

Art & Design Medium Term Plan

EYFS - Foundation Stage 1

Painting

Drawing

Key Concept – Colour

Curricular Goal:

Pupils can explore colour and colour mixing when playing freely with paint and are beginning to talk about the pictures they make

Development Matters – Revised September 2021

(Birth to 3 years):

- Start to make marks intentionally
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make

(3 and 4 year olds)

- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Show different emotions in their paintings
- Explore colour and colour mixing

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Begin to know the names of different colours. Know that there are differences between different colours. Know how to change one colour into another colour when colour mixing. Know the meaning of the marks that they make.

Disciplinary Knowledge

(Being an Artist)

Use a range of materials to make marks (hands and feet in paint)

Show feelings in their paintings (happiness, sadness, fear)

Use powder paints to explore the use of colour

Use colour mixing to change one colour into another colour

Use of large brushes to make marks with paint or water

Key Vocabulary

marks, continuous lines, emotions, colour, colour mixing, feelings, explore, large brushes, detail

Key Concept – Mark Making / Mood and Feeling

Curricular Goal:

Pupils can make marks on paper with details that can be explained and seen by others

Development Matters - Revised September 2021

(Birth to 3 years):

- Start to make marks intentionally

Literacy

- Enjoy drawing freely
- Add some marks to their drawings
- Make marks on their picture to stand for their name

(3 and 4 year olds)

- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Use drawings to represent ideas like movement or loud noises
- Show different emotions in their drawing

Literacy

- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Know how to make marks in different ways. Know the meaning of their shapes and drawings – children will talk together with an adult about their mark making. Know how the person in their drawing is feeling and discuss this with an adult. Know how to make a mark on their picture to stand for their name. Know how to draw a face and add detail. Know how to add details when drawing. Know how to show different emotions when drawing. Begin to know how to form letters accurately.

Disciplinary Knowledge

(Being an Artist)

Use a range of materials to make marks (make marks in cornflour, play with a stick in the mud)

Use a tablet or computer when making marks

Draw from their imagination and what they have seen

Select interesting objects to draw

Show feelings in their drawings (happiness, sadness, fear)

Use a mark on their picture when drawing to stand for their name

Use pencils to begin to form letters

Explain to an adult in their own words what they notice in the natural world (colours, shapes, texture and smell)

Use fingers to draw in wet sand or in a tray of flour

Use of playground chalk, smaller brushes, pencils and felt tip pens

Write a pretend shopping list that starts at the top of the page

Write 'm' for mummy

Key Vocabulary

marks, continuous lines, emotions, feelings, detail

EYFS - Foundation Stage 2

Painting

Drawing

Links to Prior Learning:

Experimenting with how to colour mix, changing one colour into another. Understand how to create a closed shape with a continuous line and show feelings in the painting that they produce.

Key Concept – Colour

Curricular Goal:

When painting pupils can experiment with colour mixing and are beginning to understand how to make a secondary colour. They are able to talk about the pictures they have made and how they have made them

Development Matters – Revised September 2021:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Know the colours that they want to represent when colour mixing from what they have seen.

Disciplinary Knowledge

(Being an Artist)

Match the colour that they see to what they want to use when painting (adult guidance needed, where appropriate)

Work together with other children to develop their creative ideas

Notice and talk about what they see in the natural world with an adult

Define in their own words: colours, shapes and textures

Key Vocabulary

mix, secondary colours, shapes, textures

Links to Prior Learning:

Understanding of how to draw a face and add detail to their drawing, showing different emotions. Beginning to understand how to draw letters accurately and make a mark to represent their name when drawing.

Key Concept – Mark Making / Mood and Feeling

Curricular Goal:

Pupils are able to draw imaginatively with details that represent their chosen images and explain what they have drawn

Development Matters – Revised September 2021:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them

Literacy

- Form lower-case and capital letters correctly

Substantive Knowledge (Sticky Knowledge)

(To know and remember)

Know how to hold a pencil correctly.

Disciplinary Knowledge

(Being an Artist)

Use an effective pen grip when forming letters from their starting point and direction

Notice and talk about what they see in the natural world with an adult

Define in their own words: colours, shapes and textures

Key Vocabulary

pencil control, pencil grip, starting point, direction, marks, draw, colours, shapes, textures

Sketching	Painting	Sculpture
<p>Links to Prior Learning: <i>Begun to draw from imagination and real objects understanding the purpose of why they are drawing in more detail</i></p> <p>Key Concept – Texture / Mood and Feeling</p> <p>Curricular Goal: Pupils can sketch a portrait in the style of Pablo Picasso (The Sailor)</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to show people’s feelings when drawing To be able to draw lines of different thicknesses when drawing To be able to describe what can be seen and give an opinion about the work of an artist To be able to ask questions about a piece of art <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know when to use lines of different thicknesses when sketching a portrait. Know how artists show people’s feelings when they are drawing. Know how Pablo Picasso has used thick and thin lines in his portrait. Know how to describe a piece of art and how to ask questions about it.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Use pencils of different thicknesses to draw thick and thin lines</u></p> <p>Key Vocabulary Artist - Pablo Picasso, feelings, portrait, style, thick and thin lines, sketch, describe, shape</p> 	<p>Links to Prior Learning: <i>Experimenting with colour and beginning to understand how secondary colours are mixed</i></p> <p>Key Concept – Colour</p> <p>Curricular Goal: Pupils can paint a landscape in the style of Henry Rousseau (Jungle landscape) using their knowledge of colour mixing</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to understand how colour is used to create an effect To be able to name the primary and secondary colours To be able to mix paint to create all the secondary colours To be able to use a range of tools to apply colour To be able to describe what can be seen and give an opinion about the work of an artist To be able to ask questions about a piece of art <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know the names of the primary colours and how these are used to make the secondary colours. Know how to mix colours using powder paints when painting a jungle picture. Know how to describe a piece of art and how to ask questions about it.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Use a range of different tools to paint including, fingers, spatulas, thick and thin brushes to experiment with applying paint in different ways</u></p> <p>Key Vocabulary Artist- Henry Rousseau, primary and secondary colour names, mixing, tools, thick and thin brushes, brush strokes, apply, landscape, describe</p> 	<p>Links to Prior Learning: <i>Experimenting with manipulating paper to create their own design joining materials with glue, tape, string and split pins</i></p> <p>Key Concept – Joining</p> <p>Curricular Goal: Pupils can make a 3D picture in the style of Fideli Sundqvist (Visi) using their knowledge of manipulating paper in different ways</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to understand how materials can be folded and cut to create different effects To be able to use a simple joins to join materials To be able to describe what can be seen and give an opinion about the work of an artist To be able to ask questions about a piece of art <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know when to cut, pinch, roll, tear or coil materials for effect when making a 3D picture. Know how to join materials using simple joins. Know how to describe a piece of art and how to ask questions about it.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Experiment with a range of folding, cutting, rolling, coiling and pinching techniques in order to create different effects with paper</u> <u>Use a range of different paper including tissue paper, crepe paper, coloured paper and recycled paper to create different shapes of leaf.</u> <u>Use the different skills including folding, cutting, rolling, coiling and pinching to create a 3D leaf picture</u></p> <p>Key Vocabulary Artist – Fideli Sundqvist (Visi), cut, pinch, roll, coil, materials, joins, tear, crease, attach, design, 3D picture</p> 
Year 2		
Sketching	Painting	Sculpture
<p>Links to Prior Learning: <i>Understanding of how to show a person’s feelings when sketching and knowledge of how to create different shades of colour and texture within a picture.</i></p> <p>Key Concept – Shading, Texture / Mood and Feeling</p> <p>Curricular Goal: Pupils can sketch a portrait in the style of Frida Kahlo (The Self Portrait – Black curtain background) using their knowledge of thick and thin lines</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to use three different grades of pencils when drawing To be able to use a viewfinder when drawing in order to focus on a specific part of a picture To be able to suggest how artists have used colour, pattern, and shape To be able to create a piece of art in response to the work of another artist <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know which grade of pencil to use when sketching a portrait. Know how to use a viewfinder to focus on a specific part of a picture prior to drawing it. Know how artists use colour, pattern and shape when sketching and begin to understand why. Know how to use the ideas of an artist in their own work.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Use three different grades of pencil when sketching (2B, 2H and HB) to experiment with different shades of light and dark</u> <u>Use viewfinders of different sizes to focus on a specific part of a picture in order to develop more details in their own work</u></p> <p>Key Vocabulary Artist - Frida Kahlo, colour, tone, texture, shading, mood, feeling, grade of pencil, soft, hard, viewfinder, observation</p> 	<p>Links to Prior Learning: <i>Understanding of how to mix the primary colours to produce the different secondary colours and know which brush to use when creating lines of different thicknesses.</i></p> <p>Key Concept – Colour Mixing</p> <p>Curricular Goal: Pupils can paint a landscape in the style of Paul Klee (Mazzaro) using their knowledge of colour mixing (different shades of colours)</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to mix a tertiary colour To be able to mix paint to create many tones of one colour To be able to darken colours when colour mixing To be able to use thick and thin brushes when painting for effect To be able to use a viewfinder when painting in order to focus on a specific part of a picture To be able to suggest how artists have used colour, pattern, and shape To be able to create a piece of art in response to the work of another artist <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how to create the colour brown when colour mixing with powder paint and know how to lighten colours using white. Know how to darken a colour without using black when painting a landscape. Know which brush to select when creating an effect using thick and thin lines. Know how artists use colour, pattern and shape when painting and begin to understand why. Know how to use the ideas of an artist in their own work.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Use thick and thin brushes to create different effects when painting a landscape</u> <u>Create different tones of one colour when colour mixing without adding black</u> <u>Use the colour white to make different tints</u> <u>Use viewfinders of different sizes to focus on a specific part of a painting in order to develop more details in their own work</u></p> <p>Key Vocabulary Artist - Paul Klee, tones, light, lighter, lightest, dark, darkest, darken, viewfinder, technique</p> 	<p>Links to Prior Learning: <i>Experimented with making different kinds of shapes, understanding how to use the different skills of pinching, pressing and rolling to create different effects and join materials together. (This is linked to the children’s use of playdoh/ plasticine in the Foundation Stage)</i></p> <p>Key Concept – Moulding</p> <p>Curricular Goal: Pupils can sculpt a clay pot in the style of Ellen Schön</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to manipulate clay to create different effects To be able to replicate patterns and textures in 3D form To be able to suggest how artists have used colour, pattern, and shape To be able to create a piece of art in response to the work of another artist <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know when to roll, cut, pinch or carve clay when sculpting with clay. Know how to create different patterns and textures in 3D form. Know how artists use colour, pattern and shape when painting and begin to understand why. Know how to use the ideas of an artist in their own work.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Use the different skills of rolling, moulding, cutting and carving when manipulating and sculpting a clay pot</u> <u>Use a selection of different cutting tools when replicating different patterns and textures in 3D form</u></p> <p>Key Vocabulary Artist - Ellen Schön, design, manipulate, mould, carve, replicate, patterns, textures, 3D form</p> 
Year 3		
Sketching	Painting	Sculpture

<p>Links to Prior Learning: Understanding of how to focus on a particular part of a picture when sketching using different shades of light and dark to show different moods and feelings. Know how to create colour, pattern and shape within a picture.</p> <p>Key Concept – Shading and texture</p> <p>Curricular Goal: Pupils can make a portrait in the style Edward Hopper (182 artworks painting) using their knowledge of scaling</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to use different grades of pencils when sketching, to show shade and the different tones and textures To be able to understand the proportions of a face To be able to sketch a portrait with scaling To be able to identify the techniques used by different artists To be able to compare the work of different artists To be able to recognise when art is from different cultures and historical periods <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know which grade of pencil to use when sketching a portrait to create different tones and textures. Know how artists use scaling when sketching the proportions of the face. Know how to use the ideas of an artist in their own work.</p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> Use four different grades of pencil when sketching (HB, 4B, 2H and 4H) to experiment with different shades of light and dark Create different facial emotions when sketching the eyes and mouth</p> <p>Key Vocabulary Artist – Edward Hopper, tone, texture, proportion, portrait, scaling</p> 	<p>Links to Prior Learning: Understanding of how to mix the secondary colours to produce the different tertiary colours and know which brush to use when creating lines of different thicknesses for effect. Understanding of how to create different effects using colour, pattern and shape, focusing on a specific part of a painting.</p> <p>Key Concept – Colour Mixing / Texture</p> <p>Curricular Goal: Pupils can paint a landscape using watercolour in the style of Claude Monet (At Dusk)</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to create a background using a wash To be able to use a range of brushes to create different effects when painting a landscape To be able to apply colour when painting a landscape To be able to identify the techniques used by different artists To be able to compare the work of different artists To be able to recognise when art is from different cultures and historical periods <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know how to create a wash and understand which brush to select when creating different effects. Know how artists apply colour when painting and understand how different effects can be created. Know how to apply the ideas of an artist in their own work.</p> <p>Disciplinary Knowledge <i>(Being an Artist)</i></p> <ul style="list-style-type: none"> Use a range of brush sizes to create different effects when painting a landscape (wash, gradient blending, hatching, cross-hatching, stippling) Use the different techniques of sgraffito (scratching), dotting and splashing) to apply colour when painting <p>Key Vocabulary Artist – Claude Monet, background, wash, gradient wash, effect, dotting, splashing, sgraffito (scratching), stippling, hatching, cross-hatching</p> 	<p>Links to Prior Learning: Experimented with manipulating clay to replicate different kinds of pattern and shape. Understanding how to use the different skills of rolling, moulding, cutting, pinching and carving to create different effects when moulding clay in 3D form.</p> <p>Key Concept – Moulding</p> <p>Curricular Goal: Pupils can sculpt a clay pot with a handle in the style of Bernard Leach</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to manipulate clay to create and combine shapes in 3D form To be able to join a handle to a clay cup To be able to use a range of tools to create different effects when moulding a clay cup To be able to identify the techniques used by different artists To be able to compare the work of different artists To be able to recognise when art is from different cultures and historical periods <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know when to roll, cut, pinch or carve clay when sculpting with clay. Know how to use the ideas of an artist in their own work.</p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> Use the different skills of score and slip when joining a handle to a clay cup Use a selection of different cutting tools when replicating different shapes in 3D form</p> <p>Key Vocabulary Artist - Christo, combine, score, slip</p> 
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Year 4

<p style="text-align: center;">Sketching</p> <p>Links to Prior Learning: Understanding of how to show shade, tone and texture when sketching. Know how to create a portrait with scaling and show the proportions of the face. Understanding of how to show emotion when sketching the mouth and eyes.</p> <p>Key Concept – Texture, Shading, Line</p> <p>Curricular Goal: Pupils can sketch a portrait in the style of Lois Mailon Jones (Woman in the act of painting) using knowledge of scaling, shading and texture</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to sketch a portrait using line, shape and shading to represent light To be able to sketch a portrait with scaling, shading and texture To be able to create different facial expressions when sketching, including the mouth, eyes and skin creases To be able to use lines and marks to create texture To be able to experiment with the styles used by other artists To be able to explain some of the features of art from historical periods To be able to understand how different artists developed their specific techniques <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know how light is represented when sketching a portrait using line, shape and shading. Know how artists use scaling, shading and texture when sketching. Know how to create different facial expressions that incorporate the sketching of the mouth, eyes and skin creases. Know how to apply the ideas of an artist into their own work.</p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> Select the appropriate grade of pencil when representing light using line, shape and shading Use scaling when sketching a portrait Use different lines and marks to create texture when sketching Use of differing facial expressions that include the mouth, eyes and skin creases</p> <p>Key Vocabulary Artist – Lois Mailon, facial expression, skin creases</p> 	<p style="text-align: center;">Painting</p> <p>Links to Prior Learning: Understanding of which brush to select to create different effects when painting a landscape. Understanding of how to create different effects using colour.</p> <p>Key Concept – Colour / Shapes and Textures / Brush Techniques</p> <p>Curricular Goal: Pupils can paint a landscape using watercolour including a reflection in the style of John Horace Hooper</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to use a number of brush techniques to produce lines, patterns, shapes and textures To be able to represent figures and forms in movement To be able to show reflections when painting a landscape To be able to experiment with the styles used by other artists To be able to explain some of the features of art from historical periods To be able to understand how different artists developed their specific techniques <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know how to show figures and forms in movement. Understanding of which brush technique to select when producing different lines, patterns, shapes and textures. Know how reflections are shown in water when painting a landscape and understand how an artist applies the different techniques into their own work.</p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> Use a number of brushes to create different lines, patterns, shapes and textures when painting a landscape. Use different viewing angles when reflecting figures and form in water</p> <p>Key Vocabulary Artist – John Horace Hooper, lines, texture, figure, form, movement, reflection</p> 	<p style="text-align: center;">Sculpture</p> <p>Links to Prior Learning: Understanding how to use the skills of score and slip when moulding a clay handle in 3D form.</p> <p>Key Concept – Moulding</p> <p>Curricular Goal: Pupils can sculpt a clay pot with two handles, like a vase, in the style of Magdalene Odundo</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to use tools to sculpt clay To be able to add shapes, patterns and textures to clay To be able to make a trophy with handles and a removable lid To be able to experiment with the styles used by other artists To be able to explain some of the features of art from historical periods To be able to understand how different artists developed their specific techniques <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> Know which tools to select when applying shape, pattern and texture to a clay pot. Understanding of how to secure more than one handle when sculpting clay and know how to roll a coil of clay when sculpting a lid collar for the removable lid. Know how to use the ideas of an artist in their own work.</p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> Use the skill of score and slip when joining a handle to a clay cup Use the skill of blending when sculpting a lid collar Use a selection of different cutting tools when replicating different shapes in 3D form</p> <p>Key Vocabulary Artist – Magdalene Odundo, vase, blending</p> 
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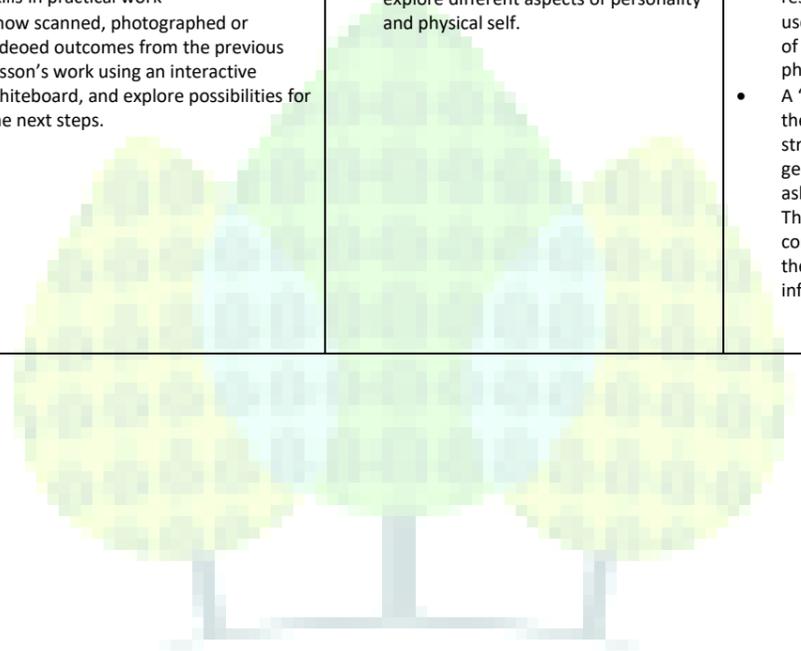
Year 5

<p style="text-align: center;">Sketching</p>	<p style="text-align: center;">Painting</p>	<p style="text-align: center;">Sculpture</p>
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<p>Links to Prior Learning: Understanding of how to sketch different facial expressions that incorporate skin creases. Understanding of scaling, shading and texture when sketching a portrait and know how to use line, shape and shading when representing light.</p> <p>Key Concept – Texture, shading, Mood and Feeling</p>  <p>Curricular Goal: Pupils can create a portrait in the style of Leonardo Da Vinci (Mona Lisa) using their knowledge of realism, depth and texture.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to accurately use perspective and shading for depth, texture and realism To be able to express emotion in art To be able to sketch a portrait with realism, depth and texture To be able to research the work of an artist and use their work to replicate a style To be able to experiment with media to create emotion in art To be able to know how to use images created, scanned and found; altering them where necessary to create art  <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how to sketch a portrait accurately using perspective, shading for depth, texture and realism.</u> <u>Understanding how to express emotion in art when sketching a portrait and experimenting with media. Know how to replicate the style of an artist into their own work.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Use shading to create mood and texture</u> <u>Use the skills of perspective, shading for depth, texture and realism when expressing emotion in their sketching</u></p> <p>Key Vocabulary Artist – Leonardo Da Vinci , perspective, depth, realism</p>	<p>Links to Prior Learning: Understanding of which brush techniques to apply when painting lines, patterns, shapes and textures as part of a landscape. Understanding of how to represent figures and form in movement and know how to show a reflection when painting.</p> <p>Key Concept – Tone and Colour / Mood and Feeling</p> <p>Curricular Goal: Pupils can paint a landscape from a non-visual stimulus in the style of Vincent Van Gogh (Starry Night) drawing on their knowledge of mood and feeling</p>  <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to create paintings from their imagination using stories, music and poems as stimuli To be able to paint a landscape from a non-visual stimulus To be able to use tone to create mood and feeling . To be able to organise line, tone, shape and colour to represent forms in movement To be able to research the work of an artist and use their work to replicate a style To be able to experiment with media to create emotion in art <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Understanding of how to create a painting from their imagination using stories, music and poems as stimuli.</u> <u>Know how to use tone to create mood and feeling when painting a landscape. Understanding how to organise line, tone, shape and colour to represent form in movement when painting.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Use tone to reflect different emotions</u> <u>Use line, tone, shape and colour to represent figures and forms in movement</u> <u>Use water colours.</u></p> <p>Key Vocabulary Artist – Vincent Van Gogh, mood, tone</p>	<p>Links to Prior Learning: Understanding of how to roll a coil of clay when sculpting a lid collar for a removable lid. Understanding of how to attach the lid collar to the removable lid using blending.</p> <p>Key Concept – Moulding</p> <p>Curricular Goal: Pupils can sculpt a life-like figure/ landmark in the style of Sir Anthony Gormley (Angel of the North and other works)</p>  <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to sculpt clay showing life like qualities and real life proportions To be able to make a life-like figure or landmark To be able to research the work of an artist and use their work to replicate a style To be able to experiment with media to create emotion in art <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how to sculpt clay showing life-like qualities and proportions. Understanding of how to combine different materials when creating a sculpture in the style of Sir Anthony Gormley.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Use the skill of score and slip when attaching the wings of the angel</u> <u>Use a selection of different cutting tools when replicating different shapes in 3D form</u></p> <p>Key Vocabulary Artist – Sir Anthony Gormley, real-life proportions, combine, figure, landmark</p>
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Year 6		
Sketching	Painting	Sculpture
<p>Links to Prior Learning: Understanding of how to sketch a portrait using perspective, shading for depth, texture and realism. Understanding of how to express emotion when sketching a portrait.</p> <p>Key Concept – Texture, shading, Mood and Feeling, Colour,</p> <p>Curricular Goal: Pupils can sketch a portrait in the style of Banksy (The girl with the pierced eardrum) using their knowledge of scale, depth, texture and tone</p>  <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to sketch a portrait with convincing scale, depth, texture and tone To be able to use a range of sketching pencils when creating a piece of observational art To be able to explain why chosen specific techniques have been used To be able to use feedback to make amendments and improvements to their artwork To be able to explain the style of art used and how it has been influenced by a famous artist To be able to explain what an artist is trying to achieve <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how to use a range of sketching pencils to sketch a portrait with convincing scale, depth, texture and tone. Know why specific techniques have been used and explain their effects.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Select different grades of sketching pencils when sketching a portrait with depth, texture and tone</u> <u>Explain to others why they have chosen a specific technique and know its effect when sketching a portrait</u></p> <p>Key Vocabulary Artist – Banksy, observational art, convincing scale</p>	<p>Links to Prior Learning: Understanding of how to use shading to create a mood or feeling. Understanding of how to represent figures and form in motion, when painting using line, tone, shape and colour.</p> <p>Key Concept – Tone and Colour / Perspective</p> <p>Curricular Goal: Pupils can paint a landscape in a personal style using L.S. Lowry as a stimulus (Lost) drawing on their knowledge of perspective</p>  <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to paint a landscape in own personal style To be able to overprint to create different patterns To be able to explain why chosen, specific techniques have been used To be able to use feedback to make amendments and improvements to my landscape painting To be able to explain the style of art used and how it has been influenced by a famous artist To be able to explain what an artist is trying to achieve To be able to understand why art can be very abstract and the message that the artist is trying to convey <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know how to overprint to create different patterns. Know which techniques they have chosen to use (line, tone, shape, colour and perspective) and explain their effects to others.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Select the appropriately sized brush when painting objects that are in the background and foreground of the landscape</u> <u>Use perspective to make objects appear closer or further away when painting</u> <u>Use colour effectively to show objects that appear paler in the distance and brighter in the foreground of the painting</u></p> <p>Key Vocabulary Artist – L.S.Lowry, overprint, abstract, perspective, abstract, personal style</p>	<p>Links to Prior Learning: Understanding of how to sculpt clay that shows life-like qualities and real-life proportions. Understanding of how to combine materials when creating a sculpture.</p> <p>Key Concept – Moulding</p> <p>Curricular Goal: Pupils can make a figure in their own personal style using Marisol Escobar (Women and Dog) as a stimulus.</p>  <p>Learning Objective:</p> <ul style="list-style-type: none"> To be able to select tools, materials and techniques to fulfil a design brief To be able to explain why different tools have been used to create a sculpture To be able to make a figure in their own personal style To be able to explain the style of art used and how it has been influenced by a famous artist To be able to explain what an artist is trying to achieve To be able to understand why art can be very abstract and the message that the artist is trying to convey <p>Substantive Knowledge (Sticky Knowledge) <i>(To know and remember)</i> <u>Know which tools, materials and techniques to use when creating an abstract sculpture in their own personal style and explain why they have chosen them.</u></p> <p>Disciplinary Knowledge <i>(Being an Artist)</i> <u>Select different sculpting tools when creating an abstract sculpture</u> <u>Mould a figure when sculpting using their own personal style</u> <u>Explain to others how an artist has influenced their own work when sculpting</u></p> <p>Key Vocabulary Artist – Marisol Escobar, personal style, abstract</p>

			Art			
ASD	Working Memory	Dyslexia	SEMH	Speech Language & Communication	Physical Difficulties	Hearing Impaired
<ul style="list-style-type: none"> • Be aware of sensory needs with smells and textures of art materials • Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. Use real objects related to the topic – eg for a project on the built/made environment, pupils might explore the properties of bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell. These can be used to bring out ideas and feelings and can be displayed and/or photographed. 	<ul style="list-style-type: none"> • Split each section of the artwork into small sections. • Simple digital cameras can capture the stages of an activity, the final outcomes or the sights of a visit for later reference. This will act as a ‘memory-jogger’ for pupils who find it hard to retain information. The images can be filed in an electronic sketchbook or reproduced as hard copies. • Digital images can be used to create maps (visual and linked to sound) of what was done, where pupils went, and what findings emerged • Show scanned, photographed or videoed outcomes from the previous lesson’s work using an interactive whiteboard, and explore possibilities for the next steps. 	<ul style="list-style-type: none"> • Capture images or processes and replay them at different speeds and at different magnifications to support pupils’ knowledge, understanding and skills in practical work • Show scanned, photographed or videoed outcomes from the previous lesson’s work using an interactive whiteboard, and explore possibilities for the next steps. 	<ul style="list-style-type: none"> • Split each section of the artwork into small sections- prompts to remind them that it is ok to make mistakes • Use subject matter such as ‘myself’ to explore different aspects of personality and physical self. 	<ul style="list-style-type: none"> • Pupils could share a mind map of ideas with a partner or with a larger group – eg on recognising personal likes and dislikes, feelings and ideas – while responding to the colours and marks used in paintings or the different kinds of expressions captured in portrait or photography • A ‘shared task’, one partner explains the process of making something – eg a string print based on Islamic or geometric designs – to the other, who asks questions about what they said. Then the partners change roles. Both compile a list of key words relevant to the process. This discussion is used to inform the whole-class 	<ul style="list-style-type: none"> • Adapted art equipment such as scissors and pencils. 	<ul style="list-style-type: none"> • A ‘shared task’, one partner explains the process of making something – eg a string print based on Islamic or geometric designs – to the other, who asks questions about what they said. Then the partners change roles. Both compile a list of key words relevant to the process. This discussion is used to inform the whole-class



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