





















































Art and Design

Curriculum Map and Assessment Framework

Art and Design – EYFS

ELG	EYFS – Taught Content	Pupil outcomes / Year 1 readiness
<p>ELG 7 - Fine Motor Skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery • Begin to show accuracy and care when drawing. <p>ELG16 - Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • choose a colour for a purpose • experiment with different media • manipulate materials to achieve a planned effect • select appropriate tools and techniques 	<ul style="list-style-type: none"> • Art and Design - Drawing Line and Texture Yr1 Explore materials and tools for mark making • Art and Design - Painting Colour and Tone Yr1- Explore mark making with paint using primary colours • Print Making and Colour Yr1 Explore resist and relief block printing, negative stencils and clay slabs • Textiles Patterns and Texture Yr1 - Explore weaving with natural and man-made materials. • 3D Form and Shape Yr1 - Use natural and man-made materials. Create plaster casts from clay impressions • Collage Texture Yr1 - Explore the visual and tactile qualities of natural and man-made objects

Core content	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing Explore materials and tools for mark making 	Painting Explore mark making with paint, using primary colours 	Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks 	Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric 	3D Use natural and man-made materials Create plaster casts from clay impressions 	Collage Explore the visual and tactile qualities of objects Layer paper to build an image 
Year 2	Drawing Evoke mood and represent movement through mark making 	Painting Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours 	Printmaking Create repeated patterns with positive and negative space Print using natural objects as a stimulus 	Textiles & Collage Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media  	3D Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard 	Creative Response Drawing and Collage Combine drawing and collage to add detail and interest  
Year 3	Drawing and Painting Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of tonking and sgraffito  	Printmaking Create monoprints and explore mark making and pattern with printing tools 	Textiles & Collage Explore pattern and colour combinations Use collograph and Plasticine™ blocks and tie dye Explore positive and negative space Explore line and shape and create paper collage  	3D Create relief sculptures Use wire to make 3D insects 	Painting Use a range of paint techniques to create backgrounds for effect 	Creative Response Painting and Printmaking Combine painting and printmaking techniques  
Year 4	Drawing Create contour drawings using still life and natural forms as stimulus 	Painting Learn about abstract art and develop colour mixing skills to include tertiary colours 	Printmaking and Textiles Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques  	3D and Collage Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering  	Painting Mix tints and tones to create an ombre effect with paint 	Creative Response Drawing and Textiles Refine previously taught drawing and sewing techniques  
Year 5	Drawing and Painting Learn about and use the technique of subtractive drawing Use organic lines to create landscapes  	Printmaking Create three colour prints and combine printing techniques 	Textiles & Collage Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork  	3D Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls 	Painting Explore a range of effects which can be achieved using watercolour paint 	Creative Response Printmaking and Textiles Combine printmaking and textiles to embellish fabric  
Year 6	Drawing Combine techniques to create abstract images Learn about surrealism and portraiture 	Painting and Collage Create still life compositions by combining different media and in response to cubist work Adapt and refine ideas and techniques and respond to different styles of artists and art movements  	Printmaking and Textiles Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces  	3D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials 	Painting Combine techniques to create the illusion of water and depth 	Creative Response Drawing and Textiles Combine drawing and batik to add detail  

Key Stage 1

Year 1																										
Core Discipline:		Drawing																								
Key Concept:		Explore materials and tools for mark making																								
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 1 Autumn Term</p> <p>Block A</p> <p>In this block, pupils will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.</p>	<p>Make marks using a variety of tools</p> <p>Organise and arrange marks according to techniques used</p> <p>Apply knowledge of mark making</p> <p>Significant Artist – Albrecht Durer</p>	<table border="1"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1"> <tr> <td> <p>Know:</p> <p>Marks can be made using a variety of drawing tools</p> </td> <td> <p>Be able to:</p> <p>Select appropriate tools</p> <p>Make a range of marks</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>Marks can be made using a variety of drawing tools</p>	<p>Be able to:</p> <p>Select appropriate tools</p> <p>Make a range of marks</p>	<p>drawing</p> <p>Drawing is the means by or way in which marks are made on a surface.</p> <p>pressure</p> <p>Pressure means how hard the tool is pressed onto the paper or canvas. The more pressure applied to a tool, the darker the shade will be. The less pressure applied to a tool, the lighter the shade will be.</p> <p>orientation</p> <p>Orientation is where lines or shapes are positioned on the paper or the canvas.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning</p> <p>Pupils will already be able to:</p> <ul style="list-style-type: none"> • hold drawing tools correctly • position their paper according to whether they are left or right-handed <p>The block is set in the context of the Science unit ‘Seasonal changes and weather’</p>	<p>Technical Language</p> <p>cross-hatching - involves drawing a series of parallel lines to create tonal effects similar to rough shading; the closer the lines are drawn together, the darker the shading will appear</p> <p>texture - the quality of something that can be known by touch or the degree to which something is rough or smooth or soft or hard</p> <p>monochrome - a picture which contains shades of only one colour or black and white</p>																								

Year 1

Core Discipline: Painting

Key Concept: Explore mark making with paint, using primary colours

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 1 Autumn Term</p> <p>Block B In this block, pupils will explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the dip, dip dab method of painting</p>	<p>Identify parts of a paintbrush Use water, paint and a palette (dip, dip, dab) Develop different brushstrokes Arrange geometric blocks of primary colours</p> <p>Significant Artist – Piet Mondrian</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p style="text-align: center; background-color: #f4a460; margin-top: 10px;">At the end of this block, pupils will ...</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know: Paint can be used to create a range of marks The names of the primary colours</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to: Make thick and thin marks Identify shades of primary colours</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: Paint can be used to create a range of marks The names of the primary colours</p>	<p>Be able to: Make thick and thin marks Identify shades of primary colours</p>	<p>palette A palette is a thin board with a hole in it for the thumb to go through, used by an artist for mixing colours when painting.</p> <p>primary colours The colours red, yellow and blue are the primary colours.</p> <p>brushstroke The way in which something, especially paint, is applied to a surface using a brush, is called a brushstroke.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> hold a paintbrush correctly in the same way that they hold a pencil 	<p style="text-align: center;">Technical Language</p>	<p>bristles - the part of the brush that you paint with ferrule -a band, usually made of metal, around something such as a stick or handle that holds the bristles of a brush in place handle - the part of the brush you hold when painting and should be held in the same way that you hold a pencil</p>																							

Year 1

Core Discipline:

Printmaking

Key Concept:

Explore resist and relief block printing, negative stencils and clay printing blocks

Term and Focus

Taught Content:

Disciplinary Knowledge:

End Point Core Knowledge

Year 1 Spring Term

Block C

In this block, pupils will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of Untitled 30 the contemporary artist Karen Lederer.

Make marks by printing from everyday objects
 Experiment with layering marks by overprinting
 Respond to the marks they make
 Use a stencil and the stippling technique to create printed shapes
 Experiment with stencilling techniques to achieve different effects
 Create a repeated pattern using the relief printing technique
 Respond to the work of Karen Lederer
 Apply a range of printing techniques
 Explain processes and personal preferences

Significant Artist – Karen Lederer

Working Artistically

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At the end of this block, pupils will ...

Know:

Prints can be made from ordinary objects
 How to make and use a stencil and relief block

Be able to:

Apply paint using controlled brushstrokes and stippling
 Combine printing techniques such as stencilling and relief printing

printmaking

Printmaking is the process of creating artworks by printing. There are a range of printmaking techniques such as monoprinting and relief printing.

stencil

A stencil is a piece of card, plastic or metal, into which shapes have been cut. A picture is created by drawing or painting through the holes.

relief printing

This is the process of printing from a block that has an impression of a pattern or shape.

Curriculum Narrative

Prior Learning

Pupils will already be able to:

- hold a paintbrush correctly
- use controlled brushstrokes
- identify primary colours

Previous Learning

Technical Language

stippling - drawing or painting using small dots
stroking - the movement of a brush when painting
overprint - to print onto a surface that has already been printed on

Year 1

Core Discipline:

Textiles

Key Concept:

Explore weaving with natural and man-made materials

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 1 Spring Term</p> <p>Block D</p> <p>In this block, pupils will be given the opportunity to explore a range of materials, including fabric, oil crayons, chalk and paint, to create pieces of art. They will use natural and man made fibres, combining colours and textures</p>	<p>Explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving</p> <p>Use oil crayons and paint with control to explore pattern making</p> <p>Explore and explain the textural effects created</p> <p>Explore methods of adding texture to a patterned surface</p> <p>Use drawing tools such as chalk in different ways and on different surfaces</p> <p>Explain the different ways pattern and texture can be created</p> <p>Combine materials to create colourful and textural effects</p> <p>Apply taught techniques to a different context</p> <p>Respond to the work of others</p> <p>Significant Artist – Anne Kelly</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p style="text-align: center; background-color: #f4a460; margin-top: 10px;">At the end of this block, pupils will ...</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know:</p> <p>Mixed media, including fabrics, yarn and beads, can be used to create artwork</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to:</p> <p>Combine a range of materials to produce textile art</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>Mixed media, including fabrics, yarn and beads, can be used to create artwork</p>	<p>Be able to:</p> <p>Combine a range of materials to produce textile art</p>	<p>fabric</p> <p>Fabric is the cloth made by weaving natural materials such as cotton or silk. Fabrics can also be produced using man made materials.</p> <p>yarn</p> <p>Yarn is the thread that has been spun and is used for knitting and making cloth.</p> <p>Portrait</p> <p>A portrait is a picture, painting or photograph of a person.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning</p> <p>Pupils will already be able to:</p> <ul style="list-style-type: none"> apply paint using controlled brushstrokes make marks using a range of materials apply the resist technique, using oil crayons and paint 	<p>Technical Language</p>	<p>thread (verb) - to put something long and thin, such as string or thread, through a narrow hole or into a small space</p> <p>assemble- to come together in a single place or bring parts together in a single group</p> <p>fibres - any of the thread-like parts that form plant or artificial material that can be made into cloth</p>																							

Year 1

Core Discipline: 3D

Key Concept: Use natural and man-made materials

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 1 Summer Term</p> <p>Block E In this block, pupils will learn how to smooth a form out of clay. They will explore a range of materials to understand the importance of weight and balance in construction and they will use recycled materials to create their own sculpture inspired by The Enchanted Owl by Kenojuak Ashevak.</p>	<p>Mould clay to create smooth, rounded forms</p> <p>Explore how different colours of clay can be used for decoration</p> <p>Describe the tactile qualities of clay</p> <p>Understand what is meant by balance and weight and apply this knowledge to build a structure</p> <p>Experiment with different materials and state preferences</p> <p>Create a structure based on a traditional Inuit inuksuk</p> <p>Select modelling materials for their properties and use to create a sculpture from a sketch</p> <p>Apply techniques of joining, cutting and constructing</p> <p>Respond to an artist's work and their own</p> <p>Significant Artist – Kenojuak Ashevak.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p style="text-align: center; background-color: #f4a460; margin-top: 10px;">At the end of this block, pupils will ...</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know: Sculptures can be made out of many different materials</p> <p>Artists take inspiration from the work of others</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to: Select materials based on their properties</p> <p>Take inspiration from the work of an artist</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: Sculptures can be made out of many different materials</p> <p>Artists take inspiration from the work of others</p>	<p>Be able to: Select materials based on their properties</p> <p>Take inspiration from the work of an artist</p>	<p>inuksuk An inuksuk is a man-made stone landmark built for use by the Inuit and other peoples of the Arctic region of North America.</p> <p>smooth A smooth surface is completely flat and even, without any rough areas or holes.</p> <p>pebble A pebble is a smooth, round stone that is found in or near water.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> use collage materials and fabric to create 2D artwork use scissors and drawing tools use line and texture to create effects 	<p>Technical Language</p>	<p>balance - a state where things are of equal weight or force</p> <p>construct - to build something or put different parts together to form something whole</p> <p>mode - I to make a model of something</p>																							

Year 1

Core Discipline: Collage

Key Concept:

Explore the visual and tactile qualities of objects
Layer paper to build an image

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 1 Summer Term</p> <p>Block F In this block, pupils will look at Castle and Sun by Paul Klee. They will learn about using collage techniques to create a layered surface for their artwork. Pupils will also use muted colours to soften an image. They will use lines as well as pattern to suggest something is there.</p>	<p>Select and arrange colours, shapes and images to achieve a desired effect</p> <p>Develop and apply accurate cutting and tracing skills</p> <p>Evaluate their own work</p> <p>Select images, colours and textures for their visual effect and vibrancy</p> <p>Experiment with and compare the effects of tearing rather than cutting paper</p> <p>Understand the term muted and apply white paint to achieve muted tones</p> <p>Create a textured and muted background using mixed media</p> <p>Use line to represent simple shapes</p> <p>Use templates to draw shapes</p> <p>Apply and blend colours using chalks or pastels</p> <p>Significant Artist – Paul Klee</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p style="text-align: center; background-color: #f4a460;">At the end of this block, pupils will ...</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know: Collage can be used as a background</p> <p>Paper can be torn or cut for effect</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to: Build up layers, using collage to create a background</p> <p>Tear paper and use scissors to cut for precision</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: Collage can be used as a background</p> <p>Paper can be torn or cut for effect</p>	<p>Be able to: Build up layers, using collage to create a background</p> <p>Tear paper and use scissors to cut for precision</p>	<p>contrast Contrast refers to differences in colour or in light and dark. Contrast is used in photographs and paintings to create a special effect or to create a mood or atmosphere.</p> <p>line A line is a long mark on the surface of something.</p> <p>muted A muted colour is not bright</p>
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Year 2

Core Discipline: Drawing

Key Concept: Evoke mood and represent movement through mark making

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 2 Autumn Term</p> <p>Block A</p> <p>In this block, applying previously acquired skills, pupils will use a range of marks to represent mood and movement. They will start to explore shape and texture through expressive mark making in response to a piece of music and descriptive language. Pupils will use a picture book or piece of art as a starting point for their own artwork. Waves by Beth Krommes (2021)</p>	<p>Different mark makers will create a variety of effects depending on the surface onto which they are placed</p> <p>Music and movement affect mark making</p> <p>Apply knowledge of mark making to identify specific marks and materials that would be appropriate for a given task</p> <p>Understand how to show texture and movement by using different marks</p> <p>Significant Artist – Beth Krommes</p>	<table border="1" data-bbox="936 279 1684 475"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1" data-bbox="913 582 1697 997"> <tr> <td> <p>Know:</p> <p>The surface drawn on will create different effects</p> </td> <td> <p>Be able to:</p> <p>Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>The surface drawn on will create different effects</p>	<p>Be able to:</p> <p>Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed</p>	<p>response</p> <p>A response is an artistic or creative reaction to a stimulus such as music or other works of art.</p> <p>stroke</p> <p>Strokes are the movements that are made with a mark making tool. Strokes can differ in terms of size, direction and the amount of pressure applied.</p> <p>linework</p> <p>Linework relates to lines which are purposefully made to create areas of texture, shade and light. They may include: dots, dashes, cross-hatching, stippling and scribbling.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning</p> <p>Pupils will already be able to:</p> <ul style="list-style-type: none"> recognise a range of different marks apply pressure to change the mark select a range of mark making tools and use them to create a variety of Prior Learning marks, including cross-hatching 	<p align="center">Technical Language</p> <p>contrast - differences in colour or in light and dark, used in photographs and paintings to create a special effect or evoke a mood or atmosphere</p> <p>medium /media - material or materials used by an artist</p> <p>stippling - a method of applying short marks to create a textured effect</p>																								

Year 2

Core Discipline: Painting

Key Concept:

Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 2 Autumn Term</p> <p>Block B</p> <p>In this block, pupils will respond to music as they explore line, colour and space. They will use traditional painting tools as well as make their own to manipulate the paint they work with.</p>	<p>Trace around a shape Use slow, controlled movements to fill in blocks of colour in small spaces Use different painting tools Mix two primary colours to create a secondary colour Use lines and colour to express feeling</p> <p>Significant Artist – Wassily Kandinsky</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p style="text-align: center;">At the end of this block, pupils will ...</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know: Colour and line can be used to show mood, movement and feelings</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to: Select colours and painting tools Make painted marks to express feelings</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: Colour and line can be used to show mood, movement and feelings</p>	<p>Be able to: Select colours and painting tools Make painted marks to express feelings</p>	<p>secondary colours Secondary colours are made by mixing two primary colours.</p> <p>imagination Imagination is the ability to create pictures in your mind. Artists such as Kandinsky used their imagination to create images and colours in response to music.</p> <p>control In these lessons, pupils are taught to use small brushes to paint in a controlled and precise way.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> • identify shades of primary colours • make a range of thick and thin marks on different surfaces 	<p style="text-align: center;">Technical Language</p>	<p>concentric shapes - shapes that have the same centre</p> <p>contrast - the differences in colour or in light and dark, used in photographs and paintings to create a special effect or evoke a mood or atmosphere</p>																							

motif - an idea that appears repeatedly in the work of an artist or in a piece of writing or music

Year 2

Core Discipline:

Printmaking

Key Concept:

Create repeated patterns with positive and negative space
Print using natural objects as a stimulus

Term and Focus	Taught Content:	Disciplinary Knowledge:		End Point Core Knowledge																							
<p>Year 2 Spring Term</p> <p>Block C</p> <p>In this block, pupils build on previously acquired printing skills. They make prints using natural objects and learn how to make a collagraph printing block. Printing techniques are then combined to create repeated patterns, inspired by the work of William Morris.</p>	<ul style="list-style-type: none"> • Make a printing block and use this to create repeated prints • Identify the negative and positive space in a printed image • Evaluate the quality of a printed image • Create repeated prints from natural objects such as fruit and leaves • Create a symmetrical printed pattern • Explain printing processes and comment on the effects achieved • Apply a range of printing techniques to create patterned effects • Use the technique of overprinting to create interesting effects • Evaluate the effectiveness of printing techniques used <p>Significant Artist – William Morris</p>	<table border="1" data-bbox="981 497 1686 683"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p style="text-align: center;">At the end of this block, pupils will ...</p> <table border="1" data-bbox="963 794 1702 1230"> <tr> <td data-bbox="963 794 1339 1230"> <p>Know:</p> <p>Prints can be made from natural objects</p> <p>How to make a collagraph printing block</p> </td> <td data-bbox="1339 794 1702 1230"> <p>Be able to:</p> <p>Create repeated patterns</p> <p>Combine printing techniques</p> </td> </tr> </table>		Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>Prints can be made from natural objects</p> <p>How to make a collagraph printing block</p>	<p>Be able to:</p> <p>Create repeated patterns</p> <p>Combine printing techniques</p>	<p>natural objects</p> <p>Natural objects are objects that exist in nature such as birds, flowers and trees. When ink is applied to the surface of leaves or the cross sections of fruit or vegetables, printed images can be created.</p> <p>repeated</p> <p>Repeated means that an action is performed many times, such as printing the same design to create a repeated pattern or printing an image again and again.</p> <p>organic</p> <p>Organic designs or motifs are those that reflect the shapes and patterns found in natural forms.</p>
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	Prior Learning		Technical Language																								

Curriculum Narrative Previous Learning	Pupils will already be able to: <ul style="list-style-type: none"> • make prints from ordinary objects • make and use a stencil and relief block • combine printing techniques such as stencilling and relief printing 	collagraph - printing from a surface which has had collage materials applied design - an arrangement of lines and shapes as a decoration pattern - a regular arrangement of repeated lines, shapes or colours
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Year 2																										
Core Discipline:		Textiles and Collage																								
Key Concept:		Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media																								
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
Year 2 Spring Term Block D In this block, pupils will create abstract collage and textile images using a range of materials. They will also make a reconstructed picture using selected images from magazines and prepared papers.	Apply previously taught techniques to different contexts Use a variety of materials and methods to create colourful and patterned effects Respond to the work of others Select materials and combine to create interesting textural and visual effects Explore and explain the textural, visual and tactile qualities of artwork Respond to the work of artists and illustrators Understand the term reconstructed and apply this method to create a balanced collage image Use cutting and stitching techniques Significant Artist – Katie Vernon	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7" style="background-color: #e0e0e0;">Working Artistically</th> </tr> <tr> <th style="width: 12.5%;">Shape</th> <th style="width: 12.5%;">Line</th> <th style="width: 12.5%;">Colour</th> <th style="width: 12.5%;">Value</th> <th style="width: 12.5%;">Form</th> <th style="width: 12.5%;">Texture</th> <th style="width: 12.5%;">Space</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">Shape is a flat (2D) area surrounded by an outline or edge.</td> <td style="font-size: small;">Lines are used to show movement and mood.</td> <td style="font-size: small;">Colour is used to convey atmosphere and mood.</td> <td style="font-size: small;">Value is the intensity of colour and depends on the amount of white added.</td> <td style="font-size: small;">Artists use form when they create sculptures. These are 3D shapes.</td> <td style="font-size: small;">Texture is the look and feel of a surface.</td> <td style="font-size: small;">Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <div style="background-color: #f4a460; text-align: center; padding: 5px; margin-top: 10px;"> At the end of this block, pupils will ... </div> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; vertical-align: top;"> Know: Reconstructed paintings are made using images (and materials) that were originally part of something else </td> <td style="width: 50%; vertical-align: top;"> Be able to: Select appropriate pre-used images, colours and textures to create a new picture </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	Know: Reconstructed paintings are made using images (and materials) that were originally part of something else	Be able to: Select appropriate pre-used images, colours and textures to create a new picture	image An image is a picture, photograph or statue that represents somebody or something. adhesive Adhesive is a substance that is used to stick things together. non-realistic Non-realistic means to represent something not in a way that is accurate or true to life.
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Curriculum Narrative Previous Learning	Pupils will already be able to: <ul style="list-style-type: none"> • apply a range of printing techniques • use stencilling techniques to achieve different effects • manipulate fabric and yarns by poking, pulling, threading and weaving • use drawing tools such as chalk in different ways and on different surfaces • combine materials to create colourful and textural effects 	reconstruct - to build or make something again montage - a picture, film or piece of music or writing that consists of many separate items or parts put together, especially in an interesting or unusual combination manipulate - to control, use or change something with skill
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Year 2																										
Core Discipline:		3D																								
Key Concept:		Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard																								
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
Year 2 Summer Term Block E In this block, pupils will take inspiration from the art of the indigenous people of Australia. They will combine these ideas with sculpture, creating three-dimensional forms decorated with dot patterns.	Understand the symbolic significance of Australian indigenous art Use different painting tools to create dot patterns and designs Respond to other artists' work Join materials together to form one sculpture Use paper sculpting techniques to create 3D forms Follow and evaluate a process Apply painting techniques to a different context Create a design in-keeping with the style of indigenous Australian art Evaluate the work of others	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="background-color: #e0e0e0;">Working Artistically</th> </tr> <tr> <th style="width: 12.5%;">Shape</th> <th style="width: 12.5%;">Line</th> <th style="width: 12.5%;">Colour</th> <th style="width: 12.5%;">Value</th> <th style="width: 12.5%;">Form</th> <th style="width: 12.5%;">Texture</th> <th style="width: 12.5%;">Space</th> </tr> </thead> <tbody> <tr> <td style="font-size: 0.8em;">Shape is a flat (2D) area surrounded by an outline or edge.</td> <td style="font-size: 0.8em;">Lines are used to show movement and mood.</td> <td style="font-size: 0.8em;">Colour is used to convey atmosphere and mood.</td> <td style="font-size: 0.8em;">Value is the intensity of colour and depends on the amount of white added.</td> <td style="font-size: 0.8em;">Artists use form when they create sculptures. These are 3D shapes.</td> <td style="font-size: 0.8em;">Texture is the look and feel of a surface.</td> <td style="font-size: 0.8em;">Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <div style="background-color: #f4a460; text-align: center; padding: 5px; margin-top: 10px;"> At the end of this block, pupils will ... </div> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; vertical-align: top;"> Know: Sculptors make their ideas come to life by joining or molding materials together Sculptors sometimes first make small-scale models of their work called maquettes </td> <td style="width: 50%; vertical-align: top;"> Be able to: Join materials together to form a 3D work of art Make a small rough draft of a sculpture to explore ideas </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	Know: Sculptors make their ideas come to life by joining or molding materials together Sculptors sometimes first make small-scale models of their work called maquettes	Be able to: Join materials together to form a 3D work of art Make a small rough draft of a sculpture to explore ideas	indigenous Indigenous people are those belonging to a particular place rather than coming to it from somewhere else. inspired To be inspired is to be influenced by somebody or something. sacred If something is sacred it is said to be holy or connected with a god.
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Curriculum Narrative Previous Learning	Pupils will already be able to: <ul style="list-style-type: none"> • use different painting tools • apply techniques of joining, cutting and constructing • select modelling materials for their properties and use to create a sculpture from a sketch 	depth - the distance from the top or surface to the bottom of something maquette - a small drawing or model that is used as the basis for a sculpture sculpt - to make figures or objects by carving or shaping wood, stone, clay, metal etc.
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Year 2																										
Core Discipline:		Creative Response – Drawing and Collage																								
Key Concept:		Combine drawing and collage to add detail and interest																								
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
Year 2 Summer Term Block F In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. In particular, they will look at drawing and collage techniques and skills from prior learning. Pupils will refine and improve their drawing and collage-making skills. They will choose and apply techniques to create work that will form part of a whole	Explain and discuss the steps involved in the creative process: preparation • incubation • illumination • evaluation • verification Discuss, describe and evaluate marks made and effects achieved by drawing on different surfaces Identify progress in skills and use of techniques Use observational drawing skills to create accurate drawings of leaves Use a range of pencils and note the different marks that can be made Use the pencil in a variety of ways to achieve different textural and shading effects Use tracing and cutting skills Select a range of collage materials and arrange these on a cut-out shape Consider textural qualities and shapes when selecting collage materials and objects Place materials and objects carefully to achieve contrasts in textures and forms Add white to colour to achieve tints	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="background-color: #f4a460;">Working Artistically</th> </tr> <tr> <th style="width: 12.5%;">Shape</th> <th style="width: 12.5%;">Line</th> <th style="width: 12.5%;">Colour</th> <th style="width: 12.5%;">Value</th> <th style="width: 12.5%;">Form</th> <th style="width: 12.5%;">Texture</th> <th style="width: 12.5%;">Space</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">Shape is a flat (2D) area surrounded by an outline or edge.</td> <td style="font-size: small;">Lines are used to show movement and mood.</td> <td style="font-size: small;">Colour is used to convey atmosphere and mood.</td> <td style="font-size: small;">Value is the intensity of colour and depends on the amount of white added.</td> <td style="font-size: small;">Artists use form when they create sculptures. These are 3D shapes.</td> <td style="font-size: small;">Texture is the look and feel of a surface.</td> <td style="font-size: small;">Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <div style="background-color: #f4a460; text-align: center; padding: 5px; margin-top: 10px;"> At the end of this block, pupils will ... </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Know: There are a series of steps in the creative process </td> <td style="width: 50%; vertical-align: top;"> Be able to: Refer to previous knowledge and skills to make creative choices Apply and refine previously taught drawing and collage techniques </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	Know: There are a series of steps in the creative process	Be able to: Refer to previous knowledge and skills to make creative choices Apply and refine previously taught drawing and collage techniques	response A response is an artistic or creative reaction to a stimulus such as music or other works of art. creative To be creative means to use skill and the imagination to produce something new or a work of art. imagination Imagination relates to the ability to create pictures in your mind and the part of your mind that does this.
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school collaborative piece.	Apply an even coat of paint to a raised surface			
Curriculum Narrative	Prior Learning Pupils will already be able to: <ul style="list-style-type: none"> combine materials to create colourful and textural effects use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed 			Technical Language reflect - to think carefully and deeply about something plan - something that you intend to do or achieve collaborate - to work together with somebody in order to produce or achieve something
Previous Learning				

Key Stage 2

Year 3																										
Core Discipline:		Drawing and Painting																								
Key Concept:		Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of tonking and sgraffito																								
Term and Focus	Taught Content:	Disciplinary Knowledge:			End Point Core Knowledge																					
Year 3 Autumn Term Block A In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils	Use graphic marks to depict the line and contour of a shape Use white to change the tint of a colour Understand how paint is mixed and applied to create effect Use technical vocabulary to describe marks	<table border="1"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table>			Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	hue Hue refers to a particular shade of a colour, e.g. his face took on a subtle greenish hue. repetition Repetition of marks and brushstrokes can create different visual effects such as the illusion of texture on a flat surface.
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will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.	Reflect on how marks have been made Significant Artist – Vincent Van Gogh	Know: There are lines and patterns in natural objects A range of effects can be made with paint	Be able to: Identify lines and patterns in nature (rocks and fossils) Use a range of specific painting techniques	resist A method of applying paint over another medium such as wax crayon is called resist. Paint will not stick to the wax crayon and this allows previous marks made to remain visible through the paint.
Curriculum Narrative Previous Learning	Prior Learning Pupils will already be able to: <ul style="list-style-type: none"> • explore mark making using a range of tools and media • use different brushstrokes to make a variety of marks • combine the visual and tactile quality of paint • talk about their work and that of others using Prior Learning appropriate vocabulary <p>The block is set in the context of the History unit ‘Stone Age’.</p>			Technical Language tonking - a method of taking paint off (or blotting) a surface to reveal other marks sgraffito - a method involving scratching through the surface layer of paint to reveal the layer beneath impasto - a painting technique in which the paint is applied so thickly that it stands out from the surface, creating texture

Year 3																								
Core Discipline:		Printmaking																						
Key Concept:		Create monoprints and explore mark making and pattern with printing tools																						
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																					
Year 3 Autumn Term Block B In this block, pupils will explore the range of marks that can be made through printing. They will make their own	Use water-based printing ink, rollers and ink blocks Create monoprints Look at the work of a printmaker Organise and arrange printed marks including impressed printing Significant Artist – Neil Bousfield	<table border="1"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	textured By putting paper over a surface such as woodgrain and rolling over it with ink, a print can be created that has the appearance of texture. Textured objects can be pressed into clay which can then be used to print an image that has texture and can be repeated.
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printing blocks and print on different surfaces.		Know: How to use a printing slab and roller How to create different printing blocks	Be able to: Make a variety of printed marks including: <ul style="list-style-type: none"> • monoprinting • block printing 	ink slab An ink slab is a surface on which ink can be mixed and rolled. thumbnail sketch Thumbnail sketches are small, detailed sketches that are usually done quickly without making corrections.
Curriculum Narrative Previous Learning	Prior Learning Pupils will already be able to: <ul style="list-style-type: none"> • explore relief printing • experiment with printing with found objects • investigate the effect of printing on different surfaces • make stencils which generate both positive and negative stencil prints The block is set in the context of the Science unit 'Rocks'.			Technical Language repeated - when an action is performed many times, such as printing the same design to create a repeated pattern or when an image is printed again and again impressed stamp - created by pressing objects into a material such as clay to produce patterns and textured effects; the stamp can be used to print from many times to create a repeated design monoprint - images or marks are scratched into a layer of ink before a print is taken

Year 3			
	Core Discipline:	Textiles & Collage	
	Key Concept:	Explore pattern and colour combinations Use collograph and Plasticine blocks and tie dye Explore positive and negative space Explore line and shape and create paper collage	
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge

<p>Year 3 Spring Term</p> <p>Block C In this block, pupils will explore colour, texture and pattern by combining textiles and collage. They will look at the work of artist Faith Ringgold and create a collaborative story quilt</p>	<p>Experiment with the effects of adding water to marks made with pen Use the dip and dye technique Explore and explain the effects created by dying fabric using primary colours Paint concentric circles to create a mandala Draw detailed repeating patterns and designs Create a concentric circle design using collage Print and paint onto fabric Respond to the work of artists Tell a story using collage and textiles Significant Artist – Faith Ringgold</p>	<table border="1"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>mandala A mandala, which is Sanskrit for ‘circle’, is a geometric design that holds a great deal of symbolism in Hindu and Buddhist cultures. Mandalas are believed to represent different aspects of the universe and are used as instruments of meditation and symbols of prayer.</p> <p>dye Dye is a natural or synthetic substance used to add a colour to or change the colour of something.</p> <p>quilt A quilt is a multi-layered textile, traditionally composed of two or more layers of fibres. The top layer is often created from smaller fabric pieces joined together in patchwork. The pattern and colour of these pieces creates the design. Quilts can contain historical information about the creator. Quilting was often a communal activity.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> • hold a paintbrush correctly • paint using controlled strokes • identify primary and secondary colours 	<p>At the end of this block, pupils will ...</p> <table border="1"> <tr> <td data-bbox="909 418 1308 743"> <p>Know: A mandala means circle in Sanskrit Mandalas are designs used in Hinduism and Buddhism Quilting is a way of conveying a message</p> </td> <td data-bbox="1317 418 1706 743"> <p>Be able to: Create collaged patterns within concentric circles Tell a story using textiles and collage</p> </td> </tr> </table>	<p>Know: A mandala means circle in Sanskrit Mandalas are designs used in Hinduism and Buddhism Quilting is a way of conveying a message</p>	<p>Be able to: Create collaged patterns within concentric circles Tell a story using textiles and collage</p>	<p>Technical Language</p> <p>radial - spreading out from a central point towards the edge of a circle pigment - a substance that gives something a particular colour when it is present in it or is added to it symbol - a sign, shape or object that is used to represent something else</p>																			
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Year 3			
	Core Discipline:	3D	
	Key Concept:	Create relief sculptures Use wire to make 3D insects	
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge

<p>Year 3 Spring Term</p> <p>Block D</p> <p>In this block, pupils will combine form and texture to build relief images and then create 3D insects, taking inspiration from Louise Bourgeois.</p>	<p>Use plaster and natural and man-made objects to create relief artwork Create texture and pattern by positioning objects systematically or randomly Discuss the effects created by scoring into a plaster surface</p> <p>Apply paint evenly to a textured and three-dimensional surface Use the technique of removing areas of a second coat of paint to reveal the first layer Summarise a process Respond to the work of an artist Use techniques of manipulating wire and fabric to construct 3D sculptures Make accurate observations of anatomical structures and details Evaluate application of technique</p> <p>Significant Artist – Louise Bourgeois</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p style="text-align: center;">At the end of this block, pupils will ...</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know:</p> <p>Relief work is a sculptural technique where parts of a sculpture remain attached to a surface</p> <p>Sculptures can be any size and created with a wide range of materials</p> <p>When displayed, they are called an installation</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to:</p> <p>Produce relief work, placing objects into gesso</p> <p>Make an insect installation using wire to create structure and form</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>Relief work is a sculptural technique where parts of a sculpture remain attached to a surface</p> <p>Sculptures can be any size and created with a wide range of materials</p> <p>When displayed, they are called an installation</p>	<p>Be able to:</p> <p>Produce relief work, placing objects into gesso</p> <p>Make an insect installation using wire to create structure and form</p>	<p>pliers</p> <p>Pliers are a small two-handed tool for holding or pulling small objects such as nails or for cutting wire.</p> <p>targeting</p> <p>Targeting is where patterns are stamped or scratched into the surface of the wet plaster on buildings and is particularly associated with Suffolk and Essex.</p> <p>gauge</p> <p>Gauge refers to the thickness of something, especially metal or wire</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning</p> <p>Pupils will already be able to:</p> <ul style="list-style-type: none"> select and combine materials to create interesting textural and visual effects explore and explain the textural, visual and tactile qualities of artwork explore methods of manipulating fabric and yarns by poking, pulling, threading and weaving 	<p style="text-align: center;">Technical Language</p> <p>gesso (jesso) - a mixture of plaster and glue used in painting, sculpture and as a base for decorating wood</p> <p>relief - a method of raising shapes above a flat surface so that they stand out from it</p> <p>installation - a collection of connected artworks that may take up an entire room or gallery, designed so that viewers can walk amongst the art</p>																								

Year 3			
Core Discipline:	Painting		
Key Concept:	Use a range of paint techniques to create backgrounds for effect		
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge

<p>Year 3 Summer Term</p> <p>Block E</p> <p>In this block, pupils will learn techniques to create a negative space using paint and explore the contrast between foreground and background.</p>	<p>Explore the range of effects that can be achieved by applying paint in different ways</p> <p>Explain what the term gradient means</p> <p>Experiment with creating gradients of colour by mixing colours with white and / or water</p> <p>Evaluate outcomes, suggesting ways in which effects can be developed further</p> <p>Explain the difference between positive and negative space</p> <p>Use shapes cut from painted surfaces and arrange to create interesting positive and negative spaces</p> <p>Explore ways in which backgrounds can contrast with foregrounds, thus influencing the focus of the viewer</p> <p>Evaluate outcomes</p> <p>Explore how equally colourful or detailed backgrounds and objects in the foreground compete for our visual focus</p> <p>Add a detailed or colourful image to an equally colourful or detailed background and evaluate the effects achieved</p> <p>Significant Artist – Kehinde Wiley</p>	<table border="1"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>background</p> <p>Background is the view behind the main objects or people in a picture or photograph.</p> <p>traditional</p> <p>Traditional refers to the beliefs, customs or way of life of a particular group of people that have not changed for a long time.</p> <p>wash</p> <p>A wash is a very thin, watery layer of paint applied to a surface.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning</p> <p>Pupils will already be able to:</p> <ul style="list-style-type: none"> • identify primary and secondary colours • mix tones and tints • apply paint using a range of techniques 	<p>At the end of this block, pupils will ...</p> <table border="1"> <tr> <td> <p>Know:</p> <p>Backgrounds can be painted for effect</p> <p>Negative space is the area behind and around the main focus of the painting</p> </td> <td> <p>Be able to:</p> <p>Use a range of techniques to create backgrounds for effect</p> <p>Paint backgrounds that create a negative space</p> </td> </tr> </table>	<p>Know:</p> <p>Backgrounds can be painted for effect</p> <p>Negative space is the area behind and around the main focus of the painting</p>	<p>Be able to:</p> <p>Use a range of techniques to create backgrounds for effect</p> <p>Paint backgrounds that create a negative space</p>	<p>Technical Language</p> <p>negative space - the space around an object or person, or between objects or people</p> <p>gradient - a gradual blending from one colour to another</p> <p>effect - a particular look, sound or impression that somebody, such as an artist or a writer, wants to create</p>																			
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Year 3	
Core Discipline:	Creative Response
Key Concept:	Painting and Printmaking Combine painting and printmaking techniques

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 3 Summer Term</p> <p>Block F</p> <p>In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole school collaborative artwork.</p>	<p>Explain and discuss the steps involved in the creative process:</p> <ul style="list-style-type: none"> • preparation • incubation • illumination • evaluation • verification <p>Use observations of natural objects as a stimulus for revisiting, practising and experimenting with monoprinting techniques</p> <p>Evaluate outcomes and compare with prints made earlier in the year</p> <p>Make an impressed stamp based on observations of the shapes, textures and patterns of leaves</p> <p>Demonstrate understanding of the term collaborative</p> <p>Collaborate with others to create one piece of artwork using repeat printing techniques</p> <p>Follow set criteria to complete a piece of group artwork Evaluate results</p> <p>Apply knowledge of printmaking and painting techniques to a specific context Create pattern and texture using impasto, sgraffito and tonking</p> <p>Mix shades of colour</p> <p>Use an impressed stamp to make a number of well-defined prints</p>	<table border="1" data-bbox="929 199 1691 406"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1" data-bbox="913 497 1715 930"> <tr> <td data-bbox="913 497 1310 930"> <p>Know:</p> <p>There are a series of steps in the creative process</p> </td> <td data-bbox="1310 497 1715 930"> <p>Be able to:</p> <p>Use knowledge of techniques and skills to make creative choices using painting and printmaking</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>There are a series of steps in the creative process</p>	<p>Be able to:</p> <p>Use knowledge of techniques and skills to make creative choices using painting and printmaking</p>	<p>response</p> <p>A response is an artistic or creative reaction to a stimulus such as music or other works of art.</p> <p>reflect</p> <p>To reflect means to think carefully and deeply about something.</p> <p>collaboration</p> <p>Collaboration refers to when pupils work together in order to produce or achieve something.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning</p> <p>Pupils will already be able to:</p> <ul style="list-style-type: none"> • use a range of painting techniques • make a variety of printed marks • use mono printing and block printing techniques 	<p>Technical Language</p> <p>Preparation - the act or process of getting ready for something or making something ready</p> <p>process - a series of things that are done in order to achieve a particular result</p> <p>incubation - the second step in the creative process when ideas develop and grow</p>																								
Year 4																										
Core Discipline:		Drawing																								
Key Concept:		Create contour drawings using still life and natural forms as stimulus																								

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 4 Autumn Term</p> <p>Block A In this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.</p>	<p>Significant Artist – Giorgio Morandi</p> <p>Introduce ‘composition’ of a group of objects to be used for still life Create contour drawings of the still life Record observations of details Negative space – the space between the lines of the objects drawn</p>	<table border="1" data-bbox="920 196 1693 400"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1" data-bbox="920 499 1693 914"> <tr> <td> <p>Know: What is meant by still life How to use a viewfinder to create a focal point or an area of interest How to identify details</p> </td> <td> <p>Be able to: Assemble objects to create an interesting composition Use a viewfinder Use fine control to add detail</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: What is meant by still life How to use a viewfinder to create a focal point or an area of interest How to identify details</p>	<p>Be able to: Assemble objects to create an interesting composition Use a viewfinder Use fine control to add detail</p>	<p>composition A composition is the way people or objects in a painting or photograph are arranged.</p> <p>Focal point The focal point of a picture is the person or object which is the main point of interest.</p> <p>form The shape of a person or object is known as its form.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> • sort, collect and compare graphic marks • compare ideas and approaches • use cross-hatching, dots and dashes to create light and shaded areas • identify patterns and lines in nature • select appropriate materials • use the vocabulary of an artist • name artists and select pieces of their work that link to drawing techniques 	<p>Technical Language</p> <p>viewfinder - a frame that can be used to select a specific area or object to focus on</p> <p>contour line - the outer edge of something; the outline of its shape or form</p> <p>negative space - the space around an object or person or the space between objects or people</p>																								

Core Discipline:		Painting	
Key Concept:		Learn about abstract art and develop colour mixing skills to include tertiary colours	
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge
Year 4 Autumn Term Block B In this block, pupils will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. They will develop the techniques of overpainting and wet-on-wet, as well as make tertiary colours. They will respond to the work of artists.	Significant Artist – Georgia O’keeffe A tertiary colour is made when equal amounts of a primary colour and a secondary colour are mixed together A tertiary colour is sometimes called an intermediate colour Overpainting is when one painted mark is placed on top of another Adding detail means drawing or painting what you see in front of you as realistically and true to life as possible The technique of painting wet paint over wet paint Opinion is a personal view formed about something and is not necessarily based on fact or knowledge Abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction	At the end of this block, pupils will ...	
		Know: Similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction	Be able to: Make comparisons and form opinions Create an abstract painting of a natural object
Curriculum Narrative Previous Learning	Prior Learning Pupils will already be able to: <ul style="list-style-type: none"> • hold a paintbrush correctly • experiment with brush marks • make a secondary colour by mixing two primary colours together use water to clean a paintbrush between colours • use a paper towel to blot and clean their brush and to absorb excess water • use a viewfinder 	Technical Language	
		overpainting - when one painted mark is placed on top of another tertiary colour - made by mixing equal amounts of a primary and a secondary colour; sometimes called an intermediate colour wet-on-wet - the technique of painting on top of a wet surface, either wet paint or a surface that has had water applied first	

Core Discipline:		Printmaking and Textiles																										
Key Concept:		Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques																										
Term and Focus	Taught Content:	Disciplinary Knowledge:				End Point Core Knowledge																						
Year 4 Spring Term	Significant Artist – Gilbert Ahiagble	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table>					Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Kente cloth Kente cloth is made from thin strips, about 4 centimetres thick, woven together on narrow looms, typically by men. The strips are interlaced to form a fabric that is usually worn wrapped around the shoulders and waist like a toga. geometric designs Geometric or geometrical patterns or designs consist of regular shapes or lines. symbolise If one thing symbolises another, it is used or regarded as a symbol of it</p>
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Block c In this block, pupils will respond to the traditional designs of Kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour.	<p>Use tie dye technique to create coloured designs on fabric Select materials for use as weft and warp and comment on the effects achieved Learn and apply weaving techniques Respond to the work of artists and crafts people Create designs based on traditional West African patterns and colours Create repeat geometric patterns using printing techniques Combine printing and textiles to create a mixed media piece of artwork Respond to their own and others' work</p>	<p>At the end of this block, pupils will ...</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know: Kente cloth is a woven fabric from West Africa Tie dye is a method used to create designs and colour Textile artists use a range of materials to create textured designs and images</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to: Create printing to represent Kente designs Use tie dye to create colour designs Combine media to create texture</p> </td> </tr> </table>				<p>Know: Kente cloth is a woven fabric from West Africa Tie dye is a method used to create designs and colour Textile artists use a range of materials to create textured designs and images</p>	<p>Be able to: Create printing to represent Kente designs Use tie dye to create colour designs Combine media to create texture</p>																					
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Curriculum Narrative	Prior Learning	Technical Language																										
Previous Learning	<p>Pupils will already be able to:</p> <ul style="list-style-type: none"> a story using textiles and collage use the dip and dye technique explain the effects created by dyeing fabric print and paint onto fabric 	<p>tie dye- a method of making patterns on fabric by tying knots in it or tying string around it before dye is added, so that some parts receive more dye than others weft - the threads that are twisted under and over the threads that are held on a loom warp - the vertical threads that are held stationary in tension on a frame or loom</p>																										

Core Discipline:		3D and Collage Create						
Key Concept:		wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering						
Term and Focus	Taught Content:	Disciplinary Knowledge:				End Point Core Knowledge		
Year 4 Spring Term Block D In this block, pupils will explore proportion and scale by creating images of the human form. They will also use shape and colour to create the illusion of movement.	Significant Artist – Alberto Giacometti Use complementary colours to create the illusion of movement Show an understanding of the basic proportions of the human figure Arrange simple body part shapes to depict movement Use the technique of découpage Use form and colour to create the illusion of movement Apply sculpting skills to construct a 3D wire form Respond to the work of an artist Use wire and foil to sculpt a figure, inspired by the work of Giacometti Evaluate artwork, giving reasons for responses	Working Artistically						
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		At the end of this block, pupils will ...						
		Know: An illusion can suggest movement Proportion will make a figure seem realistic			Be able to: Assemble pieces of paper to create the illusion of movement Create figures that are in proportion and out of proportion			
Curriculum Narrative	Prior Learning					Technical Language		
Previous Learning	Pupils will already be able to: <ul style="list-style-type: none"> • use knowledge of primary colours to create secondary colours • use techniques of manipulating wire and fabric to construct 3D sculptures make accurate observations of anatomical structures and details • understand the terms 2D and 3D • paint evenly onto a textured and three-dimensional surface 					form - the shape of somebody or something proportion - the relationship in size between one thing and another découpage - a way of decorating something using shapes, pictures etc. cut from paper		

Year 4

Core Discipline: Painting

Key Concept: Mix tints and tones to create an ombre effect with paint

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 4 Summer Term</p> <p>Block E In this block, pupils will use their knowledge of how to make tints and tones to create an ombre effect with paint. They will explore and experiment with techniques used by other artists.</p>	<p>Significant Artist – Helen Frankenthaler Define vocabulary relating to colour mixing A tint is where an artist adds a colour to white to create a lighter version of the colour A shade is where an artist adds black to a colour to darken it A tone is where an artist adds grey to a colour Mix a range of tints and tones to match skin colour Demonstrate the ombre effect and show how tones of colour can be blended into each other gradually Explore how pastels can be used with oil to create different effects Experiment with ways of blending shades of colour gradually Explore the work and techniques of Helen Frankenthaler Create interesting visual effects by dropping watereddown paint, watercolour or ink to a wet surface Evaluate outcomes</p>	<table border="1" data-bbox="936 322 1706 526"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1" data-bbox="913 619 1706 1088"> <tr> <td> <p>Know: Painted images can be layered to create space An ombre effect can be created with paint by changing the tint and tone</p> </td> <td> <p>Be able to: Position images on a plane to create space Add grey to a colour to create a tonal change Add white to a colour to create tint</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: Painted images can be layered to create space An ombre effect can be created with paint by changing the tint and tone</p>	<p>Be able to: Position images on a plane to create space Add grey to a colour to create a tonal change Add white to a colour to create tint</p>	<p>opaque Opaque means not clear enough to see through or allow light through.</p> <p>translucent Translucent material allows light to pass through but is not completely clear.</p> <p>stain To stain something means to change its colour using a coloured liquid.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> • mix tertiary colours • apply paint to a surface using a variety of techniques • mix colours with white to create tints • create gradients of colour 		<p align="center">Technical Language</p> <p>ombre - having tones of colour that shade into each other, graduating from light to dark plane - any flat or level surface shade - a colour which has some black pigment in it to darken it</p>																							

Year 4

Core Discipline: Creative Response

Key Concept: Drawing and Textiles Refine previously taught drawing and sewing techniques

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge
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Year 4 Summer Term

Block F
In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole school collaborative artwork. They will refine and improve their drawing and textile skills.

Explain and discuss the steps involved in the creative process:
 • preparation • incubation • illumination • evaluation • verification

Use natural objects as a stimulus for revisiting, practising and experimenting with drawing techniques

Use line and tone to create detailed observational drawings of a hand

Observe traditional patterns and motifs used in henna designs and reference these when creating own designs

Explain what henna is and its origins and uses
 Select appropriate drawing tools and techniques to create detailed patterns and designs

Create an embroidered design based on traditional Indian patterns

Use the fern stitch to add decorative detail

Use running stitch to create shapes and patterns

Evaluate outcomes/results

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At the end of this block, pupils will ...

Know:
 There are a series of steps in the creative process
 Running stitches can be joined together to create a fern stitch

Be able to:
 Refer to previous knowledge and skills to make creative choices
 Apply and refine previously taught drawing and textile techniques

henna
 Henna is a reddish-brown dye made from the powdered leaves of a tropical shrub, used to colour the hair and decorate the body.

symbolism
 Symbolism relates to the use of symbols to represent ideas, especially in art and literature.

detail
 Detail refers to the smaller parts of a picture, image or pattern.

Curriculum Narrative

Previous Learning

Prior Learning
Pupils will already be able to:

- use fine control to draw details
- combine media to create texture
- use cross-hatching to create shaded areas
- use a running stitch

Technical Language

Incubation - the third step in the creative process when ideas develop and grow

Illumination - 'lightbulb' moments when inspiration and creativity are transferred into a tangible result

Transfer - to move something from one place to another

Year 5

Core Discipline:		Drawing and Painting																								
Key Concept:		Learn about and use the technique of subtractive drawing Use organic lines to create landscapes																								
Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 5 Autumn Term</p> <p>Block A</p> <p>In this block, pupils will learn a new technique called subtractive drawing. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.</p>	<p>Significant Artist – Friedensreich Hundertwasser</p> <p>Subtractive drawing (working in the negative) using an eraser to reveal white</p> <p>Enlarge and transfer an image from a small drawing</p> <p>Areas need to be blocks of colour, not shaded</p> <p>Line and movement is emphasised with black</p> <p>Abstract art – a way to communicate an image or idea beyond the boundaries of reality</p>	<table border="1"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="0"> <tr> <td> <p>Know:</p> <p>What is meant by subtractive drawing</p> <p>What abstract art is</p> <p>Lines can be used to suggest harmony</p> </td> <td> <p>Be able to:</p> <p>Combine drawing techniques, making informed decisions based on knowledge of what could happen</p> <p>Transfer and enlarge an image</p> <p>Work in the style of an artist</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>What is meant by subtractive drawing</p> <p>What abstract art is</p> <p>Lines can be used to suggest harmony</p>	<p>Be able to:</p> <p>Combine drawing techniques, making informed decisions based on knowledge of what could happen</p> <p>Transfer and enlarge an image</p> <p>Work in the style of an artist</p>	<p>subtractive drawing (working in the negative)</p> <p>Subtractive drawing or drawing in the negative is a technique where a media is intentionally taken away from the surface of the canvas or paper, e.g. an eraser or rubber is used as the drawing tool to remove chalk, pencil or pastel – these lines then reveal the intended image the artist wants to make.</p> <p>organic</p> <p>Organic means relating to naturally occurring objects and materials.</p> <p>harmony</p> <p>Harmony is an attractive combination of related things. In art terms, this could be using colours and shapes that work well together and produce an effect pleasing to the eye.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning</p> <p>Pupils will already be able to:</p> <ul style="list-style-type: none"> refine drawing skills to focus on lines and details make detailed thumbnail drawings using a pencil or paint understand that abstract art is more about shape, colour and expressing feelings than being a realistic depiction make secondary and tertiary colours 	<p>Technical Language</p> <p>overlay - to put something on top of a surface to cover it completely</p> <p>abstract - to represent people or things not in a realistic way, but to express your ideas about them</p> <p>chroma - the strength of a colour</p>																								

Year 5

Core Discipline: Printmaking

Key Concept: Create three colour prints and combine printing techniques

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 5 Autumn Term</p> <p>Block B In this block, pupils will learn a new printing process. This learning will be spread over the first two lessons. In Lesson 3, pupils will combine this new skill with printing techniques learned previously.</p>	<p>Significant Artist – Frank Auerbach Printmaking – a process that allows artists to make multiple original works of art Reduction – a method of printing multiple images Technical vocabulary and terminology can be used to create a clear reflection from which ideas can be adapted and modified A printed image can be created using a range of skills and by combining printing techniques Articulate opinions</p>	<table border="1" data-bbox="936 379 1704 587"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1" data-bbox="913 667 1704 1019"> <tr> <td>Know: Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last</td> <td>Be able to: Create reduction prints and explain and record the process</td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	Know: Reduction is a method of block printing where part of the block is removed to create layers of colour and each colour is printed on top of the last	Be able to: Create reduction prints and explain and record the process	<p>edition Edition means one version of something in a series.</p> <p>overlaid Overlaid is the past tense of overlay. To overlay something is to put something on a surface to cover it completely.</p> <p>reduction printing Reduction printing is a method of block printing where part of the block is removed and then printed. This process is repeated, with each new print being placed over the previous print. This creates a multi-coloured print.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> • explain what a monoprint is • understand stencilling, impression and collagraph block printing methods 	<p align="center">Technical Language</p> <p>Transpose - to move something to a different place or environment or change something into a different form incision - to make a cut into something Inverted - an image that has been changed by turning it from top to bottom or left to right, to show the opposite of the original</p>																								

Year 5

Core Discipline: Textiles & Collage

Key Concept: Create wall hangings using layered collage and weaving techniques
Use natural forms as a starting point for artwork

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 5 Spring Term</p> <p>Block C</p> <p>In this block, pupils will take inspiration from natural objects to create textile art. They will combine collage and appliqué techniques to create work that depicts textured surfaces. Pupils will use a variety of materials including items from nature.</p>	<p>Significant Artist – Andy Warhol</p> <p>Lines can be used to represent pattern and texture</p> <p>Collage materials can be used to depict the colours, patterns and textures found in tree bark</p> <p>Appropriate artistic vocabulary should be used to express preferences and evaluate the effectiveness of techniques</p> <p>Many artists use nature as their inspiration for artwork</p> <p>A range of materials can be used for weaving and loom-making</p> <p>Paper can be manipulated to form three dimensional objects</p> <p>Use fabric and paint to create textured surfaces, representing natural objects</p> <p>Understand the term appliqué and use this technique to respond to textures and lines found in nature</p> <p>Evaluate the effectiveness of techniques</p>	<table border="1" data-bbox="952 375 1697 574"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="0" data-bbox="913 662 1702 1021"> <tr> <td style="vertical-align: top;"> <p>Know:</p> <p>Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture</p> <p>Textile comes from the Latin word, <i>texere</i>, meaning to braid, weave or construct</p> </td> <td style="vertical-align: top;"> <p>Be able to:</p> <p>Combine fabrics in a range of ways</p> <p>Weave, braid and construct art using natural objects</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>Appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture</p> <p>Textile comes from the Latin word, <i>texere</i>, meaning to braid, weave or construct</p>	<p>Be able to:</p> <p>Combine fabrics in a range of ways</p> <p>Weave, braid and construct art using natural objects</p>	<p>texere</p> <p>Texere is a Latin word meaning to braid, weave or construct, from which the word textile is derived.</p> <p>tactile</p> <p>Tactile relates to the sense of touch. If something is tactile, it has a surface that is pleasant to touch.</p> <p>assemble</p> <p>To assemble means to come together in a single place or bring parts together in a single group.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning</p> <p>Pupils will already be able to:</p> <ul style="list-style-type: none"> • tell a story using collage and textiles • paint directly onto fabric • weave with a range of materials • combine media to create texture and pattern • make observational drawings from natural objects 		<p align="center">Technical Language</p> <p>appliqué - a decorative design technique where fabric is stuck or sewn onto a larger piece of fabric to add dimension and texture; derives from the French word <i>appliquer</i> (and the Latin <i>applicare</i>), meaning to join or attach</p> <p>natural - as found in nature and not involving anything made by people</p> <p>fibre - any of the thread-like parts that form plant or artificial material that can be made into cloth</p>																							

Year 5

Core Discipline: 3D

Key Concept: Create slab and coil pots and learn techniques to join and seal clay sections
Create tissue paper bowls

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 5 Spring Term</p> <p>Block D In this block, pupils will develop visual spatial skills as they look at the shape and form of 3D objects. They will use papier-mâché as well as develop skills to manipulate clay.</p>	<p>Significant Artist – John Brundson Define and explore analogous colours Use an armature to support modelling of soft materials Explain and explore the effects created by using different modelling materials</p>	<table border="1" data-bbox="952 403 1686 598"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1" data-bbox="902 703 1715 946"> <tr> <td> <p>Know: An armature can be used to create a piece of 3D art C</p> <p>Clay can be joined by a score and slip method</p> </td> <td> <p>Be able to: Use armatures to produce 3D forms Join two or more pieces of clay</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: An armature can be used to create a piece of 3D art C</p> <p>Clay can be joined by a score and slip method</p>	<p>Be able to: Use armatures to produce 3D forms Join two or more pieces of clay</p>	<p>armature An armature is a framework or basic structure that something such as a sculpture is built onto.</p> <p>papier-mâché Papier-mâché is a material consisting of paper pieces or pulp, sometimes reinforced with textiles, bound with an adhesive such as glue, starch or wallpaper paste.</p> <p>slip A slip is a liquid mixture or slurry of clay and / or other materials suspended in water.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> • identify primary, secondary and complementary colours • use the technique of decoupage • make impressions in a smooth clay surface • roll and cut clay • construct 3D forms from wire 	<p align="center">Technical Language</p> <p>Analogous - colours three colours that are next to each other on the colour wheel (yellow, yellow-green and green) Contour- the outer edges of something: the outline of its shape or form Score - to make a cut or mark on a surface</p>																								

Year 5

Core Discipline:

Painting

Key Concept:

Explore a range of effects which can be achieved using watercolour paint

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 5 Summer Term</p> <p>Block E In this block, pupils will explore a range of effects which can be achieved using watercolour paint. They will create a bank of effects and select from these to make specific marks.</p>	<p>Significant Artist – Lesley Richmond Explore the effects that can be achieved by adding salt to a surface painted with watercolour Salt crystals absorb some of the water from the painted surface and leave impressions on the paper Watercolour paper is used because of its thickness and tendency not to warp when watery paint is applied Describe and evaluate the effects achieved using this technique Explore how wet or dry watercolour reacts to substances such as wax, bleach and salty water Use a range of materials and methods to apply paint or remove areas of paint Note the effects of texturing the paper prior to painting Explain methods used Describe and compare results Respond to the work of an artist using technical language Create a painting in a similar style Make choices about techniques to use to achieve a desired effect Evaluate outcomes</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know: Different effects can be achieved with watercolour paint</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to: Select materials to create specific marks using watercolour paint</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: Different effects can be achieved with watercolour paint</p>	<p>Be able to: Select materials to create specific marks using watercolour paint</p>	<p>coarseness Coarseness is the quality of being rough.</p> <p>dissolve To dissolve means to become incorporated into a liquid to form a solution.</p> <p>adhere To adhere means to stick to something</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> change the consistency of paint by mixing with water, glue or flour use the wet-on-wet technique to create interesting paint effects 	<p align="center">Technical Language</p> <p>Warping - to make or become bent or twisted out of shape, typically as a result of the effects of heat or damp</p> <p>spritz - to squirt or spray a liquid at or onto something in quick, short bursts</p> <p>absorb - to take in a liquid, gas or other substance from the surface or space around</p>																								

Year 5

Core Discipline: Creative Response – Printmaking and Textiles

Key Concept: Combine printmaking and textiles to embellish fabric

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 5 Summer Term</p> <p>Block F In this block, pupils will work through the steps of the creative process as they combine printmaking and textiles to embellish a hand-shaped piece of fabric. This will be part of a collaborative piece of work.</p>	<p>Explain and discuss the steps involved in the creative process: • preparation • incubation • illumination • evaluation • verification</p> <p>Practise the skill of creating simple designs based on observations of natural objects Explore the marks that can be made on a polystyrene tile in preparation for printing</p> <p>Print directly onto fabric using the reduction printing technique</p> <p>Use black or white to create shades and tones of a specific colour</p> <p>Explain the printing process and how printing on fabric differs from printing on paper</p> <p>Select and stitch objects such as buttons, beads and ribbon to fabric</p> <p>Stitch lines and shapes into fabric using a range of threads, yarns and types of stitch</p> <p>Explain how threads and yarns differ Use embellishments to enhance and emphasise shapes, patterns and textures</p> <p>Evaluate outcomes</p>	<table border="1" data-bbox="927 331 1693 533"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1" data-bbox="913 619 1706 1011"> <tr> <td> <p>Know:</p> <p>There are a series of steps in the creative process</p> <p>Mediums can be combined to create texture</p> </td> <td> <p>Be able to:</p> <p>Refer to previous knowledge and skills to make creative choices</p> <p>Apply and refine printmaking and collage techniques</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>There are a series of steps in the creative process</p> <p>Mediums can be combined to create texture</p>	<p>Be able to:</p> <p>Refer to previous knowledge and skills to make creative choices</p> <p>Apply and refine printmaking and collage techniques</p>	<p>reduction printing Reduction printing is a method of block printing where part of the block is removed as each new colour is printed on top of the last.</p> <p>etch To etch means to cut lines into a piece of glass, metal etc. in order to make words or a picture.</p> <p>embellish To embellish means to make something more attractive by the addition of decorative details or features.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> • create reduction prints and explain and record the process • combine fabrics in a variety of ways • weave, braid and construct art using natural objects 	<p align="center">Technical Language</p> <p>Illumination - 'lightbulb' moments in the creative process when inspiration and creativity are transferred into a tangible result</p> <p>incubation - the third step in the creative process when ideas develop and grow</p> <p>process - a series of things that are done in order to achieve a particular result</p>																								

Year 6

Core Discipline: Drawing

Key Concept: Combine techniques to create abstract images Learn about surrealism and portraiture

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 6 Autumn Term</p> <p>Block A In this block, pupils will apply knowledge of techniques to draw in detail, using scale and proportion to modify their artwork. They will produce portraits.</p>	<p>Significant Artist – Frida Kahlo Focus on and include detail Understand proportion of facial features Draw a self-portrait and include a surreal background</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know: The elements of art and design</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to: Work artistically using: shape, line, form, texture, colour, value and space</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: The elements of art and design</p>	<p>Be able to: Work artistically using: shape, line, form, texture, colour, value and space</p>	<p>surreal Surreal images are ones that appear strange. They may have a dreamlike quality about them and may combine objects and people in an unusual way.</p> <p>portraiture A portrait is a picture, painting or photograph of a person. Portraiture is the art of making portraits.</p> <p>symbolism Symbolism is when symbols are used in works of art to represent ideas.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> • use a wide range of drawing tools • enlarge an image from a sketch • explain their choices and the effects they intend to create 	<p align="center">Technical Language</p> <p>scale - the size of something in comparison to something else proportion - the relationship in size between one thing and another figurative - paintings and drawings that show animals, people and objects as they really look</p>																								

Year 6

Core Discipline: Painting and Collage

Key Concept: Create still life compositions by combining different media and in response to cubist work
Adapt and refine ideas and techniques and respond to different styles of artists and art movements

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 6 Autumn Term</p> <p>Block B In this block, pupils will complete a series of still life paintings, combined with collage. They will look at the still life work of Patrick Caulfield and compare it to the cubism work of Pablo Picasso.</p>	<p>Significant Artist – Patrick Caulfield Cubism – a style of art which aims to show multiple viewpoints at one time; objects depicted look like they are made out of cubes and other geometric shapes Build up surfaces to show colour and shape Create changes in tone, shade or intensity by overlapping colours Transpose an image using tracing paper Consider colour, texture and weight of materials when balancing an image Use contrasting colours and patterns to affect how shapes and forms are seen Use collaging techniques to complement painting</p>	<table border="1"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1"> <tr> <td>Know: Observation of still life can be responded to through a combination of different media and styles</td> <td>Be able to: Create a still life using a variety of colours, textures and materials, including paint</td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	Know: Observation of still life can be responded to through a combination of different media and styles	Be able to: Create a still life using a variety of colours, textures and materials, including paint	<p>cubism Cubism was a style and movement in early 20th century art in which objects and people are represented as geometric shapes, often shown from many different angles at the same time.</p> <p>superimpose To superimpose an image means to put one image on top of another so that the two can be seen simultaneously and the images combine.</p> <p>still life Still life is the art of painting or drawing arrangements of objects</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> demonstrate refined skills in layering and overworking in collage select images, colours and textures to support their imagery understand the purpose of contrast by using opposing colours on the colour wheel combine colours as well as create tones and tints for effect and purpose 		<p align="center">Technical Language</p> <p>balance - to achieve a balanced composition, shapes, colours and textures need to be arranged evenly</p> <p>observational drawing - refers to drawings or sketches that are made of observed objects, people or places</p> <p>angles - the spaces between two lines or surfaces that join; images created in the cubist style tended to include many different angles because objects were presented from different viewpoints at the same time</p>																							

Year 6

Core Discipline: Printmaking and Textiles

Key Concept: Use perspective drawings as a starting point for textiles work
Explore batik technique
Draw and paint on fabric surfaces

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 6 Spring Term</p> <p>Block C In this block, pupils will create a simple one-point perspective drawing and use selected parts to create a printed image as well as replicate line through batik.</p>	<p>Significant Artist – Pablo Picasso/Patrick Hughes Understand the concept of perspective and related vocabulary Follow the process of creating a one-point perspective drawing Explain how perspective drawings create the illusion of objects being near or far away Understand that perspective allows three dimensions to be presented on a flat surface Follow a specific printing process Explore how the application of paint and colour choices contribute to the effects achieved Create negative and positive spaces by repeating the same image by printing Use specialist tools and resist processes such as batik to create colourful images Gain knowledge and understanding of the origins and applications of traditional art processes Explore the effects of applying dye to a surface where wax has been applied</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Know: Batik is a method of making marks on cloth using hot wax Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Be able to: Apply wax to the surface of fabric and dye it to create coloured designs Create a simple one-point perspective sketch</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: Batik is a method of making marks on cloth using hot wax Perspective is a technique that enables artists to create the illusion of depth to a painting or drawing</p>	<p>Be able to: Apply wax to the surface of fabric and dye it to create coloured designs Create a simple one-point perspective sketch</p>	<p>vanishing point The vanishing point is the point in the distance at which parallel lines (lines that are the same distance apart at every point) appear to meet.</p> <p>illusion An illusion is when something seems to exist but in fact does not or seems to be something that it is not.</p> <p>perspective Perspective is the art of creating the effect of depth and distance in a picture by representing people and things that are far away as being smaller than those that are nearer the front.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> • follow a process to produce three colour reduction prints • explain the terms: three dimensional, vertical, horizontal and diagonal • use a viewfinder • apply the tie dye technique • make drawings applying proportion and scale 	<p align="center">Technical Language</p> <p>Batik - a method of printing patterns onto cloth using hot wax tjanting tool (tj –ant –ing) - a tool like a pen used in batik resist - art where a substance such as wax is applied to a surface in order to resist paint or dye</p>																								

Year 6

Core Discipline:		3D																									
Key Concept:		3D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials																									
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Year 6 Spring Term Block D In this block, pupils will create 3D forms using a variety of techniques. They will need to consider use of colour, pattern and texture as they combine their pieces made throughout the unit in Lesson 3, to form 3D structures.	Significant Artist – Dale Chihuly Apply and adapt previously learned techniques to create 3D forms Create intentional designs using line and colour combinations Understand and use the terms amorphic and biomorphic Respond to the work of an artist Create biomorphic forms using starch as a stiffening agent Apply knowledge of complementary and analogous colours Explore how the application of heat can alter the properties of a solid and can cause it to change its form Create a mixed media sculpture in response to the work of an artist Understand the term asymmetrical balance and apply this when assembling 3D forms Evaluate outcomes of processes completed	<table border="1"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table>					Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.
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At the end of this block, pupils will ...		Know: A 2D object can change its form and shape to become 3D Asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important	Be able to: Use different media to create shapes and forms Match visual and tactile elements to their intentions to create visual balance			translucent A translucent material is one which allows light to pass through it but is not completely clear. glassblowing Glassblowing is a glass forming technique that involves inflating molten glass into a bubble (or parison) with the aid of a blowpipe (or blow tube). starch Starch is a white substance found in potatoes and particular grains which is used to stiffen fabric.																					
Curriculum Narrative	Prior Learning Pupils will already be able to: <ul style="list-style-type: none"> • create 3D forms with paper and tissue, using an armature • use tie dye techniques • apply knowledge of complementary and analogous colours 				Technical Language Asymmetrical - balance when there are different visual images or colours on either side of a design, but the image is still balanced Amorphous - having no definite shape, form or structure biomorphic - artistic designs based on naturally occurring patterns or shapes																						
Previous Learning																											

Year 6

Core Discipline:

Painting

Key Concept:

Combine techniques to create the illusion of water and depth

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 6 Summer Term</p> <p>Block E In this block, pupils will combine techniques learnt in previous lessons to create the illusion of depth and represent the translucent qualities of water</p>	<p>Significant Artist – Terry Gilecki Use appropriate vocabulary to describe the appearance and qualities of water Experiment with a range of techniques to achieved a specific outcome Make decisions about which techniques and materials were most effective and why Respond to the work of an artist, describing the effects created Use horizontal brushstrokes of different lengths and widths to create the illusion of ripples on water Alternate light and dark colours to create the illusion of movement and depth Use white in specific areas as a way of creating the illusion of light reflecting on water Observe, draw and paint Koi fish Consider the position of drawings to create the illusion of depth and distance Vary the amount of painted details to distinguish between those fish that are nearer the surface and those that are further away Add a final layer of paint effects to represent the surface of the water Evaluate outcomes</p>	<table border="1" data-bbox="958 316 1691 512"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="1" data-bbox="958 619 1691 1082"> <tr> <td data-bbox="958 619 1310 1082"> <p>Know: Depth can be created by layering effects one on top of the other</p> </td> <td data-bbox="1310 619 1691 1082"> <p>Be able to: Select and combine appropriate techniques to create the illusion of water and depth</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know: Depth can be created by layering effects one on top of the other</p>	<p>Be able to: Select and combine appropriate techniques to create the illusion of water and depth</p>	<p>Reflective Reflective surfaces are those that send back light or heat.</p> <p>oil Oil is a viscous liquid with a smooth, sticky feel, derived from plants and minerals.</p> <p>translucent Translucent material allows light to pass through but is not completely clear.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning Pupils will already be able to:</p> <ul style="list-style-type: none"> explain the effects that can be achieved by adding salt to a surface painted with watercolour use a range of materials and methods to apply paint or remove areas of paint 	<p align="center">Technical Language</p> <p>resist - where a substance such as wax is applied to a surface in order to resist paint or dye absorb - to take in a liquid, gas or other substance from the surface or space around depth - the distance from the top to the bottom of something or the distance from the front to the back of something</p>																								

Year 6

Core Discipline: Creative Response

Key Concept: Drawing and Textiles Combine drawing and batik to add detail

Term and Focus	Taught Content:	Disciplinary Knowledge:	End Point Core Knowledge																							
<p>Year 6 Summer Term</p> <p>Block F In this block, pupils will work through the steps of the creative process as they combine drawing and batik to add detail to a hand-shaped piece of fabric. This will be added to a collaborative piece of work.</p>	<p>Examine the proportions and structures of the hand</p> <p>Use line and tone to create shape and form in observational drawing</p> <p>Explore the tones and shades that can be achieved by using a range of grades of pencil</p> <p>Use a tjanting tool and resist processes such as batik to create colourful images on fabric</p> <p>Explore the effects that can be achieved by applying layers of wax and ink to fabric</p> <p>Apply wax to specific areas to create intentional patterns on fabric</p> <p>Use the batik process to create patterns, lines and shapes on fabric</p> <p>Use observational drawings and thumbnail sketches as a design stimulus</p> <p>Combine colour and line to achieve a visually appealing and decorative design</p> <p>Evaluate outcomes</p>	<table border="1" data-bbox="958 371 1702 568"> <thead> <tr> <th colspan="7">Working Artistically</th> </tr> <tr> <th>Shape</th> <th>Line</th> <th>Colour</th> <th>Value</th> <th>Form</th> <th>Texture</th> <th>Space</th> </tr> </thead> <tbody> <tr> <td>Shape is a flat (2D) area surrounded by an outline or edge.</td> <td>Lines are used to show movement and mood.</td> <td>Colour is used to convey atmosphere and mood.</td> <td>Value is the intensity of colour and depends on the amount of white added.</td> <td>Artists use form when they create sculptures. These are 3D shapes.</td> <td>Texture is the look and feel of a surface.</td> <td>Space in artwork makes a flat image look like it has form.</td> </tr> </tbody> </table> <p>At the end of this block, pupils will ...</p> <table border="0" data-bbox="958 671 1702 1050"> <tr> <td style="vertical-align: top;"> <p>Know:</p> <p>There are a series of steps in the creative process</p> <p>Mediums can be combined to create texture and detail</p> </td> <td style="vertical-align: top;"> <p>Be able to:</p> <p>Refer to previous knowledge and skills to make creative choices</p> <p>Apply and refine drawing and textile techniques</p> </td> </tr> </table>	Working Artistically							Shape	Line	Colour	Value	Form	Texture	Space	Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.	<p>Know:</p> <p>There are a series of steps in the creative process</p> <p>Mediums can be combined to create texture and detail</p>	<p>Be able to:</p> <p>Refer to previous knowledge and skills to make creative choices</p> <p>Apply and refine drawing and textile techniques</p>	<p>illumination Of all the phases of the creative process, illumination is the time when ideas begin to take shape. It corresponds to the moment in which options for solving the initial problem start to appear. It is the stage where an idea materialises into something concrete.</p> <p>incubation This is the stage in the creative process where we allow time for our ideas to develop and grow. Part of the creative thinking process is taking a step away from an idea before moving onto the next stage. Sometimes creative ideas develop whilst taking a break or working on something different. Whilst engaged in other tasks, creative ideas incubate in the subconscious.</p> <p>verification This is the final stage of the creative process. It is when an idea or design is finalised, brought to life and shared with the world.</p>
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<p>Curriculum Narrative</p> <p>Previous Learning</p>	<p>Prior Learning</p> <p>Pupils will already be able to:</p> <ul style="list-style-type: none"> • apply wax to the surface of fabric and dye it to create coloured designs and effects • include detail and tone in sketches using a range of drawing medium and tools 	<p align="center">Technical Language</p> <p>Observational - connected with or based on the activity of watching somebody / something carefully for a period of time, especially to learn something</p> <p>intentional - done deliberately</p> <p>combine - to come together to form a single thing or group; to join two or more things or groups together</p>																								