

# St Anne's and St Joseph's RC Primary School



## Art Curriculum Overview



<p><b>Intent</b></p>	<p>Our bespoke Art and Design curriculum is designed to develop knowledge and skills that are progressive, enabling children to strengthen both critical thinking and problem-solving skills. The process of creating art gives children choices and urges them to make their own decisions.                      Art stimulates both sides of the brain increasing the capacity for memory, attention and concentration.                      It introduces our children to new vocabulary and concepts and generates memories and images which enrich their intellect and imagination. Through Art, children will</p> <ul style="list-style-type: none"> <li>*build a progressive skill set enabling them to be persistent and consistent</li> <li>*be able to express themselves in different ways</li> <li>*become critical thinkers where they are able to evaluate their work identifying what they have done well and how they could improve further</li> </ul>					
<p><b>Implementation</b></p>	<p>Throughout the children's Art education at St Anne's and St Joseph's their skills through each strand are progressive and build upon prior learning, showing a clear development and comprehensive knowledge.                      Our scheme takes a holistic approach to Art in which the individual strands below are woven together to create engaging and enriching learning experiences:                      Each year group has four units which combines these strands within a cross curricular topic designed to capture pupil's imaginations and encourage them to explore Art enthusiastically. We encourage teachers to use the units where appropriate throughout the school year to make learning relevant for our pupils (for example Year 4 teaching the Egyptian art unit alongside their history topic).</p>					
<p><b>SEND</b></p>	<p>Children who are identified as working below ARE or have specific difficulties like fine motor control or VI may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/or Pupil Progress Meetings; elements of which may be recommended by external agencies.                      It is also important to recognise that children identified as having SEND may not always be the least able in Art and could excel in the subject. Pupils' attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers.</p>					
<p><b>Values</b></p>	<p><b>Trust</b></p>	<p><b>Love</b></p>	<p><b>Faith</b></p>	<p><b>Forgiveness</b></p>	<p><b>Peace</b></p>	<p><b>Hope</b></p>
<p><b>Prior Learning links</b></p>	<p>Please recap on the previous year's group learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a final piece that collates together their prior learning with the new skills they have learnt.</p>					

<p><b>Golden Threads</b></p>	<p><b>Drawing</b></p>	<p><b>Printing and mixed media</b></p>	<p><b>Sculpture and 3D</b></p>	<p><b>Craft and Design</b></p>
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<b>EYFS</b>	Our EYFS curriculum is planned and sequenced in line with EYFS Framework expectations and Development Matters. The Prime Areas of Learning (Communication and Language, Physical Development and Personal, Social and Emotional Development) feed directly into all later learning. The Specific Areas of Learning that explicitly link to English are Literacy, Understanding the World and Expressive Arts and Design. Below is exemplification of what Literacy covers, please see our Early Years to KS1 bridging documents for further exemplification on how our Early Years lays the foundations for learning in all other subject areas .
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Organisation of knowledge	Using materials	Drawing, painting and sculpture	Exploring techniques	Comparing and evaluating work
<b>Relevant ELG</b>	<b>ELG: Fine motor skills</b> - Use a range of small tools, including scissors, paint brushes and cutlery			<b>ELG: Creating with materials</b> - Share their creations, explaining the process they have used
	<b>ELG: Fine motor skills</b> - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases	<b>ELG: Creating with materials</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function  <b>ELG: Self-regulation</b> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate  <b>ELG: Managing self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge		
<b>KS1 readiness objectives</b>				
	<ul style="list-style-type: none"> <li>• Hold tools like pencils, paint brushes, scissors with increasing precision</li> <li>• Experiment with using different everyday and art materials to explore colour, texture and form</li> </ul>	<ul style="list-style-type: none"> <li>• To explore their ideas and imagination by creating drawings, paintings and sculptures.</li> <li>• To explore creating designs and art work on a range of scales.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore a range of techniques to draw, paint, print and sculpt to help them create art work.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and exploring the colour, patterns and shapes in other artist's work.</li> <li>• Expressing opinions and feelings in response to their own art work and other artist's work.</li> <li>• Sharing their work with other people, talking about what they have created it.</li> </ul>

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Y1	Autumn 1 Drawing	Spring 1 Painting and mixed media	Spring 2 Sculpture and 3D	Summer 1 Craft and design
Unit Outcomes	<p><b>How can you make your mark?</b></p> <ul style="list-style-type: none"> <li>To develop observational drawing skills when exploring mark-making .</li> <li>To use a range of tools, investigating how texture can be created in drawings.</li> <li>Apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</li> </ul>	<p><b>What happens when we mix colours?</b></p> <ul style="list-style-type: none"> <li>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces.</li> <li>Create paintings inspired by Clarice Cliff and Jasper Johns.</li> </ul>	<p><b>Can you make an animal from paper?</b></p> <ul style="list-style-type: none"> <li>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card.</li> <li>Fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque.</li> <li>Create a collaborative sculptural piece based on the art of Louise Bourgeois.</li> </ul>	<p><b>How can we make art?</b></p> <ul style="list-style-type: none"> <li>Learn fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</li> </ul>
Key Skills	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b> 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.</p> <p><b>Knowledge of artists:</b> Understand how artists choose materials based on their properties in order to achieve certain effects.</p> <p><b>Evaluating and analysing:</b> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b> 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.</p> <p><b>Evaluating and analysing:</b> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b> Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p><b>Evaluating and analysing:</b> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p><b>Generating ideas:</b> Explore their own ideas using a range of media.</p> <p><b>Using sketchbooks:</b> Use sketchbooks to explore ideas.</p> <p><b>Making skills:</b> 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.</p> <p><b>Knowledge of artists:</b> Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p><b>Evaluating and analysing:</b> Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>
Lesson sequence	<ol style="list-style-type: none"> <li>To know how to create different types of lines.</li> <li>To know and explore line and mark-making to draw</li> <li>water</li> <li>To know how to draw with different media</li> <li>To know how to develop an understanding of mark-making</li> <li>To know and apply an understanding of drawing materials and mark-making to draw from observation</li> </ol>	<ol style="list-style-type: none"> <li>To know how to investigate how to mix secondary colours.</li> <li>To know how to apply knowledge of colour mixing when painting.</li> <li>To know how to explore colour when printing.</li> <li>To know how to experiment with paint mixing to make a range of secondary colours</li> <li>To know and apply their painting skills when working in the style of an artist.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to roll paper to make 3D structures.</li> <li>To know how to shape paper to make a 3D drawing.</li> <li>To know how to apply paper-shaping skills to make an imaginative sculpture</li> <li>To know how to work collaboratively to plan and create a sculpture.</li> <li>To know how to apply painting skills when working in 3D.</li> </ol>	<ol style="list-style-type: none"> <li>To know that art can be made in different ways.</li> <li>To know how to choose, measure, arrange and fix materials.</li> <li>To know how to explore plaiting, threading and knotting techniques.</li> <li>To know how to learn how to weave.</li> <li>To know how to combine techniques in a woven artwork.</li> </ol>

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Vocabulary	<ul style="list-style-type: none"> <li>• 2D/3D shape</li> <li>• abstract</li> <li>• continuous</li> <li>• cross-hatch</li> <li>• diagonal</li> <li>• firmly</li> <li>• form</li> </ul>	<ul style="list-style-type: none"> <li>• horizontal/vertical</li> <li>• narrative</li> <li>• observe</li> <li>• optical art</li> <li>• shadow</li> <li>• texture</li> <li>• wavy</li> </ul>	<ul style="list-style-type: none"> <li>• blend</li> <li>• hue</li> <li>• kaleidoscope</li> <li>• pattern</li> <li>• mix</li> <li>• primary colour</li> <li>• print</li> </ul>	<ul style="list-style-type: none"> <li>• secondary colour</li> <li>• shade</li> <li>• shape</li> <li>• space</li> <li>• texture</li> <li>• thick</li> </ul>	<ul style="list-style-type: none"> <li>• artist</li> <li>• carving</li> <li>• concertina</li> <li>• curve</li> <li>• cylinder</li> <li>• imagine</li> <li>• loop</li> </ul>	<ul style="list-style-type: none"> <li>• mosaic</li> <li>• overlap</li> <li>• sculpture</li> <li>• spiral</li> <li>• three dimensional (3D)</li> <li>• tube</li> </ul>	<ul style="list-style-type: none"> <li>• art</li> <li>• artist</li> <li>• craft</li> <li>• knot</li> <li>• loom</li> <li>• plait</li> </ul>	<ul style="list-style-type: none"> <li>• thread</li> <li>• threading</li> <li>• warp</li> <li>• weaving</li> <li>• weft</li> </ul>
Knowledge Capture Task	<p>Throughout each unit this will be completed by:</p> <ol style="list-style-type: none"> <li>1. Creating their final piece using the art skills taught</li> <li>2. Evaluate their work (What do they like, what might they do differently next time)</li> <li>3. Staff will assess how they have accomplished the artistic skills and their understanding of the vocabulary</li> </ol>							
NC End point	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination</p> <p>To learn about the work of a range of artists, craft makers and designers, describe the differences and similarities between different practices and disciplines, and make links to their work</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To use a range of materials creatively to design and make products</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their work</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their work.</p> <p>To use a range of materials creatively to design and make products</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their work.</p> <p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p>				
Knowledge of artists	Bridget Riley Zaria Forman Wassily Kandinsky	Samantha Stephenson Marco Balich Louise Bourgeois	Jasper Johns Clarice Cliff					
Cross-curricular and artist links	<p><b>Music;</b> listen with concentration and understanding to a range of high-quality live and recorded</p> <p><b>Science;</b> Animal, including humans: Identify and name, describe and compare the structure of common animals including fish, amphibians, reptiles, birds and mammal</p> <p><b>Mathematics;</b> Recognise and name common 2D and 3D shapes [including 2D shapes which just have a length and a width. [for example, rectangles (including squares), circles and triangles]</p>	<p><b>Mathematics;</b> read and write numbers from 1 to 20 in numerals and words</p>	<p><b>Mathematics;</b> to recognise and name common 2-D and 3-D shapes</p> <p><b>Science;</b> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><b>History;</b> What era used to use weaving and why?</p>				
Enhancements								
Prior Learning Links	See Early Learning Goals							

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Y2	Autumn 1 Drawing	Spring 1 Painting and mixed media	Spring 2 Sculpture and 3D	Summer 1 Craft and design
Unit Outcomes	<p><b>How can I tell a story through art?</b></p> <ul style="list-style-type: none"> <li>Use storybook illustration as a stimulus, children develop their mark making skills</li> <li>Explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</li> </ul>	<p><b>Can I create a collage using paint?</b></p> <ul style="list-style-type: none"> <li>Take inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools.</li> <li>Create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</li> </ul>	<p><b>What can we do with clay?</b></p> <ul style="list-style-type: none"> <li>Develop their ability to work with clay and learn how to create simple thumb pots</li> <li>Explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay</li> </ul>	<p><b>How do artists use different techniques?</b></p> <ul style="list-style-type: none"> <li>Respond to a design brief, children create a piece of art that represents their local area using a map as their stimulus.</li> <li>Learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</li> </ul>
Key Skills	<p><b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Using sketchbooks:</b> Experiment in sketchbooks, using drawing to record ideas.</p> <p><b>Making skills:</b> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effects 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.</p> <p><b>Knowledge of artists:</b> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p><b>Evaluating and analysing:</b> Explain their ideas and opinions about their own and others' artwork Begin to talk about how they could improve their own work.</p>	<p><b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Making skills:</b> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. 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.</p> <p><b>Knowledge of artists:</b> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p> <p><b>Evaluating and analysing:</b> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.</p>	<p><b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Using sketchbooks:</b> Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p> <p><b>Making skills:</b> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</p> <p><b>Knowledge of artists:</b> Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p><b>Evaluating and analysing:</b> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made</p>	<p><b>Generating ideas:</b> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p><b>Using sketchbooks</b> Experiment in sketchbooks, using drawing to record ideas.</p> <p><b>Making skills:</b> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and malleable materials.</p> <p><b>Knowledge of artists:</b> Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used</p> <p><b>Evaluating and analysing:</b> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work</p>
Lesson sequence	<ol style="list-style-type: none"> <li>To know how to develop a range of mark-making techniques.</li> <li>To explore and experiment with mark-making to create textures.</li> <li>To know how to develop the observational drawing.</li> <li>To know how to understand how to apply expressions to illustrate a character.</li> <li>To know how to develop illustrations to tell a story.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to develop knowledge of colour mixing.</li> <li>To know how texture can be created with paint.</li> <li>To know to use paint to explore texture and pattern.</li> <li>To know how to compose a collage, choosing and arranging materials for effect.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to use my hands as a tool to shape clay</li> <li>To know how to evaluate and improve the artwork</li> <li>To know how to shape a pinch pot and join clay shapes as decoration</li> <li>To know how to use impressing and joining techniques to decorate a clay tile.</li> <li>To know how to use drawing to plan the features of a 3D model.</li> <li>To know how to make a 3D clay tile from a drawn design</li> </ol>	<ol style="list-style-type: none"> <li>To know how to investigate maps as a stimulus for drawing.</li> <li>To know how to learn and apply the steps of the felt-making process.</li> <li>To know how to experiment with a craft technique to develop an idea.</li> <li>To know how to develop ideas and apply craft skills when printmaking.</li> <li>To know how to present artwork and evaluate it against a design brief.</li> </ol>

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Vocabulary	<ul style="list-style-type: none"> <li>• blending</li> <li>• concertina</li> <li>• cross hatching</li> <li>• emoji</li> <li>• emotion</li> <li>• expression</li> <li>• frame</li> <li>• hatching</li> <li>• illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• lines</li> <li>• mark-making</li> <li>• re-tell</li> <li>• scribbling</li> <li>• sketch</li> <li>• stippling</li> <li>• storyboard</li> <li>• texture</li> <li>• thick/thin</li> </ul>	<ul style="list-style-type: none"> <li>• collage</li> <li>• detail</li> <li>• mixing</li> <li>• overlap</li> <li>• primary colour</li> <li>• secondary colour</li> <li>• surface</li> <li>• texture</li> </ul>	<ul style="list-style-type: none"> <li>• casting</li> <li>• ceramic</li> <li>• cut</li> <li>• detail</li> <li>• flatten</li> <li>• glaze</li> <li>• impressing</li> <li>• join</li> <li>• negative space</li> <li>• pinch pot</li> <li>• plaster</li> <li>• roll</li> <li>• score</li> <li>• sculpture</li> <li>• smooth</li> <li>• surface</li> <li>• three dimensional</li> <li>• thumb pot</li> <li>• abstract</li> <li>• composition</li> <li>• curator</li> <li>• design</li> <li>• design brief</li> <li>• evaluate</li> <li>• felt</li> <li>• fibre</li> <li>• gallery</li> <li>• imaginary</li> <li>• inspired</li> <li>• landmarks</li> <li>• mosaic</li> <li>• overlap</li> <li>• pattern</li> <li>• shape</li> <li>• stained glass</li> <li>• texture</li> <li>• viewfinder</li> </ul>
Knowledge Capture Task	<p>Throughout each unit this will be completed by:</p> <ol style="list-style-type: none"> <li>1. Creating their final piece using the art skills taught</li> <li>2. Evaluate their work (What do they like, what might they do differently next time)</li> <li>3. Staff will assess how they have accomplished the artistic skills and their understanding of the vocabulary</li> </ol>			
NC End points	<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their work</p> <p>To use a range of materials creatively to design and make products</p>	<p>To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To use a range of materials creatively to design and make products</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their work.</p>	<p>To use a range of materials creatively to design and make products</p> <p>To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</p> <p>To know about the work of a range of artists, craft makers and designers, describe the differences and similarities between different practices and disciplines, and make links to their work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their work.</p> <p>To use a range of materials creatively to design and make products.</p> <p>About the work of a range of artists, craft-makers and designers, describing the differences and similarities between different practices and disciplines and making links to their work.</p> <p>To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.</p>
Knowledge of Artists	Quentin Blake		Ranti Bam Rachel Whiteread	
Cross-curricular and artist links	<p><b>Mathematics ;</b> <b>Geometry – Properties of shapes</b> recognise and name common 2-D and 3-D shapes, including: 2-D and 3-D shapes</p> <p><b>English ;</b> pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books becoming familiar with retelling a wider range of stories</p>		<p><b>Design and technology:</b> Generate, develop, model and communicate their ideas through talking, drawing... and templates</p> <p><b>Design and technology:</b> Select from and use a range of tools and equipment to perform practical tasks</p>	<p><b>Geography ;</b> Devise a simple map.</p> <p><b>Design and technology ;</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>
Enhancements				
Prior Learning links	Drawing - How can you make your mark?	Painting and mixed media - What happens when we mix colours?	Sculpture and 3D - Can you make a tree from paper?	Craft and design - How can we make art?

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Y3	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
End Points	<p style="text-align: center;"><b>How do artists use scale?</b></p> <ul style="list-style-type: none"> <li>Use botanical drawings and scientific plant studies as inspiration</li> <li>Explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms</li> <li>Become aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</li> </ul>	<p style="text-align: center;"><b>How does art inform us of the past?</b></p> <ul style="list-style-type: none"> <li>Investigate making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</li> </ul>	<p style="text-align: center;"><b>Can we make art 3D?</b></p> <ul style="list-style-type: none"> <li>Explore how shapes and negative spaces can be represented by three dimensional forms.</li> <li>Manipulate a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</li> </ul>	<p style="text-align: center;"><b>How do Egyptians use art to communicate?</b></p> <ul style="list-style-type: none"> <li>Learn about the way colour, scale and pattern influenced ancient Egyptian art</li> <li>Explore the technique of papermaking to create a papyrus-style scroll.</li> <li>Ideas are extended to create a modern response by designing a 'zine'.</li> </ul>
Key Skills	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills:</b> 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.</p> <p><b>Knowledge of artists:</b> 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.</p> <p><b>Evaluating and analysing:</b> Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills:</b> Confidently use 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.</p> <p><b>Knowledge of artists:</b> 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. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p><b>Evaluating and analysing:</b> 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.</p>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Making skills:</b> 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.</p> <p><b>Knowledge of artists:</b> Consider how to display artwork, understanding how artists consider their viewers and the impact on them.</p> <p><b>Evaluating and analysing:</b> 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 the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p><b>Making skills:</b> 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.</p> <p><b>Knowledge of artists:</b> 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.</p> <p><b>Evaluating and analysing:</b> 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 the meaning and purpose of artwork, understanding how artists can use art to communicate.</p>
Lesson sequence	<ol style="list-style-type: none"> <li>To know how to recognise how artists use shapes in the drawing</li> <li>To know how to understand how to create tone in drawing by shading</li> <li>To know how to understand how texture can be created and used to make art</li> <li>To know how to apply observational drawing skills to create detailed studies</li> <li>To know how to explore composition and scale to create abstract drawings</li> </ol>	<ol style="list-style-type: none"> <li>To know how to investigate different ways of applying paint</li> <li>To know how to mix tints and shades of a colour</li> <li>To know how to use tints and shades to give a three-dimensional effect when painting</li> <li>To know how to explore how paint can create very different effects</li> <li>To know how to consider proportion and composition when planning a still-life painting</li> <li>To know how to apply knowledge of colour mixing and painting techniques to create a finished piece</li> </ol>	<ol style="list-style-type: none"> <li>To know how to join 2D shapes to make 3D structures.</li> <li>To know how to join materials in different ways when working in 3D.</li> <li>To know how to develop ideas for 3D artwork.</li> <li>To know how to apply knowledge of sculpture when working in 3D.</li> <li>To know how to evaluate and improve an artwork.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to investigate the style, pattern and characteristics of Ancient Egyptian art</li> <li>To know how to apply design skills inspired by the style of an ancient civilisation</li> <li>To know how to apply an understanding of ancient techniques to construct a new material</li> <li>To know how to apply drawing and painting skills in the style of an ancient civilisation</li> <li>To know how to apply an understanding of Egyptian art to develop a contemporary response</li> </ol>

## St Anne's and St Joseph's RC Primary School

Vocabulary	<ul style="list-style-type: none"> <li>• abstract</li> <li>• arrangement</li> <li>• blend</li> <li>• botanical</li> <li>• composition</li> <li>• even</li> <li>• expressive</li> <li>• frottage</li> </ul>	<ul style="list-style-type: none"> <li>• geometric</li> <li>• gestural</li> <li>• magnified</li> <li>• organic</li> <li>• pressure</li> <li>• rubbing</li> <li>• scale</li> <li>• scientific</li> </ul>	<ul style="list-style-type: none"> <li>• charcoal</li> <li>• composition</li> <li>• negative image</li> <li>• pigment</li> <li>• positive image</li> <li>• prehistoric</li> </ul>	<ul style="list-style-type: none"> <li>• proportion</li> <li>• scaled up</li> <li>• sketch</li> <li>• smudging</li> <li>• texture</li> <li>• tone</li> </ul>	<ul style="list-style-type: none"> <li>• abstract</li> <li>• found objects</li> <li>• negative space</li> <li>• positive space</li> </ul>	<ul style="list-style-type: none"> <li>• sculptor</li> <li>• sculpture</li> <li>• structure</li> <li>• three-dimensional</li> </ul>	<ul style="list-style-type: none"> <li>• ancient</li> <li>• audience</li> <li>• civilisation</li> <li>• colour</li> <li>• composition</li> <li>• convey</li> <li>• Egyptian</li> <li>• imagery</li> </ul>	<ul style="list-style-type: none"> <li>• inform</li> <li>• layout</li> <li>• papyrus</li> <li>• scale</li> <li>• scroll</li> <li>• sculpture</li> <li>• technique</li> <li>• zine</li> </ul>
Knowledge Capture Task	<p>Throughout each unit this will be completed by:</p> <ol style="list-style-type: none"> <li>1. Creating their final piece using the art skills taught</li> <li>2. Evaluate their work (What do they like, what might they do differently next time)</li> <li>3. Staff will assess how they have accomplished the artistic skills</li> <li>4. Creative Quiz to assess children's understanding of the vocabulary</li> </ol>							
NC End points	<p>To create sketchbooks to record their observations and use them to review and revise ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>About great artists, architects and designers in history</p>	<p>To create sketchbooks to record their observations and use them to review and revise ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p> <p>To know about the great artists, crafts makers and designers and understand the historical and cultural development of their art forms.</p>	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p> <p>About great artists, architects and designers in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To know about great artists, architects and designers in history</p>				
Knowledge of Artists	Maud Pardy Georgia O'Keefe			Magdalene Odundo				
Cross-curricular and artist links	<p><b>Mathematics:</b> Geometry- properties of shapes</p> <p><b>Science:</b> Light recognise that they need light to see things and that dark is the absence of light Plants identify and describe the functions of different parts of flowering plants</p>	<p><b>History ;</b> Learning about changes in Britain from Stone Age to Iron Age <b>History ;</b> Learn about changes in Britain from Stone Age to Iron Age <b>Mathematics ;</b> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>		<p><b>History ;</b> Pupils should continue to develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children should be taught about the achievements of the earliest civilizations – Ancient Egypt</p>				
Enhancements								
Prior Learning links	Drawing - How can I tell a story through art?	Painting and mixed media - Can I create a collage using paint?	Sculpture and 3D - What can we do with clay?	Craft and design - How do artists use different techniques?				



## St Anne's and St Joseph's RC Primary School

Y4	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Unit outcomes	<p style="text-align: center;"><b>What is a print?</b></p> <ul style="list-style-type: none"> <li>Use everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</li> </ul>	<p style="text-align: center;"><b>How can colour be used to show light and dark?</b></p> <ul style="list-style-type: none"> <li>Develop colour mixing skills, using shades and tints to show form and create three dimensions when painting.</li> <li>Learn about composition and plan their own still life to paint, applying chosen techniques</li> </ul>	<p style="text-align: center;"><b>Can we create layers with different materials?</b></p> <ul style="list-style-type: none"> <li>Create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa</li> <li>Explore the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</li> </ul>	<p style="text-align: center;"><b>How has nature inspired artists?</b></p> <ul style="list-style-type: none"> <li>Use flora and fauna of tropical rainforests as a starting point</li> <li>Develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</li> </ul>
Key Skills	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process</p> <p><b>Making skills:</b> 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</p> <p><b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works</p> <p><b>Evaluating and analysing:</b> Use more complex vocabulary when discussing their own and others' art.</p>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b> 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.</p> <p><b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works Understand how artists use art to convey messages through the choices they make.</p> <p><b>Evaluating and analysing</b> 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.</p>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b> 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 more complex techniques to shape and join materials, such as carving and modelling wire.</p> <p><b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works Understand how artists use art to convey messages through the choices they make.</p> <p><b>Evaluating and analysing:</b> 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.</p>	<p><b>Generating ideas:</b> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p> <p><b>Using sketchbooks:</b> Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.</p> <p><b>Making skills:</b> 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.</p> <p><b>Knowledge of artists:</b> Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme.</p> <p><b>Evaluating and analysing:</b> Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.</p>
Lesson sequence	<ol style="list-style-type: none"> <li>To know how to draw using tone to create a 3D effect.</li> <li>To know how to explore proportion and tone when drawing.</li> <li>To know how to plan a composition for a mixed-media drawing.</li> <li>To know how to use shading techniques to create patterns and contrast.</li> <li>To know how to work collaboratively to develop drawings into prints.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to investigate different ways of applying paint</li> <li>To know how to use tints and shades to give a three-dimensional effect when painting mix tints and shades of a colour</li> <li>To know how to explore how paint can create very different effects</li> <li>To know how to consider proportion and composition when planning a still-life painting</li> <li>To know how to apply knowledge of colour mixing and painting techniques to create a finished piece</li> </ol>	<ol style="list-style-type: none"> <li>To know how to develop ideas for 3D work through drawing and visualisation in 2D</li> <li>To know how to use more complex techniques to shape materials.</li> <li>To know how to explore how shapes can be formed and joined in the wire.</li> <li>To know how to create a sculpture in the style of sculptor Sokari Douglas Camp</li> <li>To know how to choose and join a variety of materials to make a sculpture.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to understand starting points in a design process.</li> <li>To know how to explore techniques to develop imagery.</li> <li>To know how to explore using a textile technique to develop patterns.</li> <li>To know how to learn how to create a repeating pattern.</li> <li>To know how to understand how art is made for different purposes.</li> </ol>

## St Anne's and St Joseph's RC Primary School

Vocabulary	<ul style="list-style-type: none"> <li>abstract</li> <li>block print</li> <li>collaboratively</li> <li>collage</li> <li>composition</li> <li>contrast</li> <li>cross-hatching</li> <li>figurative</li> <li>gradient</li> <li>hatching</li> </ul>	<ul style="list-style-type: none"> <li>monoprint</li> <li>observational drawing</li> <li>parallel</li> <li>precision</li> <li>proportion</li> <li>shading</li> <li>symmetry</li> <li>three dimensional (3D)</li> <li>tone</li> <li>viewfinder</li> </ul>	<ul style="list-style-type: none"> <li>abstract</li> <li>composition</li> <li>contrasting</li> <li>dabbing paint</li> <li>figurative</li> <li>formal</li> <li>grid</li> <li>landscape</li> <li>mark-making</li> <li>muted</li> </ul>	<ul style="list-style-type: none"> <li>paint wash</li> <li>patterned</li> <li>pointillism</li> <li>portrait</li> <li>shadow</li> <li>stippling paint</li> <li>three dimensional (3D)</li> <li>tint</li> <li>vivid</li> </ul>	<ul style="list-style-type: none"> <li>abstract</li> <li>carving</li> <li>ceramics</li> <li>figurative</li> <li>form</li> <li>hollow</li> <li>join</li> <li>mesh</li> <li>model</li> </ul>	<ul style="list-style-type: none"> <li>organic shape</li> <li>pliers</li> <li>quarry</li> <li>sculpture</li> <li>secure</li> <li>typography</li> <li>visualisation</li> <li>weaving</li> <li>welding</li> </ul>	<ul style="list-style-type: none"> <li>batik</li> <li>colour palette</li> <li>craft</li> <li>craftsperson</li> <li>design</li> <li>develop</li> <li>designer</li> <li>imagery</li> <li>industry</li> </ul>	<ul style="list-style-type: none"> <li>inspiration</li> <li>mood board</li> <li>organic</li> <li>pattern</li> <li>rainforest</li> <li>symmetrical</li> <li>texture</li> <li>theme</li> </ul>
Knowledge Capture Task	<p>Throughout each unit this will be completed by:</p> <ol style="list-style-type: none"> <li>1. Creating their final piece using the art skills taught</li> <li>2. Evaluate their work (What do they like, what might they do differently next time)</li> <li>3. Staff will assess how they have accomplished the artistic skills</li> <li>4. Creative Quiz to assess children's understanding of the vocabulary</li> </ol>							
NC End points	<p>I can experiment with shading to create different tones.</p> <p>I can use contrasting tones to make a drawing look three-dimensional.</p> <p>I can explore more than one way of holding a pencil to create different effects</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p> <p>Learn about great artists, architects and designers in history.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p>				
Knowledge of artists	Henry Moore Alberto Giacometti	Clara Peeters Audrey Flack	William Morris Senaka Sennayke					
Cross-curricular and artist links		<p><b>Science ;</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that they need light to see things and that dark is the absence of light</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> </ul>	<p><b>History:</b> To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies</p>	<p><b>Geography ;</b> To understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>				
Enhancements								
Prior Learning links	Drawing - How do artists use scale?	Painting and mixed media - How does art inform us of the past?	Sculpture and 3D - Can we make art 3D?	Craft and design - How do Egyptians use art to communicate?				

## St Anne's and St Joseph's RC Primary School

Y5	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Unit Outcomes	<p><b>What is a collagraph?</b></p> <ul style="list-style-type: none"> <li>Develop ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s.</li> <li>Combine collage and printmaking to create a piece in their own style.</li> </ul>	<p><b>How can we express ourselves in a self portrait?</b></p> <ul style="list-style-type: none"> <li>Investigate self-portraits by a range of artists,</li> <li>Use photographs of themselves to develop their own unique self-portraits in mixed-media.</li> </ul>	<p><b>How can art be interactive?</b></p> <ul style="list-style-type: none"> <li>Use inspiration of historical monuments and modern installations, children plan, research and draw, a sculpture to fit a design brief.</li> <li>Investigate scale to support viewer interaction</li> </ul>	<p><b>What is an architect's job?</b></p> <ul style="list-style-type: none"> <li>Investigate the built environment through drawing and printmaking</li> <li>Learn about the work of architect Zaha Hadid and create their own building designs</li> <li>Creatively present research on artist Hundertwasser and explore ideas behind the symbolism of monument design.</li> </ul>
Key Skills	<p><b>Generating ideas:</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas</p> <p><b>Using sketchbooks:</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills:</b> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form</p> <p><b>Knowledge of artists:</b> 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. Consider what choices can be made in their own work to impact their viewer.</p> <p><b>Evaluating and analysing:</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p><b>Generating ideas:</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Using sketchbooks:</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills:</b> 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 wide range of media, e.g. photography and digital art effects.</p> <p><b>Knowledge of artists:</b> 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.</p> <p><b>Evaluating and analysing:</b> Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p><b>Generating ideas:</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas</p> <p><b>Using sketchbooks:</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills:</b> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. <b>Knowledge of artists:</b> Research and discuss the ideas and approaches of artists Discuss how artists create work with the intent to create an impact on the viewers Consider what choices can be made in their own work to impact their viewer.</p> <p><b>Evaluating and analysing:</b> 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.</p>	<p><b>Generating ideas:</b> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p><b>Using sketchbooks:</b> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p><b>Making skills:</b> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p> <p><b>Knowledge of artists:</b> 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.</p> <p><b>Evaluating and analysing:</b> Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved.</p>
Lesson Sequence	<ol style="list-style-type: none"> <li>To know how to explore the purpose and effect of imagery.</li> <li>To know how to understand and explore decision-making in creative processes.</li> <li>To know how to develop drawn ideas through printmaking.</li> <li>To know how to test and develop ideas using sketchbooks</li> <li>To know how to apply an understanding of drawing processes to revisit and improve ideas.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to explore how a drawing can be developed.</li> <li>To know how to combine materials for effect</li> <li>To know how to identify the features of self-portraits</li> <li>To know how to develop ideas toward an outcome by experimenting with materials and techniques</li> <li>To know how to apply knowledge and skills to create a mixed-media self-portrait</li> </ol>	<ol style="list-style-type: none"> <li>To know how to identify and compare features of art installations.</li> <li>To know how to investigate the effect of space and scale when creating 3D art.</li> <li>To know how to problem-solve when constructing 3D artworks.</li> <li>To know how to plan an installation that communicates an idea.</li> <li>To know how to apply their knowledge of installation art and develop ideas into a finished piece.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to apply observational drawing skills to interpret forms accurately.</li> <li>To know how to apply composition skills to develop a drawing into print</li> <li>To know how to understand and apply the style of a famous artist</li> <li>To know how to use design skills to apply an understanding of the purpose of a monument</li> <li>To know how to apply an understanding of architecture to design a building</li> </ol>

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Vocabulary	<ul style="list-style-type: none"> <li>• cold war</li> <li>• collagraphy</li> <li>• composition</li> <li>• culture</li> <li>• decision</li> <li>• evaluate</li> <li>• futuristic</li> <li>• imagery</li> <li>• printing plate</li> <li>• printmaking</li> </ul>	<ul style="list-style-type: none"> <li>• process</li> <li>• propaganda</li> <li>• purpose</li> <li>• repetition</li> <li>• Retrofuturism</li> <li>• revisit</li> <li>• space race</li> <li>• stimulus</li> <li>• technique</li> </ul>	<ul style="list-style-type: none"> <li>• art medium</li> <li>• atmosphere</li> <li>• background</li> <li>• carbon paper</li> <li>• collage</li> <li>• composition</li> <li>• continuous line drawin</li> <li>• evaluate</li> <li>• justify</li> <li>• mixed media</li> </ul>	<ul style="list-style-type: none"> <li>• monoprint</li> <li>• multi media</li> <li>• paint wash</li> <li>• portrait</li> <li>• printmaking</li> <li>• represent</li> <li>• research</li> <li>• self-portrait</li> <li>• texture</li> <li>• transfer</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• art medium</li> <li>• atmosphere</li> <li>• concept</li> <li>• culture</li> <li>• elements</li> <li>• evaluate</li> <li>• features</li> <li>• influence</li> <li>• installation art</li> </ul>	<ul style="list-style-type: none"> <li>• interactive</li> <li>• location</li> <li>• mixed media</li> <li>• performance art</li> <li>• props</li> <li>• revolution</li> <li>• scale</li> <li>• special effects</li> <li>• stencil</li> <li>• three dimensional</li> </ul>	<ul style="list-style-type: none"> <li>• abstract</li> <li>• annotate</li> <li>• architect</li> <li>• birds eye view</li> <li>• built environment</li> <li>• commemorate</li> <li>• composition</li> <li>• crop</li> <li>• design intention</li> <li>• evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• external</li> <li>• form</li> <li>• futuristic</li> <li>• individuality</li> <li>• interpret</li> <li>• monoprint</li> <li>• monument</li> <li>• observational drawing</li> <li>• organic</li> <li>• perspective</li> </ul>
Knowledge Capture Task	<p>Throughout each unit this will be completed by:</p> <ol style="list-style-type: none"> <li>1. Creating their final piece using the art skills taught</li> <li>2. Evaluate their work (What do they like, what might they do differently next time)</li> <li>3. Staff will assess how they have accomplished the artistic skills</li> <li>4. Creative Quiz to assess children's understanding of the vocabulary</li> </ol>							
NC End Points	<p>To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history.'</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To know about great artists, architects and designers in history</p>	<p>To create sketchbooks to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.'</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p>	<p>Develop an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Learn about great artists, architects and designers in history</p>				
Knowledge of Artists	Cia Guo-Qiang	Teis Albert	Vincent Van Gogh					
Cross-curricular and artist links	<b>Science:</b> Earth and Space	<b>English ;</b> Computing ; Use a variety of software to design and create content that accomplishes given goals		<b>History ;</b> know and understand significant aspects of the history of the wider world				
Enhancements								
Prior Learning links	Drawing - What is a print?	Painting and mixed media - How can colour be used to show light and dark?	Sculpture and 3D - Can we create layers with different materials?	Craft and design - How has nature inspired artists?				

## St Anne's and St Joseph's RC Primary School

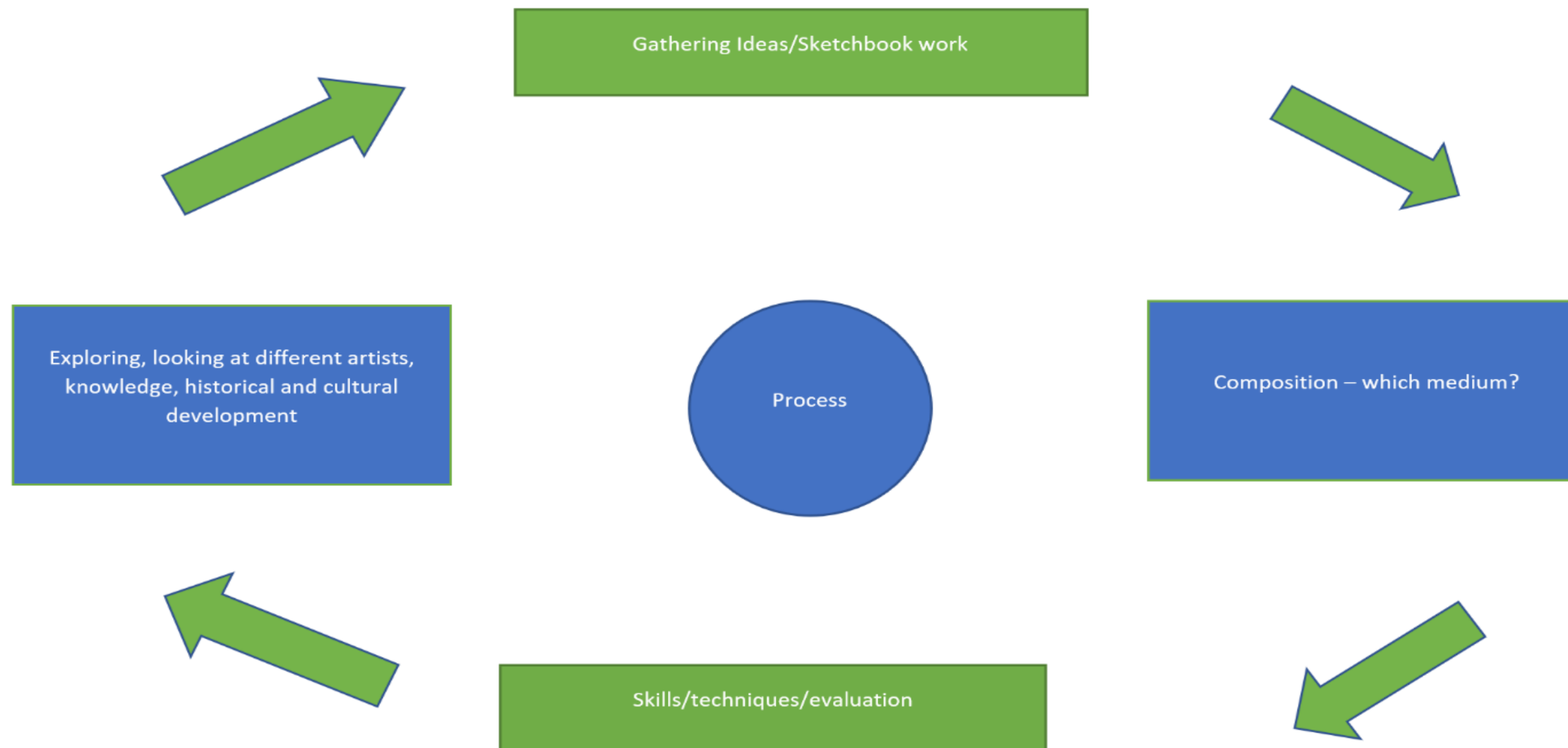
Y6	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Unit Outcomes	<p><b>How can you express opinions through art?</b></p> <ul style="list-style-type: none"> <li>Journey from the Ancient Maya to modern-day street art, explore how artists convey a message.</li> <li>Understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'</li> </ul>	<p><b>How can artists inspire out art?</b></p> <ul style="list-style-type: none"> <li>Identify an artist that interests them, children research the life, techniques and artistic intentions of that individual.</li> <li>Collect ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</li> </ul>	<p><b>Can art represent memories?</b></p> <ul style="list-style-type: none"> <li>Create a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</li> </ul>	<p><b>Is a photograph art?</b></p> <ul style="list-style-type: none"> <li>Explore photography as a medium for expressing ideas</li> <li>Investigate scale and composition, colour and techniques for adapting finished images.</li> <li>Use digital media to design and create photographic imagery for a specific design brief.</li> </ul>
Key Skills	<p><b>Generating ideas:</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Using sketchbooks:</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills:</b> 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 appropriate to fit with ideas.</p> <p><b>Knowledge of artists:</b> 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.</p> <p><b>Evaluating and analysing:</b> 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.</p>	<p><b>Generating ideas:</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Using sketchbooks:</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills:</b> 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 appropriate to fit with ideas.</p> <p><b>Knowledge of artists:</b> Describe, interpret and evaluate the work, ideas and processes Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces .</p> <p><b>Evaluating and analysing:</b> 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. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>	<p><b>Generating ideas:</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Using sketchbooks:</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills:</b> 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.</p> <p><b>Knowledge of artists:</b> 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.</p> <p><b>Evaluating and analysing:</b> Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics.</p>	<p><b>Generating ideas:</b> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p><b>Using sketchbooks:</b> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p><b>Making skills:</b> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p><b>Knowledge of artists:</b> 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. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.</p> <p><b>Evaluating and analysing:</b> 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.</p>
Lesson Sequence	<ol style="list-style-type: none"> <li>To know how to explore expressive drawing techniques.</li> <li>To know how to consider how the symbolism in the art can convey meaning</li> <li>To know how to apply to understand the drawing technique chiaroscuro.</li> <li>To know how to evaluate the context and intention of street art.</li> <li>To know how to apply an understanding of impact and effect to create a powerful image.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to understand how to analyse a famous painting.</li> <li>To know how to understand how to find meaning in painting.</li> <li>To know how to apply drama techniques to explore the meaning of a painting.</li> <li>To know how to apply interpretation skills to analyse and respond to an abstract painting.</li> <li>To know how to understand how art can tell stories or portray messages.</li> <li>To know how to develop starting points for creative outcomes.</li> <li>To know how to demonstrate an understanding of painting techniques to make personal choices.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to analyse how art can explore the concept of self.</li> <li>To know how to explore sculptural techniques.</li> <li>To know how to use the creative experience to develop ideas and plan sculpture.</li> <li>To know how to apply an understanding of materials and techniques to work in 3D.</li> <li>To know how to problem-solve, evaluate and refine artwork to achieve a chosen outcome.</li> </ol>	<ol style="list-style-type: none"> <li>To know how to apply an understanding of composition to create an effective photomontage advertising poster</li> <li>To know how to apply an understanding of abstract art through photography</li> <li>To know how to demonstrate an understanding of design choices made for effect using digital photography techniques</li> <li>To know how to apply an understanding of photography to design and recreate a famous painting</li> <li>To know how to demonstrate observation and proportion to create art in a photorealistic style</li> </ol>

## St Anne's and St Joseph's RC Primary School

Vocabulary	<ul style="list-style-type: none"> <li>aesthetic</li> <li>audience</li> <li>character traits</li> <li>chiaroscuro</li> <li>commissioned</li> <li>composition</li> <li>expressive</li> <li>graffiti</li> <li>guerilla</li> <li>imagery</li> <li>impact</li> </ul>	<ul style="list-style-type: none"> <li>interpretation</li> <li>mark making</li> <li>Maya</li> <li>Mayan</li> <li>mural</li> <li>representative</li> <li>street art</li> <li>symbol</li> <li>symbolic</li> <li>technique</li> <li>tonal</li> </ul>	<ul style="list-style-type: none"> <li>abstract</li> <li>analyse</li> <li>artist</li> <li>compose</li> <li>compositions</li> <li>convey</li> <li>evaluation</li> <li>inference</li> <li>interpret</li> <li>justify</li> </ul>	<ul style="list-style-type: none"> <li>meaning</li> <li>medium</li> <li>mixed media</li> <li>narrative</li> <li>respond</li> <li>tableau</li> <li>technique</li> <li>thought-provoking</li> <li>translate</li> </ul>	<ul style="list-style-type: none"> <li>assemblage</li> <li>attribute</li> <li>collection</li> <li>composition</li> <li>embedded</li> <li>expression</li> <li>identity</li> <li>juxtaposition</li> <li>literal</li> <li>manipulate</li> </ul>	<ul style="list-style-type: none"> <li>originality</li> <li>pitfall</li> <li>relief</li> <li>representation</li> <li>sculpture</li> <li>self</li> <li>symbolic</li> <li>tradition</li> </ul>	<ul style="list-style-type: none"> <li>arrangement</li> <li>cityscape</li> <li>composition</li> <li>Dada</li> <li>digital</li> <li>editing</li> <li>emulate</li> <li>focus</li> <li>frame</li> <li>grid</li> <li>layout</li> </ul>	<ul style="list-style-type: none"> <li>macro</li> <li>monochromatic</li> <li>photomontage</li> <li>photorealism</li> <li>photorealistic</li> <li>portrait</li> <li>pose</li> <li>prop</li> <li>proportion</li> <li>recreate</li> <li>saturation</li> </ul>	
Knowledge Capture Task	<p>Throughout each unit this will be completed by:</p> <ol style="list-style-type: none"> <li>1. Creating their final piece using the art skills taught</li> <li>2. Evaluate their work (What do they like, what might they do differently next time)</li> <li>3. Staff will assess how they have accomplished the artistic skills</li> <li>4. Creative Quiz to assess children's understanding of the vocabulary</li> </ol>								
NC End Points	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Know about great artists, architects and designers in history.'</p>	<p>Know about great artists, architects and designers in history.'</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revise ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history.</p>	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revise ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history.</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>To improve their mastery of art and design techniques</p>				
Knowledge of Artists	Edward Munch Chuck Close	Diego Rivera Dan Fenelon	Yinka Shonibare Judith Scott Nicola Anthony						
Cross curricular and artist links	<p><b>History:</b> a non-European society that provides contrasts with British history – one study chosen from early Islamic civilization, including a study of Baghdad c. AD 900</p>	<p><b>English:</b> Spoken language ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions</p>			<p><b>Computing :</b> Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>				
Enhancements									
Prior Learning links	Drawing - What is a collograp?	Painting and mixed media - How can we express ourselves in a self portrait?	Sculpture and 3D - How can art be interactive?	Craft and design - What is an achitect's job?					

# St Anne's and St Joseph's RC Primary School

## St Anne's and St Joseph's Primary School Art Approach



<b>Session - 1</b>	<i>Exploring and evaluating including the work of other artists</i>
<b>Sessions - 2 &amp; 3</b>	<i>Gathering ideas/learning skills and recording in sketchbooks</i>
<b>Sessions - 4&amp;5</b>	<i>Create and compose</i>
<b>Session - 6</b>	<i>Evaluation of skills and techniques</i>