

Art

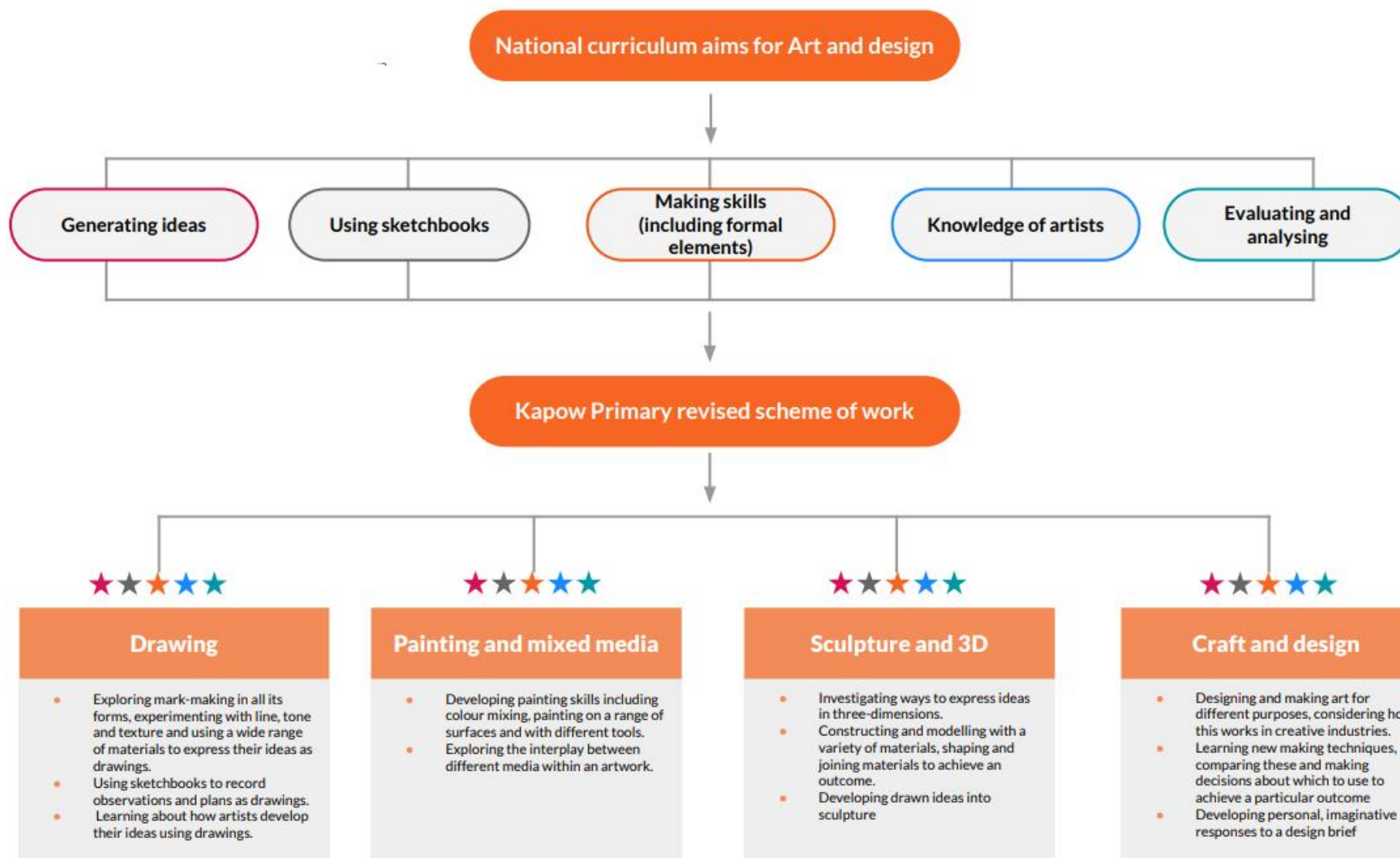
Curriculum Map 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<u>Drawing</u> Developing drawing skills	<u>Drawing</u> Developing drawing skills	<u>Craft and design:</u> Fabric of nature	<u>Craft and design:</u> Fabric of nature	<u>Sculpture and 3D:</u> Abstract shape and space	<u>Sculpture and 3D:</u> Abstract shape and space
4	<u>Drawing:</u> Exploring tone, textures and proportion	<u>Drawing:</u> Exploring tone, textures and proportion	<u>Painting and mixed media</u> Light and dark	<u>Painting and mixed media</u> Light and dark	<u>Craft and design:</u> Ancient Egyptian scrolls	<u>Craft and design:</u> Ancient Egyptian scrolls
5	<u>Painting and mixed media</u> Portraits	<u>Painting and mixed media</u> Portraits	<u>Sculpture and 3D</u> Interactive installation	<u>Sculpture and 3D</u> Interactive installation	<u>Drawing:</u> Depth, emotion and movement	<u>Drawing:</u> Depth, emotion and movement
6	<u>Drawing:</u> Expressing ideas	<u>Drawing:</u> Expressing ideas	<u>Craft and design:</u> Photo opportunity	SATS	<u>Craft and design:</u> Photo opportunity <u>Sculpture and 3D</u> Making memories	<u>Sculpture and 3D</u> Making memories

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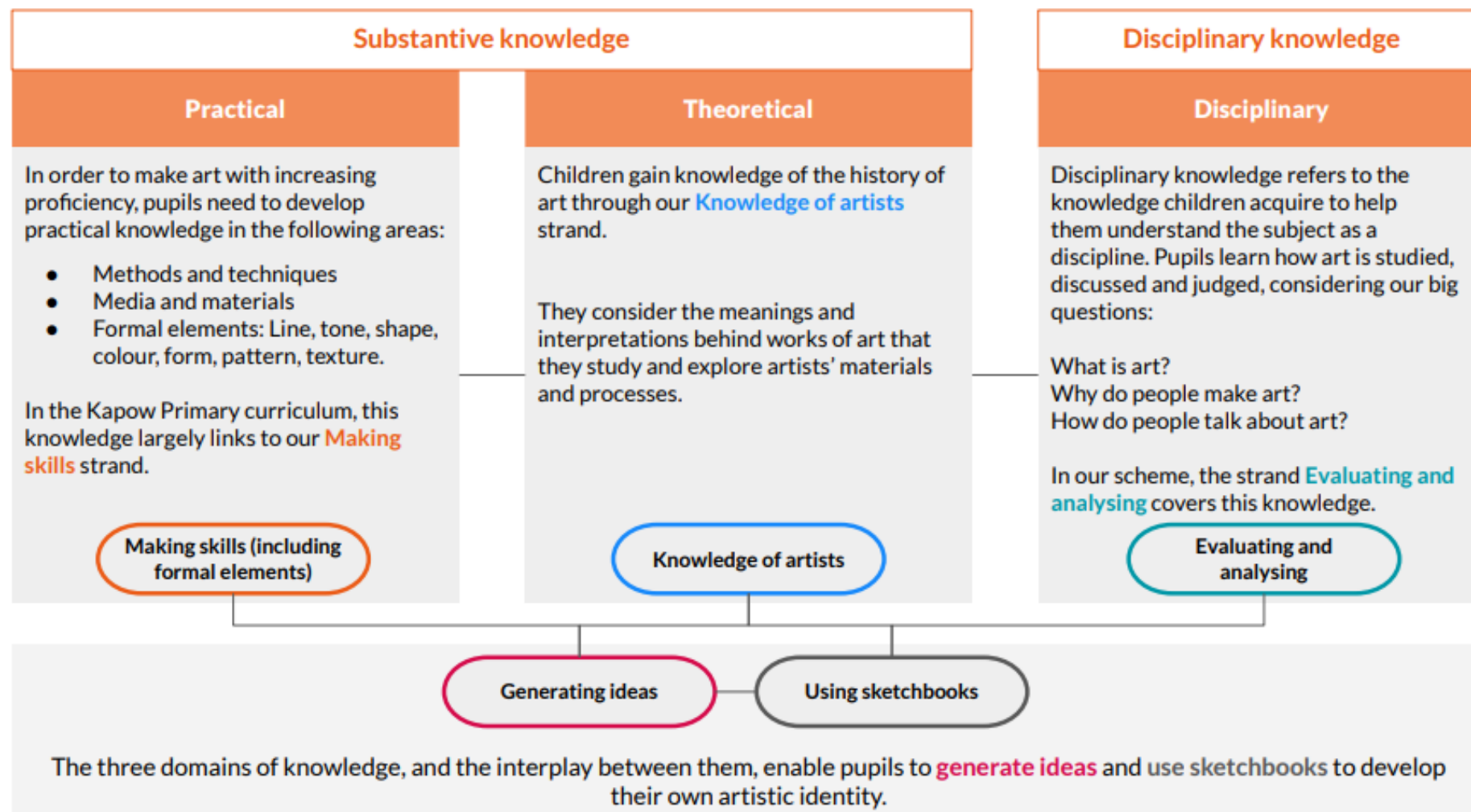
How is the revised Art and design scheme of work organised?



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Types of knowledge in Art and design





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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Drawing</u> Growing artists	<u>Drawing</u> Growing artists	<u>Craft and design:</u> Fabric of nature	<u>Craft and design:</u> Fabric of nature	<u>Sculpture and 3D:</u> Abstract shape and space	<u>Sculpture and 3D:</u> Abstract shape and space
Artists (Bold is a significant feature of the lesson)					
- Max Ernst - Carl Linnaeus Georgia O’Keeffe Maud Purdy		- Ruth Daniels - Senanayake - Megan Carter William Morris		- Ruth Asawa Anthony Caro	
Skills (including Formal elements)					
<u>Pupils know how to:</u> - Use shapes identified within in objects as a method to draw. - Create tone by shading. - Achieve even tones when shading. - Make texture rubbings. - Create art from textured paper. - Hold and use a pencil to shade. - Tear and shape paper. - Use paper shapes to create a drawing. - Use drawing tools to take a rubbing. - Make careful observations to accurately draw an object. - Create abstract compositions to draw more expressively <u>So that they can:</u> - Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion		<u>Pupils know:</u> - That a mood board is a visual collection which aims to convey a general feeling or idea. - That batik is a traditional fabric decoration technique that uses hot wax. <u>Pupils know how to:</u> - Select imagery and use as inspiration for a design project. - To know how to make a mood board. - Recognise a theme and develop colour palettes using selected imagery and drawings. - Draw small sections of one image to docs on colours and texture. - Develop observational drawings into shapes and pattern for design. - Transfer a design using a tracing method. - Make a repeating pattern tile using cut and torn paper shapes. - Use glue as an alternative batik technique to create patterns on fabric. - Use materials, like glue, in different ways depending on the desired effect. - Paint on fabric.		<u>Pupils know how to:</u> - Join 2D shapes to make a 3D form. - Join larger pieces of materials, exploring what gives 3D shapes stability. - Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. - Identify and draw negative spaces. - Plan a sculpture by drawing. - Choose materials to scale up an idea. - Create different joins in card eg. slot, tabs, wrapping. - Add surface detail to a sculpture using colour or texture. - Display sculpture. <u>So that they can:</u> - Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose. - Develop direct observation, for example by using tonal shading and starting to apply an	

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			- Wash fabric to remove glue to finish a decorative fabric piece. So that they can: - Use growing knowledge of different materials, combining media for effect. - Use more complex techniques to shape and join materials, such as carving and modelling wire.	understanding of shape to communicate form and proportion.		
Break down of formal skills						
Colour	Form	Shape	Line	Pattern	Texture	Tone
The names of a wide range of colours. Colours can be mixed to make new colours	Modelling materials can be shaped using hands or tools.	The names of simple shapes in art.	Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'.	When they have made a pattern with objects/colours/drawn marks and be able to describe it.	Simple terms to describe what something feels like (eg. bumpy).	There are different shades of the same colour and identify colours as 'light' or 'dark'.
Knowledge of artists						
Meanings		Interpretations		Materials and processes		
Art from the past can give us clues about what it was like to live at that time		The meanings we take from art made in the past are influenced by our own ideas		Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists experiment with different tools and materials to create texture. - Artists can work in more than one medium. - Artist make decisions about how their work will be displayed		
So that they can: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them						
Evaluating and analysing						
What is art?		Why do people make art?		How do people talk about art?		
- Artists make art in more than one way. - There are no rules about what art must be. - Art can be purely decorative or it can have a purpose		- People use art to tell stories and communicate. - People can make art to express their views or beliefs. - People make art for fun, and to make the world a nicer place to be. - People use art to help explain or teach things.		- People can have their own opinions about art, and sometimes disagree. - One artwork can have several meanings		

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		● People make art to explore big ideas, like death or nature.				
So that they can: Confidently explain their ideas and opinions about their own and others’ artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.						
Enquiry / coverage in connected subject						
Stone Boy/ Wild way home -English Stone age – Bronze age - History		My name is River – English Rainforest- Geography	Roman Rescue – English Romans – History & Geography			
Vocabulary (tier 3)						
3	Artist, Blend, Digital art, Even tones, Geometric, Grip, Illustrator, Inspiration, Line, Mark making, Materials, Observation, Observational drawing, Organic, Pattern, Pressure, Product, Purpose, Refine, Sketch, Shading, Shape, Style, Tone	Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder, Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone	Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry	Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic, Symmetrical, Craft, Craftsperson, Industry	Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space	Sculpture, Structure, Three-dimensional, Found objects, Sculptor, Abstract, Negative space, Positive space
	Prior Learning					

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<u>Pupils know how to:</u> ● That a continuous line drawing is a drawing with one unbroken line. ● Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to: ● Hold and use drawing tools in different ways to create different lines and marks. ● Create marks by responding to different stimulus such as music. ● Overlap shapes to create new ones. ● Use mark making to replicate texture. ● Look carefully to make an observational drawing. ● Complete a continuous line drawing <u>So that they can:</u> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture	<u>Pupils know how to:</u> ● Draw a map to illustrate a journey. ● Separate wool fibres ready to make felt. ● Lay wool fibres in opposite directions to make felt. ● Roll and squeeze the felt to make the fibres stick together. ● Add details to felt by twisting small amounts of wool. ● Choose which parts of their drawn map to represent in their 'stained glass'. ● Overlap cellophane/tissue to create new colours. ● Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. ● Apply paint or ink using a printing roller. ● Smooth a printing tile evenly to transfer an image. ● Try out a variety of ideas for adapting prints into 2D or 3D artworks. <u>So that they can:</u> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. .	<u>Pupils know how to:</u> ● Smooth and flatten clay. ● Roll clay into a cylinder or ball. ● Make different surface marks in clay. ● Make a clay pinch pot. ● Mix clay slip using clay and water. ● Join two clay pieces using slip. ● Make a relief clay sculpture. ● Use hands in different ways as a tool to manipulate clay. ● Use clay tools to score clay. <u>So that they can:</u> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Drawing: Power prints	Drawing: Power prints	Painting and mixed media Light and dark	Painting and mixed media Light and dark	Craft and design: Ancient Egyptian scrolls	Craft and design: Ancient Egyptian scrolls
	Artists (Bold is a significant feature of the lesson)					
	Fernando Botero Alberto Giacometti Henri Matisse Henry Moore Ed Ruscha Georges Seurat		Audrey Flack Clara Peeters		Ruth Daniels Senanayake Megan Carter William Morris	
	Skills (including Formal elements)					
4	Pupils know how to: ● Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use charcoal and a rubber to draw tone. ● Use scissors and paper as a method to 'draw'. ● Make choices about arranging cut elements to create a composition. ● Create a wax resist background. ● Use different tools to scratch into a painted surface to add contrast and pattern. ● Choose a section of a drawing to recreate as a print. ● Create a monoprint. So that they can: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply		Pupils know how to: - Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials So that they can: Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.		Pupils know how to: ● Use a sketchbook to research a subject using different techniques and materials to present ideas. ● Construct a new paper material using paper, water and glue ● Use symbols to reflect both literal and figurative ideas. ● Produce and select an effective final design. ● Make a scroll. ● Make a zine. ● Use a zine to present information. So that they can: Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	

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observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style						
Break down of formal skills						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Adding black to a colour creates a shade. Adding white to a colour creates a tint.	Using lighter and darker tints and shades of a colour can create a 3D effect.	How to use basic shapes to form more complex shapes and patterns.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork.
Knowledge of artists						
Meanings		Interpretations		Materials and processes		
		Designers can make beautiful things to try and improve people's everyday lives. How and where art is displayed has an effect on how people interpret it.		Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. • Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. • Artists and designers sometimes choose techniques based on the time and money available to them. • Artists use drawing to plan ideas for work in different media		
<u>So that they can:</u> Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.						
Evaluating and analysing						
What is art?		Why do people make art?		How do people talk about art?		
Artists make choices about what, how and where they create art. Artworks can fit more than one genre.		Art can be created to make money; being an artist is a job for some people.		Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.		

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Art, craft and design affects the lives of people who see or use something that has been created

Artists evaluate what they make and talking about art is one way to do this.

So that they can:

Use more complex vocabulary when discussing their own and others' art.

Discuss art considering how it can affect the lives of the viewers or users of the piece.

Evaluate their work more regularly and independently during the planning and making process.

Enquiry / coverage in connected subject

Key Vocabulary (tier 3)

Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print

Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, Three dimensional (3D), Grid, Technique, Mark-making, Composition, Dabbing paint, Stippling paint, Paint wash, Pointillism

Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform

Prior Learning

Pupils know how to:

- Use shapes identified within in objects as a method to draw.
- Create tone by shading.
- Achieve even tones when shading.
- Make texture rubbings.
- Create art from textured paper.
- Hold and use a pencil to shade.
- Tear and shape paper.
- Use paper shapes to create a drawing.
- Use drawing tools to take a rubbing.
- Make careful observations to accurately draw an object.
- Create abstract compositions to draw more expressively

So that they can:

- Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

Pupils know how to:

- Mix a variety of shades of a secondary colour.
- Make choices about amounts of paint to use when mixing a particular colour.
- Match colours seen around them.
- Create texture using different painting tools.
- Make textured paper to use in a collage.
- Choose and shape collage materials eg cutting, tearing.
- Compose a collage, arranging and overlapping pieces for contrast and effect.
- Add painted detail to a collage to enhance/improve it.

So that they can:

- Further demonstrate increased control with a greater range of media.

Pupils know how to:

- Draw a map to illustrate a journey.
- Separate wool fibres ready to make felt.
- Lay wool fibres in opposite directions to make felt.
- Roll and squeeze the felt to make the fibres stick together.
- Add details to felt by twisting small amounts of wool.
- Choose which parts of their drawn map to represent in their 'stained glass'.
- Overlap cellophane/tissue to create new colours.
- Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface.
- Apply paint or ink using a printing roller.
- Smooth a printing tile evenly to transfer an image.



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• Use hands and tools confidently to cut, shape and join materials for a purpose. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion	Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	• Try out a variety of ideas for adapting prints into 2D or 3D artworks. <u>So that they can:</u> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<u>Painting and mixed media</u> Portraits	<u>Painting and mixed media</u> Portraits	<u>Drawing:</u> I need space	<u>Drawing:</u> I need space	<u>Sculpture and 3D</u> Interactive installation	<u>Sculpture and 3D</u> Interactive installation
	Artists (Bold is a significant feature of the lesson)					
	Chila Kumari Singh Burman Njideka Akunyili Crosby Vincent van Gogh Frida Kahlo Maggie Scott		Teis Albers Karen Rose		Cai Guo-Qiang	
	Skills (including Formal elements)					
	<u>Pupils know how to:</u> ● Develop a drawing into a painting. ● Create a drawing using text as lines and tone. ● Experiment with materials and create different backgrounds to draw onto. ● Use a photograph as a starting point for a mixed-media artwork. ● Take an interesting portrait photograph, exploring different angles. ● Adapt an image to create a new one. ● Combine materials to create an effect. ● Choose colours to represent an idea or atmosphere. ● Develop a final composition from sketchbook ideas. <u>So that they can:</u> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.		<u>Pupils know how to:</u> ● What print effects different materials make. How to: ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge. <u>So that they can:</u> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form		<u>Pupils know how to:</u> ● Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ● Try out ideas on a small scale to assess their effect. ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. ● Try out ideas for making a sculpture interactive. ● Plan an installation proposal, making choices about light, sound and display <u>So that they can:</u> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	

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Break down of formal skills						
Colour	Form	Shape	Line	Pattern	Texture	Tone
Adding black to a colour creates a shade. Adding white to a colour creates a tint	Using lighter and darker tints and shades of a colour can create a 3D effect.	How to use basic shapes to form more complex shapes and patterns.	Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Patterns can be irregular, and change in ways you wouldn't expect. The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	How to use texture more purposely to achieve a specific effect or to replicate a natural surface.	That using lighter and darker tints and shades of a colour can create a 3D effect. Tone can be used to create contrast in an artwork
Knowledge of artists						
Meanings		Interpretations		Materials and processes		
● Artists are influenced by what is going on around them; for example culture, politics and technology. ● Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. ● How an artwork is interpreted will depend on the life experiences of the person looking at it.		● Artists use self-portraits to represent important things about themselves. ● Artists create works that make us question our beliefs.		● Artists can choose their medium to create a particular effect on the viewer. ● Artists can combine materials; for example digital imagery with paint or print. ● Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.		
So that they can: Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer						
Evaluating and analysing						
What is art?	Why do people make art?		How do people talk about art?			
● Sometimes people disagree about whether something can be called 'art'. ● Art doesn't always last for a long time; it can be temporary.	● People make art to express emotion. ● People make art to encourage others to question their ideas or beliefs. ● People make art to portray ideas about identity. ● People make art to fit in with popular ideas or fashions.		● People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it, by writing about it, by using it as inspiration for their own work or by sharing ideas online. ● Some artists become well-known or famous and people tend to talk more about their work because it is familiar.			

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					● Talking about plans for artwork, or evaluating finished work, can help improve what artists create. ● Comparing artworks can help people understand them better.
So that they can: Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.					
Enquiry / coverage in connected subject					
Key Vocabulary (tier 3)					
Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium		Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop		Display, Installation art, Mixed media, Features, Evaluate, Analyse, Location, Scale, Scaled down, Special effects, Three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive	
Prior Learning					
Pupils know how to: ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques eg. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. So that they can:		Pupils know how to: ● Use pencils of different grades to shade and add tone. ● Hold a pencil with varying pressure to create different marks. ● Use observation and sketch objects quickly. ● Draw objects in proportion to each other. ● Use charcoal and a rubber to draw tone. ● Use scissors and paper as a method to ‘draw’. ● Make choices about arranging cut elements to create a composition. ● Create a wax resist background. ● Use different tools to scratch into a painted surface to add contrast and pattern.		Pupils know how to: ● Join 2D shapes to make a 3D form. ● Join larger pieces of materials, exploring what gives 3D shapes stability. ● Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. ● Identify and draw negative spaces. ● Plan a sculpture by drawing. ● Choose materials to scale up an idea. ● Create different joins in card eg. slot, tabs, wrapping ● Add surface detail to a sculpture using colour or texture. ● Display sculpture. So that they can:	

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	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	• Choose a section of a drawing to recreate as a print. • Create a monoprint. <u>So that they can:</u> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<u>Drawing:</u> Make my voice heard	<u>Drawing:</u> Make my voice heard	<u>Craft and design:</u> Photo opportunity		<u>Craft and design:</u> Photo opportunity <u>Sculpture and 3D</u> Making memories	<u>Sculpture and 3D</u> Making memories
	<u>Artists (Bold is a significant feature of the lesson)</u>					
	Frank Bowling Richard Brackenbury David Hockney Lubaina Himid Fiona Rae Paula Rego John Singer Sargent		Derek O Boateng Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston		Derek O Boateng Chuck Close Albrecht Durer Hannah Hoch Graham Holland Edvard Munch Chris Plowman Edward Weston	Judith Scott Yinka Shinobare Nicola Anthony Louise Nevelson Joseph Cornell
	<u>Skills (including Formal elements)</u>					
	● Gestural and expressive ways to make marks. ● Effects different materials make. ● The effects created when drawing into different surfaces <u>Pupils know how to:</u> ● Use symbolism as a way to create imagery. ● Combine imagery into unique compositions. ● Achieve the tonal technique called chiaroscuro. ● Make handmade tools to draw with. ● Use charcoal to create chiaroscuro effects <u>So that they can:</u> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.		● How different materials can be used to produce photorealistic artwork. ● That macro photography is showing a subject as larger than it is in real life. <u>Pupils know how to:</u> ● Create a photomontage. ● Create artwork for a design brief. ● Use a camera or tablet for photography. ● Identify the parts of a camera. ● Take a macro photo, choosing an interesting composition. ● Manipulate a photograph using photo editing tools. ● Use drama and props to recreate imagery. ● Take a portrait photograph. ● Use a grid method to copy a photograph into a drawing. <u>So that they can:</u> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.		<u>Pupils know how to:</u> ● Translate a 2D image into a 3D form. ● Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). ● Manipulate cardboard to create different textures. ● Make a cardboard relief sculpture. ● Make visual notes to generate ideas for a final piece. ● Translate ideas into sculptural forms.	

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						<u>So that they can:</u> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
<u>Break down of formal skills</u>						
Colour	Form	Shape	Line	Pattern	Texture	Tone
A ‘monochromatic’ artwork uses tints and shades of just one colour. Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.	The surface textures created by different materials can help suggest form in two-dimensional art work.	How an understanding of shape and space can support creating effective composition.	How line is used beyond drawing and can be applied to other art forms	Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	N/A	That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.
<u>Knowledge of artists</u>						
<u>Meanings</u>		<u>Interpretations</u>		<u>Materials and processes</u>		
● Artists can use symbols in their artwork to convey meaning. ● Sometimes artists add extra meaning to what they create by working in places where they don’t have permission to work.		● Artists find inspiration in other artist’s work, adapting and interpreting ideas and techniques to create something new. ● Art can be a form of protest.		● Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. ● Artists can use materials to respond to a feeling or idea in an abstract way.		

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		- Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. - Art sometimes creates difficult feelings when we look at it.	- Artists take risks to try out ideas; this can lead to new techniques being developed. - Artists can make work by collecting and combining ready-made objects to create 'assemblage'. - Artforms are always evolving as materials and techniques change over time.
So that they can: Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.			
Evaluating and analysing			
What is art?		Why do people make art?	How do people talk about art?
- Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. - Art can represent abstract concepts, like memories and experiences. - Art can be a digital art form, like photography		- Sometimes people make art to express their views and opinions, which can be political or topical. - Sometime people make art to create reactions. • People use art as a means to reflect on their unique characteristics.	- Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. - People can have varying ideas about the value of art. - Art can be analysed and interpreted in lots of ways and can be different for everyone. - Everyone has a unique way of experiencing art.
So that they can: Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.			
Enquiry / coverage in connected subject			
Key Vocabulary (tier 3)			

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	Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience, Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking ,	Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion		Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism, Photorealistic, Grid, Proportion Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall, Representation, Originality, Collection	
	Prior Learning				
	<u>Pupils know how to:</u> ● What print effects different materials make. How to: ● Analyse an image that considers impact, audience and purpose. ● Draw the same image in different ways with different materials and techniques. ● Make a collagraph plate. ● Make a collagraph print. ● Develop drawn ideas for a print. ● Combine techniques to create a final composition. ● Decide what materials and tools to use based on experience and knowledge. <u>So that they can:</u> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	<u>Pupils know how to:</u> ● That a mood board is a visual collection which aims to convey a general feeling or idea. ● That batik is a traditional fabric decoration technique that uses hot wax. How to: ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to focus on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes.		See previous column	<u>Pupils know how to:</u> ● Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. ● Try out ideas on a small scale to assess their effect. ● Use everyday objects to form a sculpture. ● Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. ● Try out ideas for making a sculpture interactive. ● Plan an installation proposal, making choices about light, sound and display. <u>So that they can:</u>

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		• Use glue as an alternative batik technique to create patterns on fabric. • Use materials, like glue, in different ways depending on the desired effect. • Paint on fabric. • Wash fabric to remove glue to finish a decorative fabric piece. <u>So that they can:</u> Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire.			Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.
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