrait from a photograph  
To replicate the mood and expression of a painting using photography  
To use the language of art with greater sophistication when discussing own and others' art  
To give reasoned evaluations of their own and others' work which takes account of context and intention

#### Knowledge

To know what a truism is  
To know contemporary artists, use digital techniques to convey messages  
To know artists use photography to record and observe  
To know the terms macro and monochromatic

#### Key artists

To understand key artists and their work/style

Edward Weston  
Edward Munch

### Still Life

#### Skills

To draw with attention to form line and layout  
To use charcoal and chalk to show light and shadow  
To create clear lines and shapes  
To pick out areas of light and shadow  
To paint with attention form line and layout  
To mix colours to create the specific hue needed  
To mix darker and lighter tones  
To represent ideas graphically, combining words and graphics  
Make personal investigations and record observations in sketchbooks  
Record experiments with media and try out new techniques and processes in sketchbook  
To use the language of art with greater sophistication when discussing own and others' art  
To give reasoned evaluations of their own and others' work which takes account of context and intention

#### Knowledge

To know sketches are not the finished article  
To know what is meant by a negative image  
To know how to mix colours to create the specific hue needed  
To know how to mix darker and lighter tones

#### Key artists

To understand key artists and their work/style

Paul Cezanne

### Make my Voice Heard

#### Skills

To create a graffiti tag  
To draw a series of lines to create a simple portrait  
To use the work of Kathe Kollwitz for inspiration  
To use charcoal to add shadows to a portrait  
To plan a draw a composition in the style of Picasso  
To use symbols to convey a message  
To use tones of black, grey, and white to create effect  
To use masking tape to create a straight line  
To keep balance in a final composition  
To create a sculpture of a head using clay  
To use clay sculpting tools to convey messages and emotions in a sculpture  
To use and attach additional pieces of clay to create features  
To use halo and chiaroscuro' techniques  
Make personal investigations and record observations in sketchbooks  
Record experiments with media and try out new techniques and processes in sketchbook  
To use the language of art with greater sophistication when discussing own and others' art  
To give reasoned evaluations of their own and others' work which takes account of context and intention

#### Knowledge

To know different styles of graffiti art

#### Key artists

To understand key artists and their work/style

To know the work of Kathe Kollwitz  
To know the work of Pablo Picasso  
To know how to keep clay malleable



			Art and Design Skills	
			<p><u>Skills</u></p> <ul style="list-style-type: none"><li>To paint by mixing complex colours</li><li>To paint in the style of the Claude Monet</li><li>To create a range of patterns using observation, imagination and memory</li><li>To experiment with different lines and marks</li><li>To show light and dark areas within an image using patterns</li><li>To transfer a pattern on to a print tile</li><li>To apply ink to a print tile</li><li>To create a repeat pattern on fabric</li><li>To evaluate the work of Edward Hopper</li></ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"><li>To know some of motivations and techniques of impressionist and post-impressionist painters</li><li>To know what a Zentangle pattern is</li><li>To know how to transfer a pattern onto a polyprint/polystyrene tile</li><li>To show texture in artwork using a range of techniques</li><li>To know that this method creates a reverse system where the imprinted lines become white, and the background becomes the colour of the ink used</li><li>To use the language of art with greater sophistication when discussing own and others' art</li><li>To give reasoned evaluations of their own and others' work which takes account of context and intention</li></ul> <p><u>Key artists</u></p> <p><i>To understand key artists and their work/style</i></p> <ul style="list-style-type: none"><li>To know Claude Monet is a famous impressionist painter</li><li>To know the work of Edward Hopper</li><li>To know the work of William Morris</li></ul>	



Progression in Art Vocabulary

Progression in Art Vocabulary				
Year 1	Formal Elements of Art	Art and Design Skills	Landscapes Using Different Media	Sculptures and Collages
	abstract, composition, modern art, <u>op art</u> , optical illusion, photorealism, pop art, primary colours, secondary colours, shape	2D shapes, 3D shapes, abstract, contemporary, drawing mediums, narrative, printing, shade,	figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones	bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile
Year 2	Formal Elements of Art	Art and Design Skills	Human Form	Sculpture and Mixed Media
	bronze, contemporary, etching, land art, metallic, pattern, sculpture, sketch, symmetrical, textile	air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone	choreograph, collaboration, contemporary, day of the dead, mixed media, sculpture, self-portrait, symbolism	blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture
Year 3	Formal Elements of Art	Art and Design Skills	Prehistoric Art	Craft
	3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone	3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone	cave artists, charcoal, geometric shapes, iron age, line drawing, native, prehistoric, proportions, stone age, texture, tone	interior designer, intersectional points, loom card frame, mood board, personality, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft
Year 4	Formal Elements of Art	Art and Design Skills	Every Picture Tells a Story	Sculpture



	2D shapes, abstract, charcoal, pattern, reflection, symmetrical, Texture	lenticular lens, optical illusion, score, sequential order, thematic	abstract, narrative, pop art, preparatory drawing, re-enact	composition, contrast, crochet, geometric pattern, maracas, optical effect, percussion instruments, pitch, quaver, recycle, sketch, upcycle, wax resist
Year 5	<b>Formal Elements of Art: Architecture</b>	<b>Art and Design Skills</b>	<b>Every Picture Tells a Story</b>	<b>Design For a Purpose</b>
	abstract, amphitheatre, ancient, architects, composition, cryptic, legacy, mono-print, ornate, pattern, plaque, representation, shading, sketch, stadium, symbolism, temple	analytical observational drawing, annotation, collage, computer-aided design (CAD), continuous line drawing, diagram, exploded-diagram, invention, portrait, prototype, sketch, texture	abstract, anonymous, Brexit, emojis, immigration, mural, pictograms, racism, street art, symmetrical	client, collaboration, design brief, font, heraldry, logo, pitch, presentation, prototype, sketch, slogan, soundbite, template, urban, unique-selling-point (USP)
Year 6	<b>Photography</b>	<b>Art and Design Skills</b>	<b>Make My Voice Heard</b>	<b>Still Life</b>
	composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism	abstract, herringbone, milliner, mindfulness, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern	abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism, tag	abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes