

# CURRICULUM DESIGN for ART and DESIGN

## Art INTENT

Our art and design curriculum aims at inspiring, engaging and supporting children to develop their creativity to the best of their potential. They will be inspired by the creativity of others ranging from famous artists to local artists to our own school community, as well as being given the opportunity to step outside their comfort zones, experiment and invent. Children will be given time and space to think, to be peaceful and to allow themselves to be inspired. Children will be taught how important artistic creativity is to the success of the country in which we live.

The curriculum has been deliberately designed for a repetition of the processes of sketching, painting, textiles and sculpture. These skills repeat every two years so that the children develop and build on previously taught skills. In addition, each long enquiry starts by revisiting drawing, allowing this to have a mixed media approach.

## Art IMPLEMENTATION

Art follows the National Curriculum; objectives are delivered through long and short enquiries. Children are 'hooked' into their learning before working through an enquiry-based approach. The Art 'voices' (Disciplinary knowledge) ensure specific skills are taught each year. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future enquiries. At the end of the enquiry, a high-quality 'outcome' is shared with parents and/or the school community. We assess the impact of the enquiry through SLT reviews: The Head of School meets with children and questions them on their learning and determines the depth of their knowledge as well as their reflections on the core values that they were working on. Kahoot quizzes are also conducted at the beginning and end of the enquiry. Children will study and find out about artists (local and international) and create their very own art portfolio of works as they journey through school.

For those children that show a particular enthusiasm for the subject, they have the opportunity to become a 'Graduate.' Our Graduation scheme gives children the chance to explore learning beyond the National curriculum. This scheme focuses on Inspirational and Influential people within Art.

## Art IMPACT

Impact of teaching and learning will be determined through SLT reviews, subject lead observations and Kahoot quizzes. This information will be collated in our 'Quality of Education' document. We will know we have been successful if children have met their 'end points' which are specified in the planning document. At the end of Year 6, the children will also be able to see their "art portfolio" as a reflection of their progress.

# Progression of Knowledge

Our Art curriculum for KS1-KS2 follows four main themes of painting, drawing, sculpture and textiles work, and will also produce work on digital photography. There is an expectation that children will use their prior learning and build upon this as they journey through Eden Park. Children will reach an **end point** where their understanding of art has been strengthened and deepened through this purposefully mapped out curriculum.

In Early Years, children will encounter Art through 'Expressive Art and Design'. Here children have had plenty of opportunities to explore different materials and media through their continuous provision activities, developing their fine motor skills within the contexts of various creative processes. EYFS will also prepare children for their painting enquiry through the early exploration of water colour paints. Year 1 will spend time refining children's skills and continue to build up their knowledge bank of painting and observational sketching.

The EYFS is mindful of how their curriculum can be used to create the foundations of prior knowledge which we build upon as children journey through Year 1 and KS1.

	Painting	Drawing		Sculpture		Textiles
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Long Enquiry	Painting ~ using brush with block paints and water colours	Sculpture ~ inspired by Artists	Drawing ~ portraiture	Painting ~ acrylic paint <i>Painting as an expression</i>	Sculpture ~ clay, wire and Modroc	Drawing ~ technical, perspective and portraiture
Short Enquiry	Sketching ~ observational sketches of the environment	Textiles ~ quilting	Photography ~ digital art manipulation	Textiles ~ Landscapes in textiles	Painting ~ watercolour landscapes	Artistic Licence ~ reimagining
End point:	<b>By the end of Key Stage 1, children will:</b> <ul style="list-style-type: none"> <li>✓ Have started work on an art portfolio, a collection of their strongest outcomes from the art curriculum.</li> <li>✓ Learnt simple running stitch.</li> <li>✓ learnt to observe the landscape and their surroundings with a greater degree of reality.</li> <li>✓ Looked at the works of some famous artists and discussed what it was the artist wished to achieve as well as study the way that they worked.</li> <li>✓ Have created work in paint that uses famous artists as its inspiration.</li> <li>✓ Have created simple sculptures in a range of media.</li> </ul>		<b>By the end of Key Stage 2, children will build on their prior knowledge extend this further. Children will:</b> <ul style="list-style-type: none"> <li>✓ Complete an art portfolio of work, a collection of their strongest outcomes from their art curriculum.</li> <li>✓ Learnt to draw portraits with a degree of accuracy.</li> <li>✓ Learnt to draw scenes with a degree of technical accuracy, including using perspective.</li> <li>✓ Been able to be creative and imaginative with the range of skills that they have learnt.</li> <li>✓ Have a sound understanding of some of the works of a wide range of famous artists, including what the artist was trying to achieve.</li> <li>✓ Learnt to paint in a range of media including water colours and acrylic, as well as be able to use complimentary colours to enhance their work.</li> <li>✓ Used 3D materials for a range of models and artistic pieces. This will have included the use of clay, wire and textiles.</li> <li>✓ Used an iPad to manipulate and create digital images.</li> <li>✓ Advance their use of stiches and sewing techniques, supported by the DT curriculum.</li> </ul>			


Woven through our Art curriculum are our 'Voices'. It is our intention that the voices are used, where appropriate, during art teaching. Children will therefore encounter these 'Voices' repeatedly throughout their time at Eden Park. They will use their prior knowledge of a specific 'voice', such as "learning from others" **and** build upon this in their Learning Enquiries. The 'Voices' are progressive.

### The Voices of Art (Disciplinary Knowledge)

	Techniques (Carrying out and executing artistic tasks)		Skills (The ability to do something well)		Creativity (links to core value framework)		Learning from others		Record and evaluate
EYFS	<ul style="list-style-type: none"> <li>✓ Holds pencil in a tripod grip showing good control</li> <li>✓ Explores and recreates textures with an extended range of materials- e.g. sponges, leaves, fruit</li> <li>✓ Refines previous knowledge on joining materials and artistic effects – cold glue guns, paper clips, split pins, &amp; hole punch with treasury tags.</li> <li>✓ Draws with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>✓ Children explore colour mixing by freely combining paints to create different effects and shades</li> <li>✓ Children use a tape dispenser to encourage independent creativity</li> <li>✓ Children are taught how to effectively use and hold scissors in our Scissor school sessions</li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ Represents things observed, remembered or imagined, using colour/tools</li> <li>✓ Uses cold glue guns and tape to join and assemble materials with a purpose in mind. Adds a range of media to create the desired effect</li> <li>✓ Can draw a few recognisable pictures adding details such as arms, legs, a body on to images such as people</li> <li>✓ Children create structures linked to their imaginative play, e.g. building a zoo and adding animals.</li> <li>✓ Children use simple poster paints and brushes to create a self portrait</li> <li>✓ Children develop their drawing skills through using a range of media including crayons, pencils, felt pens, and other media</li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ Children use malleable resources to explore and create</li> <li>✓ Children explore a range of media to create items to use in their role play e.g. playdough, buns, cakes, biscuits for shop, junk materials for sandwiches, burgers, meals for the café</li> <li>✓ Children have an awareness and opportunities to explore different varieties of art – abstract, watercolours, 3D models.</li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ Can follow instructions using directional language to create prewriting symbols</li> <li>✓ Can look at pictures and say what is represented.</li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ Create collaboratively, sharing ideas, resources, and skills.</li> </ul>
KS1	<ul style="list-style-type: none"> <li>✓ <i>Colour</i>: I can name and use primary and secondary colours.</li> <li>✓ <i>Pattern</i>: I am aware and can discuss pattern. I can use repeating pattern and discuss irregular and regular pattern.</li> <li>✓ <i>Texture</i>: I am able to make choices about texture and how I want my art to feel. I can consider overlapping to create effect.</li> <li>✓ <i>Line</i>: I use line effectively to shape my work.</li> <li>✓ <i>Form</i>: I can create simple 3D versions of my art. I can express my own ideas in this form as well as consider decorative techniques.</li> <li>✓ <i>Space</i>: I consider how my art will look as a whole, including if it is a part of a collective whole.</li> <li>✓ <i>Control</i>: I use materials and tools safely, learning to control them accurately.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.</li> <li>✓ Drawing: I can observe closely from reality.</li> <li>✓ Sculpting: I learn to join different materials, and simply manipulate the same material with tools.</li> <li>✓ Sewing: I can use a basic stitch to join material I have chosen. I can use simple fabric printing.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ I can use my own imagination and experiences to create works.</li> <li>✓ I use the work of famous artists to discuss emotions and talk about the way I feel, and the artist might have felt.</li> <li>✓ I can express my own emotions about the art I create.</li> <li>✓ I can experiment in my own art.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ I can look at the work of different artists and talk about what they have done</li> <li>✓ I can compare the work of different artists.</li> <li>✓ I can give my opinions about the work of different artists.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ I can make simple observations about my environment to reproduce in art.</li> <li>✓ I can revisit and improve my own art.</li> <li>✓ I can review my work and decide how well I have achieved what I set out to achieve.</li> </ul>

Y3/4	<ul style="list-style-type: none"> <li>✓ <i>Colour:</i> I understand the ideas of warm, cool and complimentary colour, mix tones.</li> <li>✓ <i>Pattern:</i> I can experiment with formal and informal pattern, including in photography.</li> <li>✓ <i>Texture:</i> I consider texture as a part of textiles as a way of adding meaning. I can use a range of stitches.</li> <li>✓ <i>Form:</i> I use shading to replace hard line</li> <li>✓ <i>Space:</i> I use space on a page wisely to ensure impact.</li> <li>✓ <i>Control:</i> I demonstrate control of tools, including iPads.</li> <li>✓ <i>Line:</i> I use line as a framework for digital media.</li> </ul>	Y3/4	<ul style="list-style-type: none"> <li>✓ Painting: I use paint (acrylic) to express emotions after reviewing the work of great artists.</li> <li>✓ Drawing: I can learn to draw portraits, considering accurate proportion, using different media.</li> <li>✓ Sewing: I can use different stitches to join materials and consider overlapping, layering and montage to create effects.</li> <li>✓ Photography: I can produce enhanced digital media images of art, considering line, colour and shape.</li> </ul>	Y3/4	<ul style="list-style-type: none"> <li>✓ I can briefly think about ways to create my own art, that may involve jottings and preliminary sketches.</li> <li>✓ I can apply the techniques I learn about to a range of my own art.</li> <li>✓ I can decide for myself what I need to do in order to be successful.</li> <li>✓ I can discuss what impact an artist's decisions has made on their work.</li> </ul>	Y3/4	<ul style="list-style-type: none"> <li>✓ I can use what I have learnt about different artists to influence my own work.</li> <li>✓ I can give justified reasons for my opinions about different artists.</li> </ul>	Y3/4	<ul style="list-style-type: none"> <li>✓ I can record my observations with some accuracy in a sketch book.</li> <li>✓ I can use my sketches to review and improve my work.</li> </ul>
Y5/6	<ul style="list-style-type: none"> <li>✓ <i>Colour:</i> I choose and mix colours to evoke mood and feeling. <i>I use colour subtly</i></li> <li>✓ <i>Pattern</i> I can design and make patterns to create mood.</li> <li>✓ <i>Texture:</i> I create depth of texture in sculpture and create the feeling of texture and depth when drawing.</li> <li>✓ <i>Form:</i> I can create realistic 2D representations of 3D object using perspective and shading.</li> <li>✓ <i>Space:</i> I create the illusion of space in a landscape with perspective and distance created in 2D form. I consider options of space when making my own choices.</li> <li>✓ <i>Control:</i> I use tools accurately.</li> <li>✓ <i>Line:</i> I manipulate line with greater dexterity to present 2D and 3D images.</li> </ul>	Y5/6	<ul style="list-style-type: none"> <li>✓ Painting: I use watercolours effectively and create paintings from the real and imagined, learning the impact of adding water to create distance. I carry out preliminary studies and sketches to support planning.</li> <li>✓ Drawing: I use architectural and technical skills to create 3d</li> <li>✓ Sculpting: I can work with increasing independence and learn to make slabs, coils and slips. I work skilfully with recycled material.</li> <li>✓ Sewing/ Photography <i>et al:</i> I make considered choices about the art skills I have to create my own art.</li> </ul>	Y5/6	<ul style="list-style-type: none"> <li>✓ I can plan and consider my own works and discuss other people's view of it.</li> <li>✓ I can use planning techniques to ensure that I am able to create the best possible outcomes. This may include redrafting.</li> <li>✓ I can turn my own ideas into actions and explain my own decision-making process.</li> </ul>	Y5/6	<ul style="list-style-type: none"> <li>✓ I use what I learn about artists to create and influence my work, drawing at times on previous experience and comparing artists from other units studied.</li> <li>✓ I am able to critique the work of others, including my peers and suggest areas of strength and development.</li> </ul>	Y5/6	<ul style="list-style-type: none"> <li>✓ I can use other's opinions to express compromise</li> <li>✓ I can take on new ideas and suggestions.</li> <li>✓ I can complete an art portfolio of my schoolwork.</li> <li>✓ I can use my art portfolio to revisit my work and reimagine pieces from my artist genre.</li> </ul>

	YEAR 1		YEAR 2	
Theme	Sketching	Painting	Textiles	Sculpture
Duration	Short Enquiry	Long Enquiry	Short Enquiry	Long Enquiry
National Curriculum	<ul style="list-style-type: none"> <li>to use drawing to develop and share their ideas, experiences and imagination.</li> <li>use artwork to record ideas, observations and experiences and imagination.</li> <li>know the names of tools, techniques and elements that he/she uses.</li> <li>to be able to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>To use painting to develop and share their ideas, experiences and imagination.</li> <li>use artwork to record ideas, observations and experiences and imagination.</li> <li>know the names of tools, techniques and elements that he/she uses.</li> <li>to be able to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>try out different activities and make sensible choices about what to do next.</li> <li>select particular techniques to create a chosen product and develop some care and control over materials and their use.</li> <li>to be able to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</li> </ul>	<ul style="list-style-type: none"> <li>To use sculpture to develop and share their ideas, experiences and imagination.</li> <li>try out different activities and make sensible choices about what to do next.</li> <li>select particular techniques to create a chosen product and develop some care and control over materials and their use.</li> <li>to be able to discuss the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul>

	<ul style="list-style-type: none"> <li>To develop a wide range of art techniques using colour, pattern, line, texture, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>To develop a wide range of art techniques using colour, pattern, line, texture, shape, form and space</li> </ul>	and disciplines and making links to their own work. <ul style="list-style-type: none"> <li>know that different artistic works are made by craftspeople from different cultures and times.</li> </ul>	<ul style="list-style-type: none"> <li>know that different artistic works are made by craftspeople from different cultures and times.</li> </ul>
<b>Specific content Substantiative knowledge</b>	Observation - sketches landscape and portrait – house, tree, face. Begin without instruction, then focus on observing what is really there – are all trees a cloud on a stick? Do all houses have four windows etc.	1. Using a brush – select from a large selection of brush widths to make lines and blocks in different paint types. Paint the same picture with a thick brush and a thin brush. Evaluate success. 2. Using water – choose the right amount of water, know when to change water, know when brush needs water to achieve different effects. Use water to create different tones with watercolours. 3. Mixing colours – Look at basic colour wheel. Recreate with colour mixing. Make colours to order. 4. Painting to order – Look at painting by numbers or equivalent. Can you stay neatly in the lines using techniques learnt – correct brush, correct water, accurate colours. 5. Painting relevant to LE – Use techniques to paint a picture relevant to topic.	Mixed media collage – could use felt, screen printing, image transfer etc. Teach cutting. Basic sewing. Teach children a simple running stitch and how to sew a button. Discuss abstract and realist work.  Janet Bolton composes textile pictures using the simplest of hand sewing techniques. Children could each create a small square which can be put together to create a quilt or large class project. 	Clay and junk modelling (group work)  Model work on famous artist to include using clay for Henry Moore and wire for Antony Gormley.
<b>Sequencing knowledge</b>	<p><b>Prior knowledge:</b> children will have had the opportunity to explore using pencils, colouring pencils and felt tips to draw, story map and use their imagination.</p> <p><b>Future knowledge:</b> making informed choices with their selection of mediums. Apply observational techniques to portraiture (ref. Y3long study)</p>	<p><b>Prior knowledge:</b> children will enjoy painting in EYFS both during adult-led tasks but also using their own imagination in continuous provision.</p> <p><b>Future knowledge:</b> apply techniques and knowledge of tools and make informed choices for acrylic paint (ref. Y4 Long study).</p>	<p><b>Prior knowledge:</b> scissors and sticking skills from EYFS</p> <p><b>Future knowledge:</b> use sewing combined with additional art techniques to create an image (ref. Y4 short enquiry)</p>	<p><b>Prior knowledge:</b> EYFS large materials manipulation.</p> <p><b>Future knowledge:</b> the children study sculpture in Year 5 working again in Modroc and Clay. (Y5 Long)</p>
<b>Tier 2 and Tier 3 vocabulary</b> <b>Red words are essential technique vocabulary</b>	Sketch, <b>line</b> , tone, <b>space</b> , shade	Composition, primary and secondary colours, <b>colour</b> mixing, blend,	material, measure, design, sew, dye, stitch, <b>pattern</b> , <b>texture</b>	3D form, sculpture, line, texture, material, junk modelling, <b>control</b> , <b>form</b> .
<b>Suggested Artists</b>	Rob Biddulph – children's illustrator	Wassily Kandinsky	Janet Bolton	Andy Goldsworthy

	Pablo Picasso	Piet Mondrian Yvonne Coomber Claude Monet Sir Terry Frost	Bethan Ash – abstract Mary Quant Vivienne Westwood	Henry Moore Antony Gormley (Angel of the North) Alberto Giacometti Coosje Van Bruggen Nick Mackman
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	YEAR 3		YEAR 4	
Theme	Digital Photography	Drawing	Textiles and Collage	Acrylic Painting
Duration	Short study	Long study	Short study	Long study
National Curriculum	<ul style="list-style-type: none"> <li>use a sketchbook for recording their digital experiments</li> <li>experiment with software to create a range of effects and use these digital techniques in the completed piece of work.</li> <li>explain what he/she likes or dislikes about their work</li> <li>know about some of the great artists, architects and designers in history and describe their work</li> <li>use taught technical skills and control over materials to be creative and experimental in adapting and improving their work.</li> </ul>	<ul style="list-style-type: none"> <li>use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</li> <li>experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</li> <li>explain what he/she likes or dislikes about their work.</li> <li>know about some of the great artists, architects and designers in history and describe their work</li> <li>use taught technical skills and control over materials to be creative and experimental in adapting and improving their work.</li> </ul>	<ul style="list-style-type: none"> <li>use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</li> <li>use taught technical skills and control over materials to be creative and experimental in adapting and improving their work.</li> <li>articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</li> <li>describe some of the key ideas, techniques and working practices of artists, architects and</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</li> <li>use taught technical skills and control over materials to be creative and experimental in adapting and improving their work.</li> <li>articulate how he/she might improve their work using technical terms and reasons as a matter of routine</li> <li>describe some of the key ideas, techniques and working practices of artists,</li> </ul>

			<p>designers who he/she has studied.</p> <ul style="list-style-type: none"> <li>Improve their mastery of textiles and collage.</li> </ul>	<p>architects and designers who he/she has studied</p> <ul style="list-style-type: none"> <li>Improve their mastery of painting.</li> </ul>
<b>Specific content</b>	Photography and digital art Manipulation	<p>Portraiture – pencil and charcoal (+white chalk) Use different types of paper including brown paper and newspaper. Observation Proportion How have different artists represented themselves? Which do you like? Which is the best? Why?</p> <p>Look at Tony Piedra website – contains a podcast.</p>	<p>Sewing for art – use textiles + some sewing. Maybe create landscape or class project? Ensure that children are having opportunities for sewing, but that this is enhanced with other art techniques e.g., collage, printing. Look at how textiles are used/created in other cultures. Look at the artwork suggested artists.</p>	<p>– colour mixing acrylics, limited palate, Painting on different surfaces – board, collaged card etc. Painting as expression – look at Michaelangelo v Edvard Munch, Early Picasso v Late Picasso, Van Gogh v Dali, Monet v MC Escher – discuss ‘good’ and ‘bad’. What was the artist trying to ‘say’? Were they challenging what had gone before? Why? Discuss what the children want to ‘achieve’. How will they know if they have been successful? <b>Online gallery – compare paintings of many famous artists</b></p>
<b>Sequencing knowledge</b>	<p><b>Prior knowledge:</b> children will have had regular use of Ipads and recording their own learning in a range of subjects. <b>Future knowledge:</b> use editorial skills across all areas of the curriculum to include film making in Y3 (ref. computing long study: stop, start animation)</p>	<p><b>Prior knowledge:</b> short study in Y1 of basic landscapes and observational drawing will assist with their learning in the enquiry. <b>Future knowledge:</b> ref Y6 long study – apply their knowledge on observation and proportion and develop through use of shading to remove lines.</p>	<p><b>Prior knowledge:</b> ref. Y2 short study – basic cutting and sewing skills (running stitch) should be used to enhance learning here. <b>Future knowledge:</b> ref. Y6 short study – possibility that knowledge and skills from here are used in their Artistic Licence study in Y6.</p>	<p><b>Prior knowledge:</b> the children have worked in block colour and powder paint (long enquiry Year 1) and have looked at some famous artists including Mondrian and Kandinsky. <b>Future knowledge:</b> Year 5 short study: water colours landscapes</p>
<b>Tier 2 and Tier 3 vocabulary</b>	Repetition, Abstract, Realist Ipads, Mark-up, Digital manipulation and enhancements, colour intensity.	Shadow/shade/shading, medium/media, technique	collage, craftsmanship, naturalism, balance	Warm colour, cool colour, complementary colour, composition, subject matter, style
<b>Suggested Artists</b>	Andy Warhol	<p>Tony Piedra The Colours of History: How colours shaped the world by Clive Gifford <a href="http://tonypiedra.com/blog/2018/9/9/digital-painting-how-i-made-the-art-in-the-greatest-adventure">http://tonypiedra.com/blog/2018/9/9/digital-painting-how-i-made-the-art-in-the-greatest-adventure</a></p>	<p>Moy Mackay Fiona Robertson General textiles: Vivian Westwood Kath Kidston Sonia Delaunay William Morris Coco Chanel Janet Bolton Lucienne Day</p>	<p>Michaelangelo, Edvard Munch, Pablo Picasso, (studies also in Y1) Van Gogh, Dali, Monet,</p>
<b>Computing Links</b>	Look at Tony Piedra website – contains a podcast.			



The children also work with digital photography in Year 3, and a unit on stop start animation, linked to a text in writing.

	YEAR 5		YEAR 6	
Theme	Watercolour Painting	Sculpture	Artistic Licence: reimagined	Drawing (Architecture and technical drawing)
Duration	Short study	Long study	Short study	Long study
National Curriculum	<ul style="list-style-type: none"> <li>To use sketchbooks to record observations and use them to review and revisit ideas.</li> <li>evaluate his/her work against their intended outcome.</li> <li>To improve their mastery of the art and design techniques associated with paint.</li> <li>To find out about and discuss great painters and use their work by way of inspiration (Turner/ Constable).</li> </ul>	<ul style="list-style-type: none"> <li>To create a series of sketches and plans for their own work in sketchbooks.</li> <li>confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</li> <li>evaluate his/her work against their intended outcome.</li> <li>research and discuss various sculptors and discuss their processes and explain how these were used in the finished product (Eva Hesse)</li> <li>develop different ideas which can be used and explain his/her</li> </ul>	<ul style="list-style-type: none"> <li>To create a series of sketches and plans for their own work in sketchbooks.</li> <li>select ideas based on first-hand observations, experience or imagination and develop these through research.</li> <li>explain and justify preferences towards different styles and artists.</li> <li>evaluate his/her work against their intended outcome.</li> </ul>	<ul style="list-style-type: none"> <li>select ideas based on first-hand observations, experience or imagination and develop these through research.</li> <li>refine his/her use of learnt techniques, adapting the work as necessary.</li> <li>To create a series of sketches and plans for their own work in sketchbooks.</li> <li>evaluate his/her work against their intended outcome.</li> <li>To improve their mastery of the art and design techniques associated with drawing.</li> </ul>

		choices for the materials and techniques used.		
<b>Specific content</b>	<p>Landscapes</p> <p>Light sketching with pencil – observation.</p> <p>Teaching about washes and layering to build sky texture.</p> <p>Techniques for painting trees and plants.</p> <p>Techniques for painting water.</p> <p><b>Outside visit – harbour</b></p> <p><b>Look at the work of Ali Cooper – Local Devon artist who paints landscapes on playable musical instruments.</b></p>	<p>Clay/ wire &amp; Modroc/ waste materials</p> <p>Link to recycling – Consideration of art which has a message. What are you trying to say with your work? How does this reflect the choice of materials. Maybe look at archaeology of pottery. Shape and form of pots.</p> <p>Painted pot designs.</p> <p>Wire + Modroc sculpture such as figurines and statues.</p> <p>How does design vary across the world?</p> <p>When learning about ancient societies children should be reminded of <b>Democracy</b> (Great British Value). Link to literacy text – Are humans damaging the atmosphere?</p>	<p>Choice of media. Children’s whole school portfolio displayed, plus latest work. Could be a reimagining of a previous piece of work.</p> <p>Children choose their preferred medium based on what they want to achieve.</p> <p>This results in an art exhibition, created by the children.</p> <p>When learning children should be reminded of <b>Individual liberty</b> (Great British Value).</p>	<p><b>perspective</b> (architecture) and how to produce a 2D image of a 3D object.</p> <p>Technical drawing</p> <p>Look at work of architect e.g., Frank Lloyd Wright</p> <p>Drawing buildings in 3D</p> <p>Vanishing points</p> <p><b>Portraits</b> Look at portraits from previous block and evaluate.</p> <p>Recap proportion</p> <p>Look at shading to remove line.</p> <p>Focus on individual features in sketch book – how to draw an eye, a nose, hair etc.</p>
<b>Sequencing knowledge</b>	<p><b>Prior knowledge:</b> Year 4 long study acrylic painting (expression) and Year 1 long study (painting in power paint), learning about colour mixing etc.</p> <p><b>Future knowledge:</b> The children may use paint in their reimagining’s work Year 6 short study.</p>	<p><b>Prior knowledge:</b> Year 2 long study had a focus on modern sculptors, including Moore and Gormley. They examined size and proportion.</p> <p><b>Future knowledge:</b> The children may use sculpture in their ‘reimaginings’ work Year 6 short study.</p>	<p><b>Prior knowledge:</b> the children’s art portfolios and sketch books are relevant for this work, with the children looking at their previous work before deciding how to move forward.</p> <p><b>Future knowledge</b> In Key stage 3, the children continue with sketch books and using a range of media and tools.</p>	<p><b>Prior knowledge:</b> Children have studied portrait in Year 3. This work starts with revisiting that work and finding ways to improve them by the use of shading and the removal of line.</p> <p><b>Future knowledge:</b> IN Key Stage 3, the children are expected to develop an artistic proficiency in drawing (aims)</p>
<b>Tier 2 and Tier 3 vocabulary</b>	Content, dominance, rhythm, unity, contour	Three-dimensional space, aesthetics, symmetrical/asymmetrical	This is dependent on the avenue that the children decide to pursue for completion of this learning enquiry.	Plane, rectilinear, perspective, vanishing point, horizon, parallel, perpendicular
<b>Suggested Artists</b>	<p>JMW Turner</p> <p>John Constable</p> <p>John Singer Sargent</p> <p>Georgia O’Keefe</p> <p><b>Raul Dufy</b></p>	Eva Hesse	<p>Own research of relevant artists.</p> <p>Local artists.</p> <p>Art as a career...</p>	<p>Chris Van Allsburg</p> <p>M S Escher</p> <p>Frank Lloyd Wright</p> <p>Antoni Gaudi</p>

**Sketch book for technique practice. Big 'values' type book for outcomes.**

Annual art challenge: Possibly during a phase of 'enrichment sessions', each class look at a specific painting, briefly finding out something of its history before attempting to copy or reproduce it in a medium appropriate to their studies.

Year A – Van Gogh - Sunflowers

Year B – Dali – Persistence of memory

Year C – Da Vinci – Self Portrait

Year D – Monet – The Japanese Bridge

Year E – Kandinsky – Composition VIII

Year F - Escher - Portrait in sphere