

# High Hazels Academy School - Art Curriculum 2023-24

## Art INTENT

Our art and design curriculum at High Hazel Academy's Primary Phase aims to allow our children to explore a world of artists, embed key art skills and show progression by building upon these skills year after year. They will explore their creativity by being inspired by a range of artists from local and lesser-known artists to world-famous artists whilst having the opportunity to showcase their artwork. Through our lesson designs and broad coverage of artists, as well as art movements, we want to encourage young people become critical thinkers, develop their appreciation and understanding of all forms of art. We aspire to implement the teaching and learning of art with passion and purpose to build the notion of 'I am an artist', in each young person. Young people will be equipped with the knowledge necessary to produce quality works of art. Our curriculum has been designed in a way to repeat and refine the processes of drawing, painting, sculpture and printing. The key to how we achieve this is by focusing our efforts on teaching these concepts effectively and reinforcing them through an art-making experience.

## Art IMPLEMENTATION

Art at our school follows the National Curriculum framework; objectives are delivered through three units per year with a focus on drawing, painting, sculpture and printing. Children have the opportunity to explore and be inspired by a variety of different artists and develop their creativity as each unit progresses. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future learning. At the end of each unit, pupils will produce a high-quality final piece which will be reflective of their artistic skills and knowledge. For those children that show a particular enthusiasm for the subject, they have the opportunity to participate in a range of art competition throughout the year such as the Sheffield Young Artists competition and SSEL based art initiatives.

## Art IMPACT

Impact of teaching and learning will be determined through subject lead observations and teacher assessments. At the end of Year 6, the children will also be able to see their sketchbooks as a reflection of their progress.

# Progression of Skills:

Our Art curriculum for KS1-KS2 follows three main themes of drawing, painting, sculpture, and 3D Media and Printing. There is an expectation that children will use their prior learning and build upon this as they progress through High Hazels Academy.

Pupils will meet their end point where their knowledge and understanding of Art has been strengthened and deepened through our Art curriculum.

In Early Years, pupils approach their introduction of Art through 'Expressive Art and Design.' Within this, pupils explore a range of different materials and mediums through their continuous provision activities which are often topic-based. They can improve and develop their fine motor skills and build on their creativity as young artists. As they move into Year 1, pupils will build on prior knowledge and understanding of drawing and painting and begin to refine these whilst exploring a range of artists, both local and famous.

Drawing	Painting	3D Sculptures/Printing	
Year 1	3D Art- nature art (collage and assembly)	Drawing - introduction to line and shape (self-portraits)	Painting - cityscapes using block paints
Year 2	Painting - landscape painting (pointillism)	Printing- Use a print to create a 3D image	Drawing - line drawings of cityscapes
Year 3	Printing - inspired art by creating and using a stencil	Drawing - observational drawings in the style of Edith Holden	Painting - inspired artwork using acrylic paints

<b>Year 4</b>	Drawing - inspired artwork using a range of shading techniques (portraits)	Painting - inspired artwork using acrylic paints	3D Sculpture - inspired by artists
<b>Year 5</b>	Painting - inspired artwork using watercolours (surrealism)	Drawing - inspired cityscape drawing	Printing: 3D art using oil pastels
<b>Year 6</b>	Drawing - sketching a street view from a perspective	3D Sculpture - Landscape 3D art using clay and paints	Painting - observational drawings using acrylic paints

### End Points:

#### By the end of KS1, pupils will:

- ✓ Have started work on an art portfolio in their sketchbooks, a collection of their skills and strongest outcomes from the art curriculum.
- ✓ Learnt simple line techniques using a range of mediums.
- ✓ learnt to observe a cityscape with a greater degree of reality.
- ✓ Looked at the works of some famous artists and consider why they created the artwork they
- ✓ Have created work in paint that uses famous artists as its inspiration (pointillism)
- ✓ Have created simple prints to create a 3D image.


#### By the end of Key Stage 2, children will build on their prior knowledge extend this further. Children will:

- ✓ Complete an art portfolio of work, a collection of their strongest outcomes from their art curriculum.
- ✓ Learnt to draw cityscapes with a degree of accuracy.
- ✓ Learnt to draw scenes with a degree of technical accuracy, including using perspective.
- ✓ Been able to be creative and imaginative with the range of skills that they have learnt.
- ✓ Have a sound understanding of some of the works of a wide range of famous artists, including what the artist was trying to achieve.

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|  | <ul style="list-style-type: none"><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 such as clay for a range of models and artistic pieces</li></ul> |
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Practical and theoretical knowledge (substantive) and disciplinary knowledge (DISCI) are woven into our curriculum and pupils are exposed to these repeatedly throughout their journey through school. These support pupils deepening and understanding of Art and build on their skills continuously through these progressive concepts. EYFS follow the United learning scheme of learning with the objectives for Expressive Arts and Design embedded through their curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 2	<p><b><u>Expressive Arts and design</u></b></p> <p>Explore paint using fingers and other body parts as well as rushes and other tools.</p> <p>Start to make marks intentionally</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Express ideas through making marks sometimes giving meaning to the marks they make</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Manipulate and play with different materials to create a desired effect</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Express ideas through making marks sometimes giving meaning to the marks they make</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Continue to develop manipulation and control of small motor skills</p> <p>Express ideas through making marks sometimes giving meaning to the marks they make</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Continue to develop manipulation and control of small motor skills</p> <p>Express ideas through making marks sometimes giving meaning to the marks they make</p>
Nursery 3-4	<p><b><u>Expressive Arts and design</u></b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Explore colour and colour-mixing.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Join different materials and explore different textures.</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>
FS2	<p><b><u>Expressive Arts and design</u></b></p>	<p><b><u>Expressive Arts and design</u></b></p>	<p><b><u>Expressive Arts and design</u></b></p>	<p><b><u>Expressive Arts and design</u></b></p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Explore, use and refine a variety of artistic effects to</p>	<p><b><u>Expressive Arts and design</u></b></p> <p>Explore, use and refine a variety of artistic effects to</p>

	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>express their ideas and feelings</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
<p><b>Year 1:</b></p> <p>Artists and Substantiative and Procedural Knowledge</p>	<p><b><u>3D Sculpture</u></b></p> <p><b>Artist:</b> Andy Goldsworthy</p> <p><b>Final Product:</b> Nature Art - Patterns</p>  <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Experiment with using materials to create a shape/idea.</li> <li>- Use materials (leaves, acorns etc.) to create a simple 3D form.</li> <li>- Enable exploration of structure, form and balance of sculptures.</li> </ul>	<p><b><u>Drawing:</u></b></p> <p><b>Artist:</b> Paul Klee</p> <p><b>Final Product:</b></p> <p>Line drawings – Self Portrait</p>  <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Experiment with a variety of tools, including pencils, rubbers, crayons, felt tips, charcoal, chalk and other dry media.</li> <li>- Begin to explore the use of line, shape and colour.</li> <li>- Draw from memory and imagination.</li> <li>- Draw spaces between objects.</li> </ul>	<p><b><u>Painting:</u></b></p> <p><b>Artist:</b> Georges Seurat</p> <p><b>Final Product:</b></p> <p>Buildings in Sheffield</p>  <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Holding a brush correctly.</li> <li>- Apply the correct amount of paint.</li> <li>- Blend colours creating primary and secondary colours.</li> <li>- Use colours and shape to represent an image.</li> </ul>			

<p><b>National Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Use sketchbooks to record ideas, observations and experiences</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> <li>• to use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>• Use sketchbooks to record ideas, observations and experiences</li> <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>• Use sketchbooks to record ideas, observations and experiences</li> <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>• 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> <li>• To develop a wide range of art techniques using colour, pattern, line, texture, shape, form and space</li> </ul>
<p><b>Sequencing Knowledge</b></p>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> children will have had the opportunity to explore using pencils, colouring pencils and felt tips to draw and use their imagination.</li> <li>• <u>Future knowledge:</u> Pupils will explore art in a variety of different forms (digital media) and make informed choices about the materials they choose.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> children will have had the opportunity to explore using pencils, colouring pencils and felt tips to draw by reflecting on their experiences,</li> <li>• <u>Future knowledge:</u> children will create observational drawings by using a range of line drawing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> children will enjoy painting in EYFS both during adult-led tasks but also using their own imagination in continuous provision.</li> <li>• <u>Future knowledge:</u> children will apply techniques and knowledge of tools and colour mixing to create inspired paintings using acrylic paint</li> </ul>
<p><b>Tier 2 and 3 vocabulary</b></p>	<p>3D form, material, control, form</p>	<p>Sketch, line, tone, space, portrait</p>	<p>composition, primary and secondary colours</p>

# Year 2:

Artists and Substantiative and Procedural knowledge

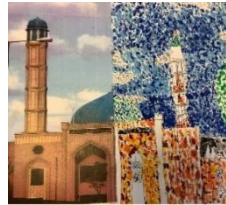
National Curriculum

## Painting:

Artist: **Georges Seurat** (Pointillism)

### Final Product:

Sheffield landscapes



### Procedural Knowledge (skills):

- Mix colours with the correct consistency.
- Mix secondary colours.
- Mix primary shades of colours.
- Create textured paint by adding sand.

- Use sketchbooks to record ideas, observations and experiences
- To use painting to develop and share their ideas, experiences and imagination.
- use artwork to record ideas, observations and experiences and imagination.
- 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

## Printing

Artist: **William Morris**

Final Product: Photograph flowers and use them in own designs.



### Procedural Knowledge (skills):

- Use poster paint, layering colours (oil pastels on top) for effect.
- Print along a line, at random, in sequence or in rows.
- Plan a pattern.
- Make a simple block.
- Build up repeating patterns.
- Create simple patterned, printing blocks.

- Use sketchbooks to record ideas, observations and experiences
- know the names of tools, techniques and elements that he/she uses.
- 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.
- to use a range of materials creatively to design and make products

## Drawing:

Artist: **Paul Klee**

### Final Product:

Cityscapes






### Procedural Knowledge (skills):

- Layer different media, crayons, felt tips, charcoal.
- Represent drawings using line, shape, colour and patterns.

- Use sketchbooks to record ideas, observations and experiences
- to use drawing to develop and share their ideas, experiences and imagination.
- use artwork to record ideas, observations and experiences and imagination.
- know the names of tools, techniques and elements that he/she uses.
- To develop a wide range of art techniques using colour, pattern, line, texture, shape, form and space



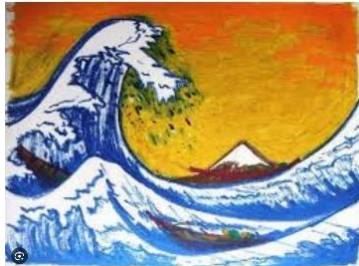


Sequencing Knowledge	<ul style="list-style-type: none"> <li>To develop a wide range of art techniques using colour, pattern, line, texture, shape, form and space</li> </ul>		
	<ul style="list-style-type: none"> <li><u>Prior knowledge:</u> children will have explored colour mixing skills and understand primary and secondary colours as well as knowing how to hold and use a paintbrush</li> <li><u>Future knowledge:</u> In Year 3, children will apply techniques and knowledge of tools and colour mixing to mix tertiary colours and create inspired paintings in the style of a range of artists</li> </ul>	<ul style="list-style-type: none"> <li><u>Prior knowledge:</u> children will have had the opportunity to explore using pencils, colouring pencils and felt tips to draw and use their imagination.</li> <li><u>Future knowledge:</u> Pupils will explore art in a variety of different forms (digital media) and make informed choices about the materials they choose.</li> </ul>	<ul style="list-style-type: none"> <li><u>Prior knowledge:</u> In Year 1, children will have had the opportunity to create basic observational drawings (portraits) using line drawings</li> <li><u>Future knowledge:</u> children will create observational drawings by using a range of shading techniques to create dimension and effect</li> </ul>
Tier 2 and 3 Vocabulary	composition, primary and secondary colours, colour mixing, blend	3D form, printing, material, control, form	sketch, line, tone, space, colour block
Year 3: Artists and Procedural Knowledge	<p><u>Printing:</u></p> <p><u>Artist:</u> Andy Warhol</p> <p><u>Final Product:</u> Polystyrene printing Campbell's soup</p>  <p><u>Procedural Knowledge (skills):</u></p> <p>- Use repeating patterns including regular repeat plus half and full drop tile designs.</p>	<p><u>Drawing:</u></p> <p><u>Artist:</u> Edith Holden</p> <p><u>Final Product:</u> Flowers, animals and birds</p> 	<p><u>Painting:</u></p> <p><u>Artist:</u> Henri Matisse</p> <p><u>Final Product:</u> Henri Matisse</p> <p><u>Procedural Knowledge (skills):</u></p> <p>- Develop a painting from drawing.</p> 

	<ul style="list-style-type: none"> <li>- Create printing blocks showing a pattern or design.</li> <li>- Create different blocks showing a scene, so their printing has more than one part.</li> <li>- Draw into polystyrene with sharp pencils.</li> </ul>	<p style="text-align: center;"><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Introduce tone.</li> <li>- Make contrasts in shading.</li> <li>- Use different media to achieve variations in line, textures, tones, colours, shapes and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore complementary colours in paintings.</li> <li>- Mix tertiary colours</li> <li>- Explore different shades of colours.</li> <li>- Use a variety of brushes to create different strokes.</li> <li>- Create textural effects.</li> </ul>
<p style="text-align: center;"><b>National Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Use sketchbooks to record ideas, observations and experiences</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> <li>• to use a range of materials creatively to design and make products.</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, designers who he/she has studied.</li> </ul>
<p style="text-align: center;"><b>Sequencing Knowledge</b></p>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> Pupil's will have explored printing techniques using a range of materials in Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> In Year 1, pupils' knowledge of observational drawing will assist with their learning in Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> Children will have explored colour mixing skills and understood the use of complimentary colours</li> </ul>

<p>Tier 2 and 3 Vocabulary</p>	<ul style="list-style-type: none"> <li><u>Future knowledge:</u> Pupils will explore art in a variety of different forms (digital media) and make informed choices about the materials they choose to create an effective print.</li> </ul>	<ul style="list-style-type: none"> <li><u>Future knowledge:</u> In Year 4 and 5, pupils will apply their knowledge of line drawing and create drawings from a street perspective</li> </ul>	<ul style="list-style-type: none"> <li><u>Future knowledge:</u> Children will apply techniques and knowledge of colour mixing to make colours lighter or darker using tinting techniques (Year 4 Acrylic painting)</li> </ul>
	<p>3D form, printing, material, control, form, trace, design</p>	<p>sketch, line, tone, space, cross hatch, hatch, stippling</p>	<p>composition, tertiary colours, colour mixing, blend</p>
	<p><u>Drawing:</u></p> <p><u>Artist:</u> M.C Esher</p> <p><u>Final Product:</u> Half and Half Portraits</p>  <p><u>Procedural Knowledge (skills):</u></p> <ul style="list-style-type: none"> <li>- Exploring line, tone and shading using different media.</li> <li>- Add detail to drawings.</li> <li>- Add patterns and textures to drawing.</li> </ul> <p>Begin to show an awareness of objects having a third dimension.</p>	<p><u>Painting:</u></p> <p><u>Artist:</u> Van Gogh</p> <p><u>Final Product:</u> Starry Night</p>  <p><u>Procedural Knowledge (skills):</u></p> <ul style="list-style-type: none"> <li>- Develop a painting from drawing.</li> <li>- Explore complementary colours in paintings.</li> <li>- Use a variety of brushes to create different strokes.</li> <li>- Use specific colours to convey feelings and mood.</li> <li>- Introduce making colours lighter (tinting) and darker (shading).</li> <li>- Create textural effects.</li> </ul>	<p><u>3D Sculpture:</u></p> <p><u>Artist:</u> Henri Matisse</p> <p><u>Final Product:</u> 3D figure</p>  <p><u>Procedural Knowledge (skills):</u></p> <ul style="list-style-type: none"> <li>- create a simple 3D object.</li> <li>- Add patterns, designs, decor.</li> <li>- Create surface patterns in a malleable material.</li> <li>- Work on large and small scales, individually and as a group, to solve challenges offered by materials.</li> <li>- Express views on individual sculptures and justify these views.</li> </ul>
<p>Year 4</p>			

<p><b>National Curriculum</b></p>	<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>	<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 <ul style="list-style-type: none"> <li>• describe some of the key ideas, techniques and working practices of artists, designers who he/she has studied.</li> <li>• Improve their mastery of textiles and collage. architects and designers who he/she has studied</li> <li>• Improve their mastery of painting.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> <li>• develop different ideas which can be used and explain his/her choices for the materials and techniques used.</li> </ul> </li> </ul>
<p><b>Sequencing Knowledge</b></p>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> Pupil's knowledge of observational drawings in Year 3 and portrait drawings in Year 1 will assist with their learning in the portrait study.</li> <li>• <u>Future knowledge:</u> In Year 6, pupil's will apply their knowledge on observation and proportion to create drawings from a perspective</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> In Year 1, 2 and 3, the children have worked in block colour and acrylic paints and have looked at some famous artists including Paul Klee and Henri Matisse</li> <li>• <u>Future knowledge:</u> In Year 5, pupils will apply their knowledge of colour and dimension to create watercolour paintings</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> In FS2, pupils have used a range of different materials to create sculptures of their own design</li> <li>• <u>Future knowledge:</u> In Year 6, pupils will revisit sculpture while reimagining it in a landscape form.</li> </ul>

Tier 2 and 3 Vocabulary	shadow/shade/shading, medium/media, technique, portrait, light/dark	composition, tinting, colour mixing, blend, complimentary	Three-dimensional space, aesthetics, symmetrical/asymmetrical
Year 5	<p style="text-align: center;"><b><u>Painting:</u></b></p> <p style="text-align: center;"><b><u>Artist: Salvador Dali</u></b></p> <p><b><u>Final</u></b></p>  <p><b><u>Product:</u></b> Surrealism Painting – own choice of painting</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Develop a painting from drawing.</li> <li>- Work with complementary colours.</li> <li>- Make colours lighter by tinting and darker by shading.</li> <li>- Explore shadowing and highlighting to add light/darkness to their paintings.</li> </ul>	<p style="text-align: center;"><b><u>Drawing:</u></b></p> <p style="text-align: center;"><b><u>Artist: Stephen Wiltshire</u></b></p> <p><b><u>Final Product:</u></b> Cityscapes through 3D drawing</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use line, tone and shade to represent things seen, remembered or imagined.</li> <li>- Express feelings and moods in their drawings.</li> <li>- Use dry media to make different marks, lines, patterns and shapes within a drawing.</li> <li>- Explore colour mixing and blending techniques with coloured pencils.</li> </ul> <p>Begin to use simple perspective in their work, using a focal point and horizon.</p> 	<p style="text-align: center;"><b><u>Printing:</u></b></p> <p style="text-align: center;"><b><u>Artist: Hokusai</u></b></p> <p><b><u>Final Product:</u></b> Relief printing Waves</p> <p><b><u>Procedural Knowledge (skills):</u></b></p> <ul style="list-style-type: none"> <li>- Use different tools to create different thicknesses of line or use fingers to create shading techniques. <ul style="list-style-type: none"> <li>- Design a three-colour print.</li> <li>- Create printing blocks using initial sketches.</li> </ul> </li> <li>- Use relief method of printing creating a print block with areas of the surface in relief or sticking out.</li> </ul> 

<p><b>National Curriculum</b></p>	<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</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>	<ul style="list-style-type: none"> <li>Use sketchbooks to record ideas, observations and experiences</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> <li>to use a range of materials creatively to design and make products.</li> </ul>
<p><b>Sequencing Knowledge</b></p>	<ul style="list-style-type: none"> <li><u>Prior knowledge:</u> In Year 3, pupils began to explore tertiary colours in acrylic paintings and colour tinting in Year 4.</li> <li><u>Future knowledge:</u> The children will develop their mastery of paint in Year 6 while using oil paints in Year 6.</li> </ul>	<ul style="list-style-type: none"> <li><u>Prior knowledge:</u> Pupil's knowledge of portrait and observational drawings will assist with their learning.</li> <li><u>Future knowledge:</u> In Year 6, pupil will apply their knowledge on observation and proportion to create drawings from a perspective.</li> </ul>	<ul style="list-style-type: none"> <li><u>Prior knowledge:</u> Pupil's will have explored printing techniques using a range of materials in Year 2 and 3.</li> <li><u>Future knowledge:</u> Pupils will explore art in a variety of different forms (digital media) and make informed choices about the materials they choose to create an effective print.</li> </ul>
<p><b>Tier 2 and 3 Vocabulary</b></p>	<p>Content, dominance, rhythm, unity, contour, surrealism</p>	<p>sketch, line, tone, shade, perspective, 3D, cityscape</p>	<p>3D form, printing, material, control, form, trace, design</p>
<p><b>Year 6</b></p>	<p><u>Drawing:</u> <b>Artist: Lowry</b></p>	<p><u>3D/Digital Media</u> <b>Artist: David Hockney</b></p>	<p><u>Painting:</u> <b>Artist: Paul Cezanne</b></p>



**Final Product:** Street view or landscape

**Procedural Knowledge (skills):**

- Use different techniques for a specific outcome, different shading, different textures,
- 3D drawing/shading with different media.
- Show an awareness of composition and perspective drawing, one point and two point.



- select ideas based on first-hand observations, experience or imagination and develop these through research.
- refine his/her use of learnt techniques, adapting the work as necessary.
- To create a series of sketches and plans for their own work in sketchbooks.

**Final Product:** Landscape 3D Art (Link to geography)

**Procedural Knowledge (skills):**

- Use varied media.
- Use colour in sculpture.
- Produce intricate patterns and textures in a malleable mediums.



- confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.
- evaluate his/her work against their intended outcome.

**Final Product:** Fruit and Still life

**Procedural Knowledge (skills):**

- Develop a painting from drawing.
- Create texture (thick, thin painting) and patterns.
- Begin to create contrasting effects using complementary colours.
- Mix and match colours to create atmosphere and light effects (tinting) and dark effects (shading).
- Use textured paint specific to their outcome.



- use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
- use taught technical skills and control over materials to be creative and experimental in adapting and improving their work.

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• research and discuss various sculptors and discuss their processes and explain how these were used in the finished product</li> <li>• develop different ideas which can be used and explain his/her choices for the materials and techniques used.</li> </ul>	<ul style="list-style-type: none"> <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, designers who he/she has studied.</li> <li>• Improve their mastery of painting</li> </ul>		
Sequencing Knowledge	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> Children have studied portrait in Year 4 and began to explore 3D drawings in Year 5.</li> <li>• <u>Future knowledge:</u> IN Key Stage 3, the children are expected to develop an artistic proficiency in drawing (aims)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prior knowledge:</u> In Year 3, pupils have used a range of different materials to create inspired sculptures of their own designs.</li> </ul> <p><u>Future knowledge:</u> In Key Stage 3, the children are expected to develop an artistic proficiency in sculpture (aims).</p>	<p><u>Prior knowledge:</u> Year 4 acrylic painting and Year 5 water colour painting will assist pupils will their knowledge and understanding of colour and dimension.</p> <p><u>Future knowledge:</u> In Key Stage 3, the children are expected to develop an artistic proficiency in painting (aims).</p>		
Tier 2 and 3 Vocabulary	plane, rectilinear, perspective, vanishing point, horizon, parallel, perpendicular	three-dimensional space, aesthetics, symmetrical/asymmetrical	warm colour, cool colour, complementary colour, composition, still life, style		
KS3	Shape and composition. Pattern, textures and overlapping. Observational drawing. Portrait drawing. Tonal studies on maps. Expressive drawing and layering.	Exploring the colour wheel Watercolours Observational painting Canvas painting Tonal paintings	Layering with mixed media Print making Relief printing Etching printing Print layering	Research Design Construction 3D Art	Photography



	Still life					
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