**Medium Term Planning 2022/23**

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| Year | Nursery | | | Subject | | Art | | | Academic Year 2022/23 | |
| Prior Knowledge | | | | End Point | | | | | Key Vocabulary | |
| Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration | | | | • Observation – Notices detailed features of objects in their environment. • Communication – Uses language to share feelings, experiences and thoughts. • Aesthetic Awareness - Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • Physical skill - Shows increasing control in holding, using and manipulating a range of tools and objects such as mark making tools. • Art processes and techniques - Enjoys and responds to playing with colour in a variety of ways, for example combining colours. | | | | | Pencil, Pen, Felt Tip, Brush, Colour Names, Positional Language | |
| Art in EYFS is a multi-sensory experience. Creativity involves the whole curriculum, not just the arts, and the EYFS establishes that children must be provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role play activities, mathematics and design technology. | | | | | | | | | | |
|  | | *I wonder what is special about me?* | *I wonder why we celebrate?* | | *I wonder what changes in winter?* | | *I wonder how plants grow?* | *I wonder who lives there?* | | *I wonder why trees are green?* |
|  | | Sequence of Learning | Sequence of Learning | | Sequence of Learning | | Sequence of Learning | Sequence of Learning | | Sequence of Learning |
| 1 | | Draw and paint self portraits | Transient Art – link to Autumn | | Exploring colour changes in melting ice | | Drawing daffodils | Observe animals and recreate in a variety of media | | Draw and paint self portraits |
| 2 | | Draw and paint pictures of their family | Observational drawings of autumnal objects | | Cold colours | | Explore the colours of Mardi Gras | Explore colour mixing | | Paint and draw our experiences of Summer |
| 3 | |  | Firework paintings | | Drawing/painting penguins | | Explore and make patterns |  | |  |
| 4 | |  | Nativity scenes | | Observational drawings of Winter | | Mother’s Day Cards |  | |  |
| 5 | |  | Christmas cards | |  | |  |  | |  |
| *General learning throughout the year*  Child-led activities e.g., making kites  Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc  Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale.  Craft Area enables children to self -select resources that they need / want to test out including masking tape and glue to join | | | | | | | | | | |

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| Year | | | | Reception | | | | | | | | | Subject | | | | | Art | | | | | | | | | | | | | | Academic Year 2022/23 | |
| Prior Knowledge | | | | | | | | | | | | | End Point | | | | | | | | | | | | | | | | | | | Key Vocabulary | |
| • Observation – Notices detailed features of objects in their environment. • Communication – Uses language to share feelings, experiences and thoughts. • Aesthetic Awareness - Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. • Physical skill - Shows increasing control in holding, using and manipulating a range of tools and objects such as mark making tools. • Art processes and techniques - Enjoys and responds to playing with colour in a variety of ways, for example combining colours. | | | | | | | | | | | | | • Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments. • Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel. • Aesthetic Awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli. • Physical skill – manipulate and control a range of tools and equipment for different purposes. • Art processes and techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials. • Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used | | | | | | | | | | | | | | | | | | | Pencil Line Colour in Straight Circle/other shape names Rubber Portrait Cut stick tape pull push on below next to above Brush paint mix palette dip colour names Fabric collage stick layer positional language Artist painter sculptor same different | |
| Art in EYFS is a multi-sensory experience. Creativity involves the whole curriculum, not just the arts, and the EYFS establishes that children must be provided with opportunities to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance, imaginative and role play activities, mathematics and design technology. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | *I wonder what is so special about me>* | | | | *I wonder why we celebrate?* | | | | | | *I wonder what changes in winter?* | | | | | *I wonder how plants grow?* | | | | | | | *I wonder who lives there?* | | | | | *I wonder why trees are green?* |
|  | | | | | | Sequence of Learning | | | | Sequence of Learning | | | | | | Sequence of Learning | | | | | Sequence of Learning | | | | | | | Sequence of Learning | | | | | Sequence of Learning |
| 1 | | | | | | Draw and paint self-portraits | | | | Transient Art – link to Autumn | | | | | | Exploring colour changes in melting ice | | | | | Observational drawings of daffodils | | | | | | | Observe animals and recreate in a variety of media | | | | | Draw and paint self portraits |
| 2 | | | | | | Draw and paint their family | | | | Observational drawings of autumnal objects | | | | | | Cold colours | | | | | Explore the colours of Mardi Gras | | | | | | | Explore colour mixing to make our own colours | | | | | Paint and draw our experiences of Summer |
| 3 | | | | | | Playdough models of people | | | | Firework paintings | | | | | | Drawing/painting penguins | | | | | Recreate patterns and explore making their own | | | | | | |  | | | | |  |
| 4 | | | | | |  | | | | Nativity scenes | | | | | | Observational drawings of Winter | | | | | Mother’s Day Cards | | | | | | |  | | | | |  |
| 5 | | | | | |  | | | | Christmas cards | | | | | |  | | | | |  | | | | | | |  | | | | |  |
| *General learning throughout the year*  Child-led activities e.g., making kites  Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, marbling, clay, wool, material and food materials etc  Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale.  Craft Area enables children to self -select resources that they need / want to test out including masking tape and glue to join | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year | | | | | Year 1 | | | | | | Subject | | | | | | | | | Art | | | Academic Year 2022/23 | | | | | | | | | | |
| Prior Knowledge | | | | | | | | | | | End Point | | | | | | | | | | | | Key Vocabulary | | | | | | | | | | |
| • Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments.  • Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch, and feel.  • Aesthetic Awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.  • Physical skill – manipulate and control a range of tools and equipment for different purposes.  • Art processes and techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.  • Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about changes they could make or different tools or techniques they could have used. | | | | | | | | | | | Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g., real objects, pictures, artefacts, and experiences.  Talk about their ideas and the choices they have made, e.g., chosen tools, media, materials.  Beginning to work creatively e.g., with a range of media on different scales.  Describe what they think and feel about the work of a chosen artist, craft maker or designer.  Begin to talk about the style of a chosen artist, craft maker or designer.  Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., to apply acrylic paint thickly to add texture.  Begin to demonstrate control of given tools and materials to create a desired effect, e.g., change the size of brushes in a simple graphics package.  Describe some of the art and design techniques they have used in their work, e.g., painting, collage, printing, drawing and sculpture.  Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work., | | | | | | | | | | | | Activities & Techniques  Look, Explore, Play, Enjoy, Discover, Try, Share, Know, Draw, Sketch,  Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See,  Draw, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage  Materials:  Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Poster Paint,  Watercolour, Card, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks,  Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Quick Print  Foam  Concepts:  Line, Shape, Dark & Light, Pattern, Texture, Primary Colours, Secondary  Colours, 2d, 3d, Positive and Negative  Tools:  Scissors, Brushes, Palettes, Rollers, Hands  Approaches:  Scale (What size will work best?), Alone (Will you work best alone?), Small  Group (Work together), Class (A shared project), Practice (Repeat an activity to  practice skills), Explore (Try new things without knowing what the outcome  might be) | | | | | | | | | | |
| Assessment Questions | | | | | | | | | | |
| Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:  • Tell me about what you are making  • What might you do next?  • Tell me about what you have made | | | | | | | | | | |
|  | Sequence of Learning: Robots | | | | | | Sequence of Learning: Fire Fire | | | | | | | Sequence of Learning: Penguins, Pigs and Possums - | | | | | | | | | | Sequence of Learning: Family Album | | | | | Sequence of Learning: The Great Outdoors | | | | |
| 1 | To record and explore ideas from first hand observations. | | | | | | N/A | | | | | | | To experiment with mark making using pastels, charcoal and chalk. | | | | | | | | | | To make observational self-portrait drawings using mirrors. | | | | | To make observational landscape drawings using the school outdoor space. | | | | |
| 2 | To experiment with a variety of media: Pencils, rubbers, crayons pastels, charcoals, ballpoints and chalks. | | | | | | N/A | | | | | | | To experiment with shades and tones in greys, encouraging smudging. | | | | | | | | | | To experiment with mark making using a variety of pencil grades, charcoal, graphite sticks and pens. | | | | | To experiment with mark making using a range of pencil grades, charcoal and graphite. | | | | |
| 3 | To control the types of marks made by different media and name and match marks and Lines from observations. | | | | | | N/A | | | | | | | To experiment with mixing primary and secondary colours using paint. | | | | | | | | | | To experiment with making shades and tones using chalk and charcoal. Developing this technique further by smudging to suggest the bone structure of the cheekbones and nose | | | | | To make drawings and experiment making tones in shades of greys using chalk and charcoal. | | | | |
| 4 | To draw on a range of surfaces with a range of media. | | | | | | N/A | | | | | | | To investigate and play with clay to make different shapes. | | | | | | | | | | To extend the range of media to be able to uses the smudging technique using chalk pastels or oil pastels. | | | | | To use different materials such as water colours and ready-mix paint using different sized brushes. | | | | |
| 5 | To investigate tone by drawing light/dark lines, patterns and shapes. | | | | | | N/A | | | | | | | To make a clay penguin forming shapes from the main lump of clay. | | | | | | | | | | To extend the drawings into a painting. To be able to choose and mix watercolours for the skin, eyes and hair. | | | | | To experiment with colour mixing responding to changes in the weather. | | | | |
| 6 | To experiment with form by constructing and joining natural, recyclable and manmade materials.  To be able to use 2-d shapes to create a 3-d form. | | | | | | N/A | | | | | | | To paint the clay penguin using ready mix paint mixed with PVA glue. | | | | | | | | | | To explore the work of different Portrait artists who use traditional materials for drawing and painting such as Kollwitz or Modigliani. | | | | | To use an I-pad as an electronic sketch book like the artist David Hockney. | | | | |
| 7 |  | | | | | |  | | | | | | | To evaluate their work describing what they like and what they might change next time. | | | | | | | | | |  | | | | |  | | | | |
| Year | | | | | Year 2 | | | | | | Subject | | | | | | | | | Art | | | | | | | Academic Year 2022/23 | | | | | | |
| Prior Knowledge | | | | | | | | | | | End Point | | | | | | | | | | | | | | | | Key Vocabulary | | | | | | |
| Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g., real objects, pictures, artefacts, and experiences.  Talk about their ideas and the choices they have made, e.g., chosen tools, media, materials.  Beginning to work creatively e.g., with a range of media on different scales.  Describe what they think and feel about the work of a chosen artist, craft maker or designer.  Begin to talk about the style of a chosen artist, craft maker or designer.  Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., to apply acrylic paint thickly to add texture.  Begin to demonstrate control of given tools and materials to create a desired effect, e.g., change the size of brushes in a simple graphics package.  Describe some of the art and design techniques they have used in their work, e.g., painting, collage, printing, drawing and sculpture.  Talk about the features they like in their own work and in the work of others.  Talk about what they might change in their own work. | | | | | | | | | | | * Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g., real objects, photographs, artefacts, and experiences. * Talk about and answer questions about the starting point, and choices they have made, e.g., chosen tools, media, materials. * Show confidence in working creatively e.g., with a range of media on different scales. * Recognise the styles of artists, craft makers or designers and use this to inform their own work. * Talk about the similarities and differences between different artists, craft makers or designers. * Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., cross hatching with felt tip pens. * Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g., select, cut and shape faux fur fabric for a tiger hand puppet. * Talk about the techniques, materials and equipment used in their work and the work of others, e.g. ‘I have used a cotton bud to add dots. * Describe what they like about their own work and the work of others using appropriate language e.g. ‘I like the way a fine tip brush is used to add detail’. * Adapt and make changes to their work and the tools they use as it develops. * Describe how they have changed and adapted their work for a specific purpose, e.g., use of specific tools to create more texture. | | | | | | | | | | | | | | | | Activities & Techniques  Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes,  Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint,  Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Quick Print Foam  Materials:  Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint,  Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA,  Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine  Concepts:  Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Colour Mixing, Colour Wheel, Primary  Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental  Drawing, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape,  Portrait, still life, Architecture, Sculpture, Maquette, Model, Space,  Tools:  Scissors, Brushes, Palettes, Rollers, Hands  Approaches:  Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work  together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new  things without knowing what the outcome might be) | | | | | | |
| Assessment Questions | | | | | | |
| Teachers should consider assessment as a holistic practice, which takes place  during every art lesson through conversation with pupils:  • Tell me about that you are making  • What might you do next?  • Which materials might you use?  • What have you discovered?  • Tell me about what you have made  • What would you like to explore more of? | | | | | | |
|  | | Sequence of Learning: The Place Where I Live | | | | | | Sequence of Learning: Fighting Fit | | | | | | | Sequence of Learning: Explorers | | | | | | | | | | Sequence of Learning: Farm Shop | | | | | Sequence of Learning: The Wind in the Willows | | | |
| 1 | | To make observational drawings of the locality and school grounds. | | | | | | To experiment with a variety of media. | | | | | | | N/A | | | | | | | | | | To explore the work of artists. | | | | | N/A | | | |
| 2 | | To collect rubbings from surfaces then continue and extend into a drawing. | | | | | | To observe and draw shapes from observations. | | | | | | | N/A | | | | | | | | | | To record and explore ideas from first hand observations. | | | | | N/A | | | |
| 3 | | To make drawings of local landmarks. | | | | | | To investigate tone by drawing light/dark lines, light/dark shapes. | | | | | | | N/A | | | | | | | | | | To record and explore ideas from first hand observations. | | | | | N/A | | | |
| 4 | | To make observational drawings using watercolour. | | | | | | To experiment with different scales. | | | | | | | N/A | | | | | | | | | | To investigate using different materials to draw. | | | | | N/A | | | |
| 5 | | To develop a simplified printing motif of school or local area from drawings. | | | | | | To explore the work of the artist Keith Haring. | | | | | | | N/A | | | | | | | | | | To develop drawings into paintings. | | | | | N/A | | | |
| 6 | | To draw a simplified image onto polystyrene using a sharp pencil. | | | | | | To manipulate malleable materials in a variety of ways including rolling and kneading. | | | | | | | N/A | | | | | | | | | | To develop a simplified printing motif of fruit and vegetables. | | | | | N/A | | | |
| 7 | | To use printing ink to print image repeatedly. | | | | | | To manipulate malleable materials for a purpose, e.g., to make a sculpture. | | | | | | | N/A | | | | | | | | | | To evaluate artwork. | | | | | N/A | | | |
| 8 | | To evaluate printing. | | | | | | To paint sculpture. | | | | | | | N/A | | | | | | | | | |  | | | | | N/A | | | |
| 9 | |  | | | | | | To evaluate clay sculpture. | | | | | | | N/A | | | | | | | | | |  | | | | | N/A | | | |
| Year | | | | | Year 3 | | | | | | | Subject | | | | | | | Art | | | Academic Year 2022/23 | | | | | | | | | | | |
| Prior Knowledge | | | | | | | | | | | | End Point | | | | | | | | | | Key Vocabulary | | | | | | | | | | | |
| Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g., real objects, photographs, artefacts, and experiences.  Talk about and answer questions about the starting point, and choices they have made, e.g., chosen tools, media, materials.  Show confidence in working creatively e.g., with a range of media on different scales.  Recognise the styles of artists, craft makers or designers and use this to inform their own work.  Talk about the similarities and differences between different artists, craft makers or designers.  Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., cross hatching with felt tip pens.  Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g., select, cut and shape faux fur fabric for a tiger hand puppet.  Talk about the techniques, materials and equipment used in their work and the work of others, e.g. ‘I have used a cotton bud to add dots.  Describe what they like about their own work and the work of others using appropriate language e.g. ‘I like the way a fine tip brush is used to add detail’.  Adapt and make changes to their work and the tools they use as it develops.  Describe how they have changed and adapted their work for a specific purpose, e.g., use of specific tools to create more texture. | | | | | | | | | | | | Choose their own starting point from a range of ideas e.g., a visit to an art gallery, an artefact, digital images, experiences.  Begin to record their thoughts and experiences in a sketch book / ‘ideas journal’.  Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed.  Show confidence and independence when working creatively e.g., with a range of media on different scales.  Discuss the styles of artists, craft makers or designers and use this to inform their own work.  Begin to understand the historical and/or cultural significance of a chosen artist /art form.  Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g., work on different scales both independently and collaboratively.  Demonstrate control of chosen tools and materials to create a desired effect, e.g., carve a design into a printing block.  Compare ideas, methods and approaches in their own and others’ work, e.g., talk about the features they like in a piece of artwork.  Use sketch book / ‘ideas journal’ to adapt their work as their ideas develop and discuss this with others. | | | | | | | | | | Activities & Techniques  Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes,  Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint,  Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect,  Reconstruct, Animate  Materials:  Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint,  Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue  Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Quick Print Foam  Concepts:  Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour  Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing,  Experimental Drawing, Intention, Gesture, Primary Source, Secondary Source, Imagination, Memory,  Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Armature, Model, Space,  Design, Typography,  Tools:  Scissors, Pliers, Brushes, Palettes, Rollers, Hands  Approaches:  Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together),  Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things  without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts),  Purpose (What is it for? E.g., personal wellbeing, social benefit, community cohesion, design), | | | | | | | | | | | |
| Assessment Questions | | | | | | | | | | | |
| Teachers should consider assessment as a holistic practice, which takes  place during every art lesson through conversation with pupils:  • Tell me about that you are making and what inspired you  • What might you do next?  • Tell me about the materials and techniques you are using  • What have you discovered?  • How do you feel about the result?  • What kinds of problems did you encounter and how did you get round  them?  • Tell me about things you really liked or enjoyed  • What would you like to explore more of? | | | | | | | | | | | |
|  | | | Sequence of Learning: There’s No place Like Home | | | | | | Sequence of Learning: Healthy Humans 3D clay or textile sculpture | | | | | | | | Sequence of Learning: Rock and Roll | | | | | | | | | Sequence of Learning: The Iron Man | | | | | Sequence of Learning: What the Romans did for Us | | |
| 1 | | | N/A | | | | | | LO: To explore the depth of texture and darkness of graded sketching pencils. | | | | | | | | LO: To investigate the drawings of fossils made by palaeontologists such as Robert Hooke in the 1700s. | | | | | | | | | N/A | | | | | LO: Make a series of observational drawings in sketchbooks of examples of the frescoed wall and mosaic floor designs in the House of Livia. | | |
| 2 | | | N/A | | | | | | LO: To explore mixing colours and matching them to the colours of fruits and vegetables. | | | | | | | | LO: To use photographs or real fossils to observe and make detailed drawings. This will help us to manipulate improved images for printmaking. Our drawings will be developed into prints using a variety of techniques. | | | | | | | | | N/A | | | | | LO: Use sketchbooks to make a series of observational drawings of flowers or landscapes. | | |
| 3 | | | N/A | | | | | | LO: To know that Claes Oldenburg creates textile food sculptures. | | | | | | | | LO: to explore the work of printmakers like Eric Gill, and Japanese printmakers using different printmaking methods such as woodcut. | | | | | | | | | N/A | | | | | LO: Experiment with overdrawing on a painting. | | |
| 4 | | | N/A | | | | | | LO: To design and plan own food item/s. | | | | | | | | LO: to make several print runs and hand tint once dry with other media such as pastels or pencils. | | | | | | | | | N/A | | | | | LO: Design a simplified motif that can be transferred into paper or tile mosaic. | | |
| 5 | | | N/A | | | | | | LO: To make own 3D art food sculpture. | | | | | | | |  | | | | | | | | | N/A | | | | | LO: evaluate their work and that of others, describing what they like or might change next time, what materials they preferred using, and what advice they may give another artist. | | |
| 6 | | | N/A | | | | | | LO: To create different effects and textures with paint. To evaluate their art and work of others. | | | | | | | |  | | | | | | | | | N/A | | | | |  | | |

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| Year | Year 4 | Subject | | Art | | Academic Year 2022/23 | | |
| Prior Knowledge | | End Point | | | | Key Vocabulary | | |
| Year 3 Prior Knowledge  Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g., real objects, photographs, artefacts, and experiences.  Talk about and answer questions about the starting point, and choices they have made, e.g., chosen tools, media, materials.  Show confidence in working creatively e.g., with a range of media on different scales.  Recognise the styles of artists, craft makers or designers and use this to inform their own work.  Talk about the similarities and differences between different artists, craft makers or designers.  Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g., cross hatching with felt tip pens.  Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g., select, cut and shape faux fur fabric for a tiger hand puppet.  Talk about the techniques, materials and equipment used in their work and the work of others, e.g. ‘I have used a cotton bud to add dots.  Describe what they like about their own work and the work of others using appropriate language e.g. ‘I like the way a fine tip brush is used to add detail’.  Adapt and make changes to their work and the tools they use as it develops.  Describe how they have changed and adapted their work for a specific purpose, e.g., use of specific tools to create more texture. | | Year 3 End Point / Year 4 Prior Knowledge  Choose their own starting point from a range of ideas e.g., a visit to an art gallery, an artefact, digital images, experiences.  Begin to record their thoughts and experiences in a sketch book / ‘ideas journal’.  Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed.  Show confidence and independence when working creatively e.g., with a range of media on different scales.  Discuss the styles of artists, craft makers or designers and use this to inform their own work.  Begin to understand the historical and/or cultural significance of a chosen artist /art form.  Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g., work on different scales both independently and collaboratively.  Demonstrate control of chosen tools and materials to create a desired effect, e.g., carve a design into a printing block.  Compare ideas, methods and approaches in their own and others’ work, e.g., talk about the features they like in a piece of artwork.  Use sketch book / ‘ideas journal’ to adapt their work as their ideas develop and discuss this with others.    Year 4 End Point  Investigate different starting points for their work and choose which idea to develop further.  Record their thoughts and experiences in a sketch book / ‘ideas journal’ and begin to annotate these.  Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.  Use creative thinking to begin to adapt an initial idea, e.g., experiment with alternative colour palette.  Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.  Understand the historical and / or cultural significance of the work of a chosen artist / art form.  Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g., use knowledge of weaving to create a willow sculpture.  Demonstrate control of a range of tools and materials to create desired effects, e.g., when drawing use different grades of pencil to create variations in tone.  Compare ideas, methods and approaches in their own and others’ work, e.g., talk about the features they like and the changes they would make to a piece of artwork.  Use sketch book / ‘ideas journal’ to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further. | | | | Activities & Techniques  Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing  Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick,  Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,  Materials:  Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card,  Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera,  Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam  Concepts:  Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary  Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention,  Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life,  Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response,  Visual Literacy, Design through Making, Fashion,  Tools:  Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands  Approaches:  Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared  project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome  might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing,  social benefit, community cohesion, design), | | |
| Assessment Questions | | |
| Teachers should consider assessment as a holistic practice,  which takes place during every art lesson through  conversation with pupils:  • Tell me about that you are making and what inspired you  • What might you do next?  • Tell me about the materials and techniques you are using  • What have you discovered?  • How do you feel about the result?  • What kinds of problems did you encounter and how did  you get round them?  • Tell me about things you really liked or enjoyed  • What would you like to explore more of? | | |
|  | **Sequence of Learning: Sparks Might Fly** | | **Sequence of Learning: The Great Plague** | | **Sequence of Learning: Passport to Europe** | | **Sequence of Learning: Water, Water Everywhere** | **Sequence of Learning: How does Your Garden Grow?** |
| 1 | N/A | | To use a stimulus to make sketches using different materials. | | To explore and recreate flags of different European nations | | To look at and evaluate works by different artists with the theme of ‘water’. | To make observational drawings of flowers, plants and gardens. |
| 2 | N/A | | To explore a theme through an artist – Jean Basquiat | | To explore and sketch key European landmarks/monuments naming countries and cities/places. | | To create observational drawings using chosen stimuli and a range of drawing materials. | To create 3-D effects by using strategies such as ‘smudging’. |
| 3 | N/A | | To explore a theme through an artist and develop this using ‘self’ life art | | To explore combining sketches with relevant colour. | | To develop a sense that objects have a third dimension and try to incorporate this into artwork. | To work collaboratively on a larger scale piece of work. |
| 4 | N/A | | To develop drawings using watercolour. | | To further develop existing work. | | To use the work of an artist (Monet) as a stimulus to draw on a larger scale. | To begin to develop a 3-D structure. |
| 5 | N/A | | To develop a simple motif based on a theme | | To create a collage using familiar pictures and colours. (1) | | To develop drawings by using watercolour and pastels. | To build a 3-D wire structure. |
| 6 | N/A | | To create artwork using printing techniques. | | To create a collage using familiar pictures and colours. (2) | | To develop an abstract painting using materials to create texture. | To select materials to finish a 3-D structure. |

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| Year | | Year 4/ 5 | | Subject | | Art | | Academic Year 2022/23 | |
| Prior Knowledge | | | | End Point | | | | Key Vocabulary | |
| Year 4 prior Knowledge  Choose their own starting point from a range of ideas e.g., a visit to an art gallery, an artefact, digital images, experiences.  to record their thoughts and experiences in a sketch book / ‘ideas journal’.  Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed.  Show confidence and independence when working creatively e.g., with a range of media on different scales.  Discuss the styles of artists, craft makers or designers and use this to inform their own work.  Begin to understand the historical and/or cultural significance of a chosen artist /art form. Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g., work on different scales both independently and collaboratively.  Demonstrate control of chosen tools and materials to create a desired effect, e.g., carve a design into a printing block.  Compare ideas, methods and approaches in their own and others’ work, e.g., talk about the features they like in a piece of artwork.  Use sketch book / ‘ideas journal’ to adapt their work as their ideas develop and discuss this with others. | | | | Year 4 End Point / Year 5 Prior Knowledge  Investigate different starting points for their work and choose which idea to develop further.  Record their thoughts and experiences in a sketch book / ‘ideas journal’ and begin to annotate these.  Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.  Use creative thinking to begin to adapt an initial idea, e.g., experiment with alternative colour palette.  Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.  Understand the historical and / or cultural significance of the work of a chosen artist / art form.  Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g., use knowledge of weaving to create a willow sculpture.  Demonstrate control of a range of tools and materials to create desired effects, e.g., when drawing use different grades of pencil to create variations in tone.  Compare ideas, methods and approaches in their own and others’ work, e.g., talk about the features they like and the changes they would make to a piece of artwork.  Use sketch book / ‘ideas journal’ to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.  Year 5 End Point  Investigate a range of starting points for their work and choose which idea to develop further.  Record their thoughts and experiences in a sketch book / ‘ideas journal’ and annotate these to aid the development of their ideas.  Explain how they are developing their ideas as they work and use language appropriate to the chosen art form.  Use creative thinking to adapt an initial idea, e.g., experiment with alternative colour palette.  Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.  Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.  Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g., adapting the style of an artist to create their own effect.  Are confident when working with a wide range of tools and materials to create different effects, e.g., use a graphics package to manipulate an image by applying a filter.  Use appropriate language when comparing ideas, methods and approaches in their own and others’ work.  Describe what they think and feel about their own and others’ work and how this might influence their designs.  Use sketch book / ‘ideas journal’ to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further. | | | | Activities & Techniques  Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing  Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear,  Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,  Materials:  Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card,  Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera,  Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam  Concepts:  Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary  Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing,  Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape,  Portrait, still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design, Typography, Open-ended,  Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic,  Tools:  Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands  Approaches:  Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared  project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome  might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing,  social benefit, community cohesion, design), Creative Risk-Taking v Playing Safe (Which feels right for me?), | |
| Assessment Questions | |
| Assessment Questions  Teachers should consider assessment as a holistic practice,  which takes place during every art lesson through conversation  with pupils:  • Tell me about that you are making and what inspired you  • What might you do next?  • Tell me about the materials and techniques you are using  • What have you discovered?  • How do you feel about the result?  • What kinds of problems did you encounter and how did  you get round them?  • Tell me about things you really liked or enjoyed  • What would you like to explore more of?  • What is the potential of what you have done? What could  you do next? | |
|  | Sequence of Learning: Fitter, Higher, Stronger | | Sequence of Learning: Hunted | | Sequence of Learning: Passport to Europe | | Sequence of Learning: The Art of Food | | Sequence of Learning: A Kingdom United |
| 1 | To select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | | N/A | | N/A | | To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  To question and make thoughtful observations about starting points and select ideas to use in their work. | | N/A |
| 2 | To start to develop their own style using tonal contrast and mixed media.  To begin to use simple perspective in their work using a single focal point and horizon. | | N/A | | N/A | | To experiment with ways in which surface detail can be added to drawings (*use grades of pencil, biros, charcoal and chalk).* | | N/A |
| 3 | To begin to develop an awareness of composition, scale and proportion in their paintings e.g., foreground, middle ground and background.  To show an awareness of how paintings are created i.e., composition. | | N/A | | N/A | | To draw for a sustained period at an appropriate level.  To experiment with different grades of pencil and other implements to create lines and marks. | | N/A |
| 4 | To Develop a painting from a drawing.  To carry out preliminary studies, trying out different media and materials and mixing appropriate colours. | | N/A | | N/A | | To Plan, design and make models from observation or imagination.  To Join clay adequately and construct a simple base for extending and modelling other shapes.  To Create surface patterns and textures in a malleable material. | | N/A |
| 5 | To create imaginative work from a variety of sources e.g., observational drawing, themes, poetry, music. | | N/A | | N/A | | To mix colours and know which primary colours make secondary colours.  To Use more specific colour language.  To mix and use tints and shades. | | N/A |
| 6 | To ix and match colours to create atmosphere and light effects.  To be able to identify and work with complementary and contrasting colours. | | N/A | | N. A | | To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.  To adapt their work according to their views and describe how they might develop it further. | | N/A |

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| Year | | Year 5/6 | | Subject | Art | | | | Academic Year 2022/23 | |
| Prior Knowledge | | | | End Point | | | Key Vocabulary | | | |
| Year 5 Prior Knowledge  Investigate different starting points for their work and choose which idea to develop further.  Record their thoughts and experiences in a sketch book / ‘ideas journal’ and begin to annotate these.  Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.  Use creative thinking to begin to adapt an initial idea, e.g., experiment with alternative colour palette.  Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.  Understand the historical and / or cultural significance of the work of a chosen artist / art form.  Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g., use knowledge of weaving to create a willow sculpture.  Demonstrate control of a range of tools and materials to create desired effects, e.g., when drawing use different grades of pencil to create variations in tone.  Compare ideas, methods and approaches in their own and others’ work, e.g., talk about the features they like and the changes they would make to a piece of artwork.  Use sketch book / ‘ideas journal’ to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further. | | | | Year 5 End Point / Year 6 Prior knowledge  Investigate a range of starting points for their work and choose which idea to develop further.  Record their thoughts and experiences in a sketch book / ‘ideas journal’ and annotate these to aid the development of their ideas.  Explain how they are developing their ideas as they work and use language appropriate to the chosen art form.  Use creative thinking to adapt an initial idea, e.g., experiment with alternative colour palette.  Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.  Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.  Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g., adapting the style of an artist to create their own effect.  Are confident when working with a wide range of tools and materials to create different effects, e.g., use a graphics package to manipulate an image by applying a filter.  Use appropriate language when comparing ideas, methods and approaches in their own and others’ work.  Describe what they think and feel about their own and others’ work and how this might influence their designs.  Use sketch book / ‘ideas journal’ to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further    Year 6 End Points  Independently investigate a range of starting points for their work, and confidently develop their ideas further.  Record their thoughts and experiences in a sketch book / ‘ideas journal’, and review and revisit these ideas as their work develops.  Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.  Confidently use language appropriate to the chosen art form, to help them to explain their ideas.  Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.  Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.  Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g., use spray paint on canvas.  Develop their own style when working with a wide range of tools and materials, e.g., working into prints using their own choice of media such as pens, ballpoint pens, paints.  Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.  Use sketch book / ‘ideas journal’ to adapt and critically evaluate their work as their ideas develop.  Annotations reflect their critical evaluations and development of ideas.  Reflect on the ways in which their imaginative work has developed from a range of starting points. | | | Activities & Techniques  Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise,  Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine,  Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,  Materials:  Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard,  Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc,  Clay, Plasticine, Wire, Found Objects, Quick Print Foam  Concepts:  Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours,  Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli,  Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture,  Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through  Making, Fashion, Relationships to other Artforms, Aesthetic, Set Design, Puppetry,  Tools:  Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands  Approaches:  Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project),  Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revisit  (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing, social benefit, community  cohesion, design), Creative Risk-Taking v Playing Safe (Which feels right for me?), | | | |
| Assessment Questions | | | |
| Teachers should consider assessment as a holistic  practice, which takes place during every art lesson  through conversation with pupils:  • Tell me about that you are making and what  inspired you  • What might you do next?  • Tell me about the materials and techniques you  are using  • What have you discovered?  • How do you feel about the result?  • What kinds of problems did you encounter and  how did you get round them?  • Tell me about things you really liked or enjoyed  • What would you like to explore more of?  • What is the potential of what you have done?  What could you do next? | | | |
|  | Sequence of Learning: A kingdom United | | Sequence of Learning: Food Glorious Food | | | Sequence of Learning: Earthlings | | Sequence of Learning: Inventors and Inventions | | Sequence of Learning: Amazon Adventure |
| 1 | NA | | LO: To look at the work of still life painters such as Dutch masters, the Impressionists, Georgia O’Keefe. | | | LO: To use dry media to make different marks, lines, patterns, and shapes within a drawing. | | NA | | LO: To experiment drawing on various scales. |
| 2 | N/A | | LO: To make a series of observational drawings of various still life arrangements of food, food bottles etc. | | | LO: To use a variety of media to make studies of different planet surfaces. | | N/A | | LO: To develop colour mixing in paint in response to plant colours and forms. |
| 3 | N/A | | LO: To make drawings and paintings of objects from close to explore composition inspired by Georgia O’Keefe. | | | LO: To develop colour mixing in response to a planet's colours. | | N/A | | LO: To develop large scale colour painting with mixed media effects. |
| 4 | N/A | | LO: To discuss composition and scales used by other artists and position their own still life arrangements to draw and paint – 2 sessions | | | LO: To develop a larger scale painting in colour, in response to a planet surface | | N/A | | LO: To develop a printing plate based on leaf motifs. |
| 5 | N/A | | LO: To make drawing and paintings of still life in different light conditions e.g., discuss the work of George de la Tour and set up still life arrangement with candles to draw different light effects on food. | | | LO: To build textures, layers, and shapes, to create craters and mountains. | | N/A | | LO: To use my knowledge of colour mixing to mix appropriate, and possibly various, colours of print inks for printing. |
| 6 | N/A | |  | | | LO: To develop images on graphics package which represent the planet’s atmosphere. | | N/A | | LO: To use a graphics package to develop images and create a rainforest scene. |

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| Year | | Year 6 | | Subject | Art | | Academic Year 2022/23 | | |
| Prior Knowledge | | | | End Point | | | Key Vocabulary | | |
| Investigate a range of starting points for their work and choose which idea to develop further.  Record their thoughts and experiences in a sketch book / ‘ideas journal’ and annotate these to aid the development of their ideas.  Explain how they are developing their ideas as they work and use language appropriate to the chosen art form.  Use creative thinking to adapt an initial idea, e.g., experiment with alternative colour palette.  Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.  Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.  Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g., adapting the style of an artist to create their own effect.  Are confident when working with a wide range of tools and materials to create different effects, e.g., use a graphics package to manipulate an image by applying a filter.  Use appropriate language when comparing ideas, methods and approaches in their own and others’ work.  Describe what they think and feel about their own and others’ work and how this might influence their designs.  Use sketch book / ‘ideas journal’ to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further | | | | 1. Independently investigate a range of starting points for their work, and confidently develop their ideas further. 2. Record their thoughts and experiences in a sketch book / ‘ideas journal’, and review and revisit these ideas as their work develops. 3. Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media. 4. Confidently use language appropriate to the chosen art form, to help them to explain their ideas. 5. Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. 6. Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation. 7. Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g., use spray paint on canvas. 8. Develop their own style when working with a wide range of tools and materials, e.g., working into prints using their own choice of media such as pens, ballpoint pens, paints. 9. Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. 10. Use sketch book / ‘ideas journal’ to adapt and critically evaluate their work as their ideas develop. 11. Annotations reflect their critical evaluations and development of ideas.   Reflect on the ways in which their imaginative work has developed from a range of starting points. | | | Activities & Techniques  Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise,  Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine,  Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,  Materials:  Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard,  Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc,  Clay, Plasticine, Wire, Found Objects, Quick Print Foam  Concepts:  Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours,  Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli,  Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture,  Maquette, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through  Making, Fashion, Relationships to other Artforms, Aesthetic, Set Design, Puppetry,  Tools:  Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands  Approaches:  Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project),  Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revisit  (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing, social benefit, community  cohesion, design), Creative Risk-Taking v Playing Safe (Which feels right for me?), | | |
| Assessment Questions | | |
| Teachers should consider assessment as a holistic  practice, which takes place during every art lesson  through conversation with pupils:  • Tell me about that you are making and what  inspired you  • What might you do next?  • Tell me about the materials and techniques you  are using  • What have you discovered?  • How do you feel about the result?  • What kinds of problems did you encounter and  how did you get round them?  • Tell me about things you really liked or enjoyed  • What would you like to explore more of?  • What is the potential of what you have done?  What could you do next? | | |
|  | Sequence of Learning: Survival | | Sequence of Learning: Britten’s got talent | | | Sequence of Learning: Heroes and Villains | | Sequence of Learning: Super Sleuth | Sequence of Learning: Oh, I do like to be beside the seaside |
| 1 | Investigate images of animals in camouflage. | | To research the life and work of Kandinsky. | | | To research the life of Pablo Picasso. | | N/A | To improve mastery of art and design techniques, including drawing in the context of pen drawings. |
| 2 | Collect images in sketchbooks. | | To explore concentric circles. | | | To research the paintings and style of Picasso. | | N/A | To improve mastery of art and design techniques, including drawing in the context of oil pastel/coloured pencil drawings. |
| 3 | Experiment with pain/watercolours/pastels | | To use colour to express emotions. | | | To paint using tones in the style of Picasso. | | N/A | To improve mastery of art and design techniques, in the context of printing. |
| 4 | Develop drawing into a painting. | | To use colour to express smells and tastes. | | | To understand the term cubism and draw in a similar style. | | N/A | To improve their mastery of art and design techniques in the context of weaving with plastic. |
| 5 | Import image into a graphics package. | | To develop ideas for an abstract work of art inspired by Kandinsky. | | | To compose and draw a still life. | | N/A | To improve mastery of art and design techniques, including collage in the context of making lanterns. |
| 6 | Rotate and experiment with repeating patterns to create final piece. | | To create an abstract work of art inspired by Kandinsky. | | | To create collages in the style of Picasso. | | N/A | To improve mastery of art and design techniques, including collage in the context of finishing lanterns. |