

“Art is a place for children to learn to trust their ideas, themselves and to explore what is possible.”

(MaryAnn F Kohl)

How is this subject taught and why? Art is taught weekly and alternates termly with DT in order to ensure coverage. Weekly teaching allows recall of prior learning over time, which learning theory suggests strengthens learning over time when compared to “blocking” of subjects. The final unit of Craft will be covered in a summer term “arts week” to ensure a balanced coverage.

Rationale for using a “scheme of learning”: Kapow offers engaging and progressive schemes of work and lesson plans and includes teacher CPD videos and supporting materials that help support and develop staff subject knowledge. Kapow Primary’s Art and design scheme has been designed as a spiral curriculum with the following key principles in mind:

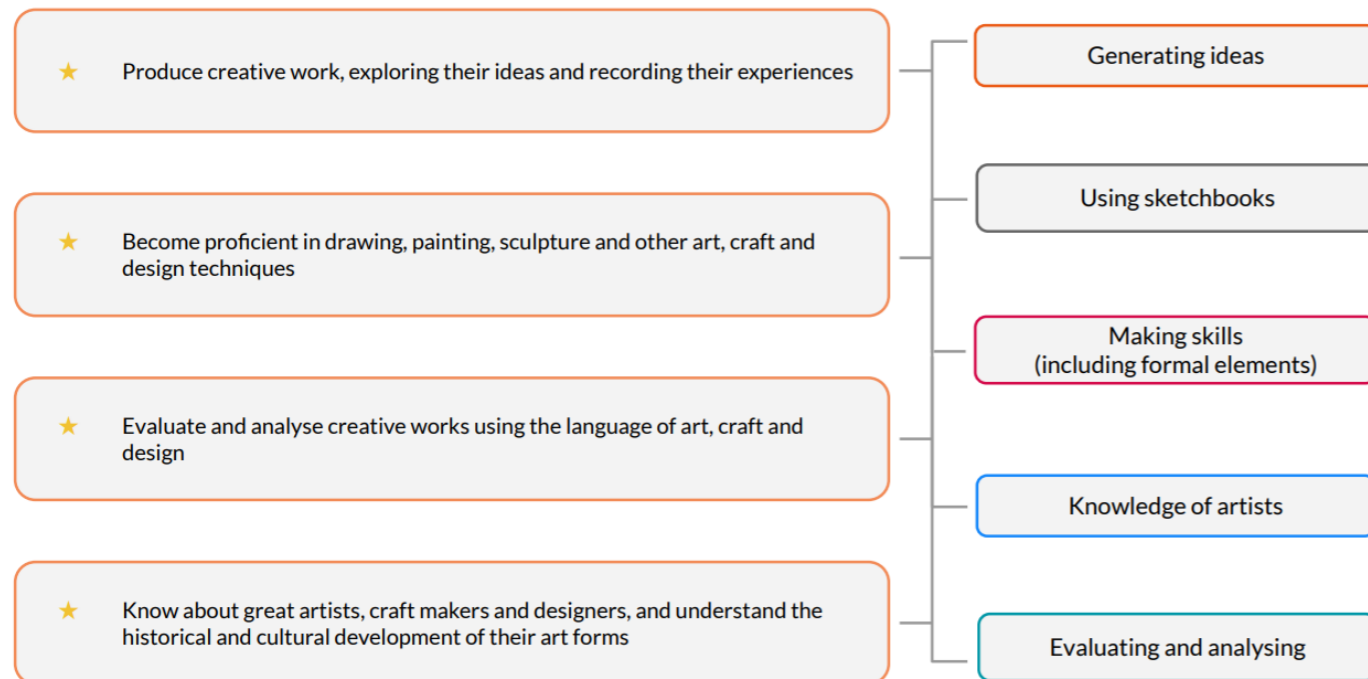
- ✓ Cyclical: Pupils return to the same skills again and again during their time in primary school
- ✓ Increasing depth: Each time a skill is revisited it is covered with greater complexity
- ✓ Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again

Adaptations made to the scheme: The scheme that we use doesn’t cover classical Artists nor allow the opportunity to explicitly compare them. We have added and adapted our planning to include key artists such as Picasso and Van Gogh who have an important role to play in the history and progression of art and whose work can be seen in the London National Gallery (our pupils were unaware of their history on previous visits). We have also created a unit to include the study of a local artist. For us, this ensures that we are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

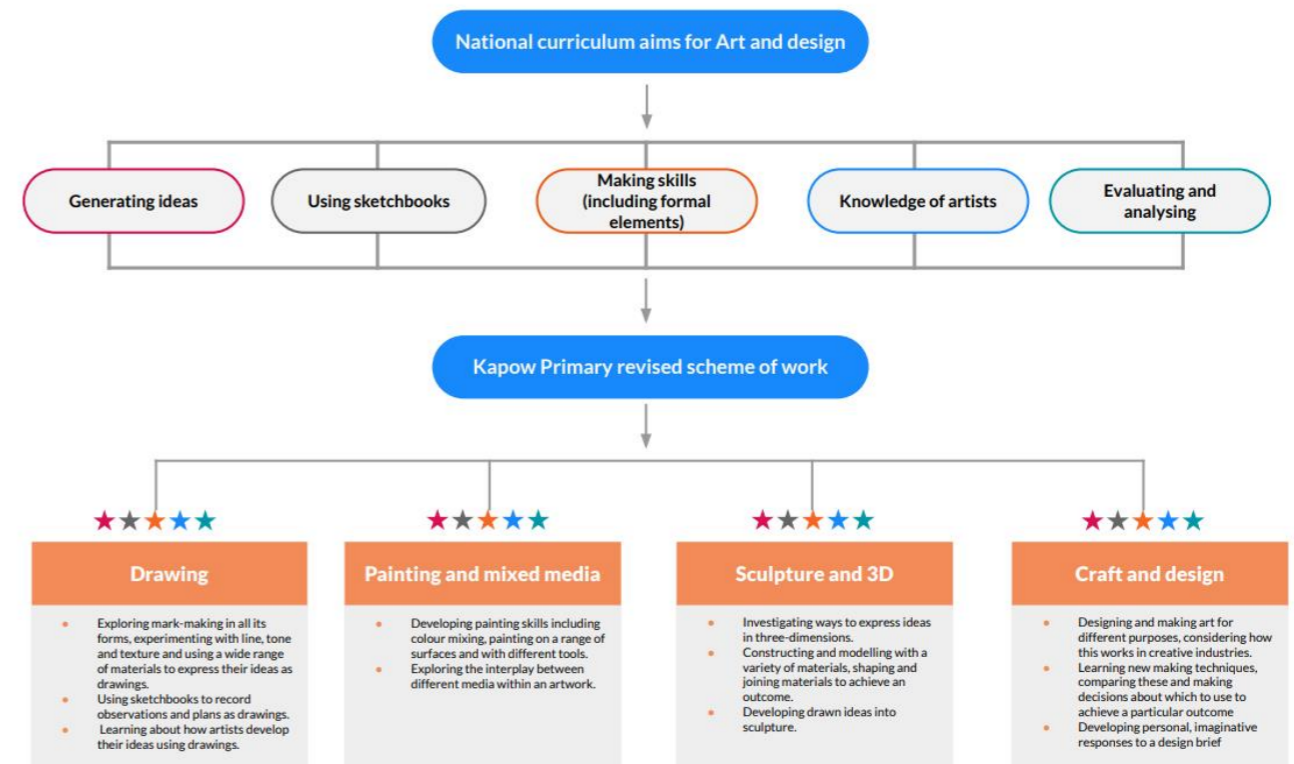
Art week to cover art and craft in summer 2. All Kapow units

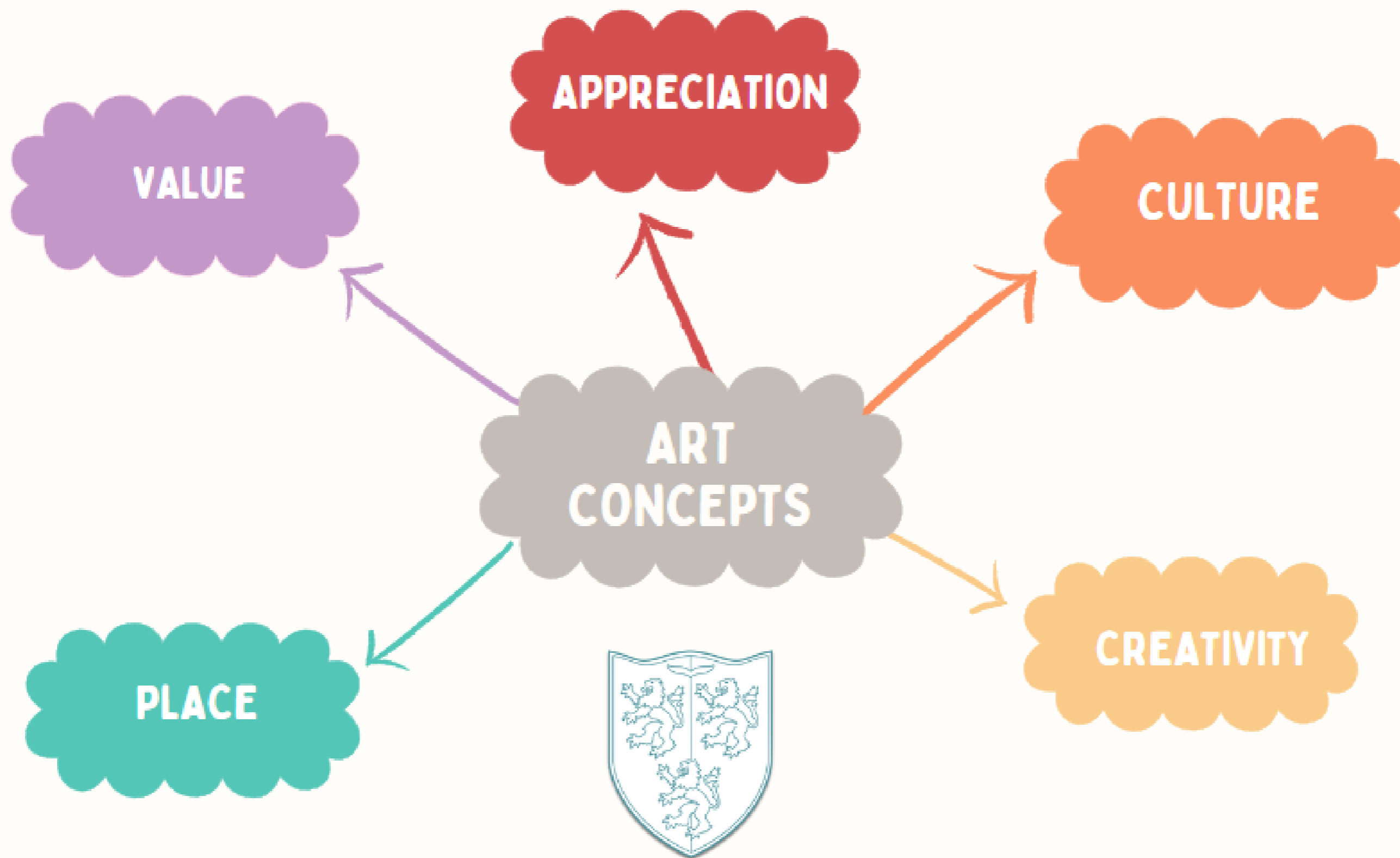
Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum for Art and design aims to ensure that all pupils:

From these aims, we have identified five strands which run throughout our scheme of work:



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





Pembroke Park Primary School

Long term plan

ART Week	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Craft and design: Woven wonders	Craft and design: Map it out	Craft and design: Egyptian scrolls	Craft and design: Fabric of nature	Craft and design: Architecture	Craft and design: Photo opportunity

	Term 1 - Drawing	Term 2 - Drawing	Term 3 – Painting and mixed media	Term 4 – Painting and mixed media	Term 5 - Sculpture	Term 6 - Sculpture
EYFS	<p>EYFS1 Drawing Create closed shapes with continuous lines and begin to use these shapes to represent objects. Mark making.</p> <p>EYFS2 Children will learn to draw a simple face/ self-portrait in pencil by looking in a mirror, and how to talk about their artwork.</p> <p>Self-portrait in paint – colour matching using paintbrushes Fish collage Vegetable printing Chalk/coloured rice Rangoli patterns Clay modelling – diva lamps</p>	<p>EYFS 1 Draw with increasing complexity and detail such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings like happiness, sadness, fear etc.</p> <p>EYFS 2 Children will learn how to draw things seen to make simple representations/observational drawing.</p> <p>Photograph autumn collages using natural resources like artist Goldsworthy – children will learn how to talk about what they have seen in a picture or piece of art. Firework pictures in paint – blowing bubbles, splat painting and rolling marbles. Christmas crafts</p>	<p>EYFS 1 Create closed shapes with continuous lines and begin to use these shapes to represent objects. Mark making. Explore colour and colour mixing primary colours.</p> <p>EYFS2 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Such as colour-mixing techniques to enable them to match suitable colours, appropriate to task. Children will know; that when two colours are mixed it makes a different colour, how to match the colours seen to what is being represented, how to use paint tools with care and precision, red and blue makes purple, yellow and blue makes green, red and yellow makes orange, that artists create works of art. Children will learn how to use a paint brush and pallet.</p>	<p>EYFS 1 Explore colour and colour mixing colours. Show different emotions in their paintings like happiness, sadness, fear etc.</p> <p>EYFS 2 Children will learn to mix secondary colours and create shades by adding white and black to lighten and darken. Use a variety of tools in paint to scrape and dab.</p> <p>Winding wool and ribbon to create journey sticks</p>	<p>EYFS 1 Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>EYFS2 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Such as constructing with a variety of materials. Junk modelling vehicles – children will learn that materials can be joined/ mixed to create interesting effects. Children will know; how to use scissors safely, how to cut along a straight line, how to cut along a wavy line, how to join to items using tape, how to use glue to fix items together, how to draw a plan, and that things they have made can be adapted and changed. Aboriginal style dot painting using cotton buds Dotted paintings like artist Georges Seurat</p>	<p>EYFS 1 Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>EYFS 2 Children will use and refine a variety of artistic effects to express their ideas and feelings when designing superhero masks. They will build on their previous learning, refining ideas and develop their ability to represent them.</p> <p>Drawing faces</p>

Y1	<p>Drawing To know a variety of media which can be used. To know that their sketch book is where they record their art. To know drawing techniques such as: hatching and scribbling. To know who Walter Elias Disney is To know that the more pressure used, the darker the outcome To know 2 or more drawing techniques</p> <p>Application: To draw a toy either from memory or imagination using techniques seen in Walt Disney drawings.</p>	<p>Da Vinci – Mona Lisa To know how to control my paintbrush To know how to create a range of strokes using my paintbrush. To know how much paint to put on my brush To know the effect of a variety of media e.g. different brush sizes, sponges, glue spreaders To know that secondary colours can be mixed to create different colours To know the primary colours</p> <p>Application: To create a replica painting of the Mona Lisa.</p>	<p>Sculpture and 3D: Paper play (KAPOW unit) To roll paper to make 3D structures. To shape paper to make a 3D drawing. To apply paper-shaping skills to make an imaginative sculpture To work collaboratively to plan and create a sculpture.</p> <p>Application: Working as a class to recreate Louise Bourgeois' 'Maman' spider sculpture (1999), the children will plan and create the legs and body of the spider.</p>
----	---	--	--

Y2	<p>Drawing – Tell a story (Kapow unit) To develop a range of mark making techniques (charcoal) To explore and experiment with mark-making to create textures To develop observational drawing To understand how to apply expressions to illustrate a character</p> <p>Application: To develop illustrations to tell a story</p>	<p>Monet - Rivers and landscapes To know a range of painting techniques e.g. layering, mixing To know which shades and tones best suit a piece of art To know types of marks made with a range of media. To know who Monet is and what style of painting he was known for To know that adding black to a colour will darken it To know that adding white to a colour will lighten it To know primary and secondary colours</p> <p>Application: To create a piece of art in the style of Monet</p>	<p>Sculpture and 3D: Clay houses (Kapow) Explore how clay can be shaped with hands Practise using “score and slip” joining technique To learn about Rachel Whiteread Experiment with working positively and negatively into a clay surface To plan a 3D clay tile</p> <p>Application: To use rolling, joining and pressing to create a clay tile house</p>
Y3	<p>Drawing: Growing artists (Kapow) To recognise how artists use shape in drawing To understand how to create tone in drawing by shading. To understand how texture can be created and used to make art To apply observational drawing skills to create detailed studies To explore composition and scale to create abstract drawings</p> <p>Application: Exploring scale and composition to create abstract drawings inspired by Georgia O'Keeffe</p>	<p>Van Gogh – Sunflowers To know why some colours are more complimentary than others (use the colour wheel to support this) To know who Van Gogh is To name 2 or more of Van Gogh’s famous paintings To know terms blocking, layering and thickening</p> <p>Application: To create a piece of art in the style of Van Gogh</p>	<p>Sculpture and mixed media (Year 2 unit from previous year on Kapow) To create 3D human forms To draw faces that express different emotions To work together to create a large piece of artwork To work together to create a large scale artwork To work together to create a large scale artwork</p> <p>Application: based on the work of Roy Lichtenstein, children work in groups to create a composition with figures, splashes and action words, adding texture, definition and pattern to the piece</p>
Y4	<p>Drawing: Power prints (Kapow unit) To draw using tone to create a 3D effect. To explore proportion and tone when drawing. To plan a composition for a mixed-media drawing. To use shading techniques to create pattern and contrast. To work collaboratively to develop drawings into prints.</p> <p>Application: Showcasing learning from across the unit by working in groups to create giant prints inspired by their collages and wax-resist drawings.</p>	<p>Picasso – Cubism self portraits To know about Picasso To know terms cubism, blocking, wash and thickening To know the purpose of developing a painting from a drawing To know why some colours are more complimentary than others To know which colours to mix to create dark, light or specific colour choices</p> <p>Application: To create a piece of art in the style of Picasso</p>	<p>Sculpture and 3D: Mega materials (Kapow unit) To develop ideas for 3D work through drawing and visualisation in 2D. To use more complex techniques to shape materials. To explore how shapes can be formed and joined in wire. To consider the effect of how sculpture is displayed. To choose and join a variety of materials to make sculpture.</p> <p>Application: Taking inspiration from the work of sculptor, El Anatsui, children explore different ways to join materials and create their own 3D piece using materials destined for recycling.</p>
Y5	<p>Architect drawing (Kapow) To know what the term architect means To be able to name a famous architect To know which grade of pencil works best to create line, mark making, tone or shadow To name and demonstrate a range of drawing techniques and justify To know the purpose of observational drawing</p> <p>Application: After learning about what monuments are, children design their own to reflect something they want to commemorate</p>	<p>John Constable (Local artist, Salisbury) – Salisbury Cathedral To know who John Constable is and understand that he is a local artist To be able to name 5 or more mark making patterns To know which colours work well to create a specific atmosphere and be able to justify why To justify why they have chosen such techniques</p> <p>Application: To create a painting in the style of John Constable – using local scenery</p>	<p>Sculpture and 3D: Interactive installation (Kapow unit) To identify and compare features of art installations. To investigate the effect of space and scale when creating 3D art. To problem-solve when constructing 3D artworks. To plan an installation that communicates an idea. To apply their knowledge of installation art and develop ideas into a finished piece.</p> <p>Application: Learning how art installations can be interactive and applying this to their own artwork, presenting their final ideas and showing how the viewer will experience their installation.</p>
Y6	<p>Details and backgrounds To be able to explain what is meant by line, tone, pattern and texture and be able to show or give an example To name a range of drawing techniques and understand why specific techniques may be best suited for different drawing types To know the terms composition, scale and proportion</p>	<p>Banksy To know who Banksy is and what made him famous To explain their own style of painting To explain and demonstrate a range of texture in painting. To be able to adapt and evaluate their own work, linking back to the studied artist</p>	<p>Clay sculptures (Kapow) Unit overview Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p>

Year 1

LESSON OVERVIEWS (Knowledge & Skills)

Drawing	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Vocabulary
----------------	--	-------------------

By the end of this block you will have achieved the following National Curriculum outcomes	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Drawing: Line Vertical Horizontal Diagonal Wavy Straight Cross-hatch Optical art 2D shape 3D shape Abstract Narrative Printing Shade Form Continuous Mark making Observe Dots Circle Lightly Firmly Texture Shadow Charcoal Pastel Chalk
Session 1	To know that their sketch book is where they record their art. Introduce children to their sketch books and clearly set out rules and expectations.	
Session 2	To know who Walter Elias Disney is Session exploring Disney and how they create their work.	
Session 3	To know a variety of media which can be used. Referring back to Walter look at the different techniques and styles of art used in Disney. Practice some of these in sketch book.	
Session 4	To know drawing techniques such as: hatching and scribbling. To know 2 or more drawing techniques Practically skills-based lesson teaching and practicing these skills. Recording into sketch book.	
Session 5	To know that the more pressure used, the darker the outcome Looking at how pressure can affect your tone. Practicing in books.	
Session 6	<u>Application:</u> To draw a toy either from memory or imagination using techniques seen in Walt Disney drawings. Using skills taught, children produce sketches of toys. They could bring one in from home or select one from within school.	

Painting	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Painting and Mixed Media Hue Shade Primary colour Secondary colour Pattern Mix Blend
Session 1	To know the primary colours To know who Da Vinci is and the painting called Mona Lisa Give children a brief overview of Da Vinci and show them the Mona Lisa. Ask them to discuss the painting and what they think, colours used ect. Recap what are the primary colours (should know from EYFS) Fun practical activities could be used.	

Session 2	To know that secondary colours can be mixed to create different colours Recap primary colours and then introduce to colour wheel for secondary colours. Children to use poster paints and see-through colours (like the sweet wrappers) to create the secondary colours.	Print Shape Kaleidoscope Texture Space Thick
Session 3	To know how to control my paintbrush To know how to create a range of strokes using my paintbrush. Introduce rules and expectations for painting. Be clear and explicit. Mixing colours in tray not in palettes, using clean brush, replacing water (but not filling to the top as it will spill) ect. Show them how to do basic brush stroke, applying small amounts of pressure and being delicate with brush. Take photos for sketch books.	
Session 4	To know how to control my paintbrush To know how much paint to put on my brush Have sheets printed out with lines/ boxes in. Get children to practice painting within the lines. Modelling amount of paint used. Suggest using poster paint.	
Session 5	To know the effect of a variety of media e.g. different brush sizes, sponges, glue spreaders Experiment using different resources to paint with. Which works best? What texture do they make? Take photos for books.	
Session 6	<u>Application:</u> To create a replica painting of the Mona Lisa. Recap the Mona Lisa and look at the painting again. Can have outline if needed for children to paint in. Children to recreate the image.	

Sculpture	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Sculpture & 3d Sculpture Artist Three dimensional (3D) Cylinder
Other curriculum areas covered	Science describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Curve Loop Tube

Session 1	To roll paper to make 3D structures.	Concertina Overlap Spiral Zig-zag Carving Mosaic Imagine
Session 2	To shape paper to make a 3D drawing. I can fold and roll paper to create 3D shapes I can choose how to arrange the paper shapes to make a 3D drawing I can overlap paper strips on my 3D drawing	
Session 3	To apply paper-shaping skills to make an imaginative sculpture I can plan a sculpture by drawing my ideas first I can use at least three different techniques for shaping paper I can add detail to my tree	
Session 4	Application Working as a class to recreate Louise Bourgeois' 'Maman' spider sculpture (1999), the children will plan and create the legs and body of the spider. To work collaboratively to plan and create a sculpture. I can work cooperatively I can create different parts of a sculpture I can secure parts of the sculpture together I know that 3D sculpture can be created from a range of materials	
Session 5 & 6	Application Working as a class to recreate Louise Bourgeois' 'Maman' spider sculpture (1999), the children will plan and create the legs and body of the spider. To apply painting skills when working in 3D. I can use different tools to paint with I can work as part of a collaborative project I can paint onto 3D surfaces using appropriate methods	

Year 2

LESSON OVERVIEWS (Knowledge & Skills)

Drawing	Pupils should be taught:	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space'</p> <p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]'</p>	<p>Charcoal</p> <p>Mark-making</p> <p>Lines</p> <p>Thick</p> <p>Thin</p> <p>Texture</p>
Other curriculum areas covered	<p>Geometry – properties of shapes</p> <p>'Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]'</p> <p>English - 'Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.'</p>	<p>Stippling</p> <p>Hatching</p> <p>Cross hatching</p> <p>Scribbling</p> <p>Blending</p>
Session 1	<p>To develop a range of mark making techniques.</p> <p>I can experiment with charcoal to draw different marks.</p> <p>I can understand a word and explain how I can draw it.</p> <p>I can express the meaning of words using charcoal mark making techniques.</p>	<p>Sketch</p> <p>Illustrator</p> <p>Illustrations</p> <p>Expression</p>
Session 2	<p>To explore and experiment with mark-making to create textures.</p> <p>I can describe how an object feels.</p> <p>I can try out different drawing materials.</p> <p>I can experiment with making different marks to make texture.</p>	<p>Emoji</p> <p>Emotion</p> <p>Storyboard</p> <p>Frame</p>
Session 3	<p>To develop observational drawing.</p> <p>I can recognise and describe shapes in an object to start a drawing.</p> <p>I can look carefully to add details.</p> <p>I can use mark-making techniques to add texture.</p>	<p>Re-tell</p> <p>Concertina</p>
Session 4	<p>To understand how to apply expressions to illustrate a character.</p> <p>I can show expression by drawing eyes, eyebrows and mouths in different ways.</p> <p>I can make quick sketches of people. I can sketch a new character, adding expressions, details and texture.</p>	
Session 5 & 6	<p>To develop illustrations to tell a story.</p> <p>I can recount a familiar story and select key events. I can create and draw imaginary scenes for a storybook.</p>	

	I can use mark making to show different textures.	
Painting	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	To be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Mixing Primary colour Secondary colour
Session 1	To know who Monet is and what style of painting he was known for To know primary and secondary colours Use this session to introduce children to Monet – who is he and what artwork did he create. What are landscapes? Recap primary and secondary colours. What are they and what are the colour combinations? (could do colour number sentences)	Texture Collage Overlap
Session 2	To know that adding black to a colour will darken it Recap painting expectations from Year 1. Model darkening a colour by adding small amount of black. Children to do spots in sketch books and darken them.	Detail Surface
Session 3	To know that adding white to a colour will lighten it Like previous session but with white.	
Session 4	To know which shades and tones best suit a piece of art Have a blank landscape outline and children to choose appropriate colours to fill it.	
Session 5	To know a range of painting techniques e.g. layering, mixing To know types of marks made with a range of media. Model painting technique and children chance to practice.	
Session 6	Application: To create a piece of art in the style of Monet Children to recreate a piece of Monet's art.	

Sculpture	Pupils should be taught:	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	<p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Roll</p> <p>Smooth</p> <p>Flatten</p> <p>Shape</p> <p>Cut</p> <p>Pinch pot</p>
Other curriculum areas covered	<p>Design and technology:</p> <p>Generate, develop, model and communicate their ideas through talking, drawing... and templates</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p>	<p>Thumb pot</p> <p>Ceramic</p> <p>Glaze</p>
Session 1	<p>To use my hands as a tool to shape clay</p> <p>I can flatten clay to make a smooth surface.</p> <p>I can shape clay using my hands.</p> <p>I can make different marks in clay by pressing into it.</p> <p>I can shape clay to make a model.</p>	<p>Score</p> <p>Slip</p> <p>Surface</p> <p>Join</p>
Session 2	<p>To shape a pinch pot and join clay shapes as decoration</p> <p>I can use the pinching technique to shape a pot</p> <p>I can use my fingers and thumbs to make the sides of the pot even</p> <p>I can join clay to help decorate my pot</p>	<p>Sculpture</p> <p>Sculptor</p> <p>Plaster</p> <p>Casting</p>
Session 3	<p>To use impressing and joining techniques to decorate a clay tile</p> <p>I can describe my ideas about the work of artist Rachel Whiteread</p> <p>I can roll a smooth clay tile</p> <p>I can create a pattern by pressing into and joining pieces onto my tile</p>	<p>Negative space</p> <p>Three dimensional</p> <p>In relief</p> <p>Detail</p>
Session 4	<p>To use drawing to plan the features of a 3D model</p> <p>I can draw a house that will be made into a clay tile</p> <p>I can decide how to create features like a door, windows and the roof in clay</p> <p>I can label my drawing clearly</p>	<p>Impressing</p>
Session 5 & 6	<p>To make a 3D clay tile from a drawn design</p> <p>I can use my design to guide my clay work</p> <p>I can use both pressing in and joining clay techniques on my tile</p> <p>I can evaluate my finished tile and say how it reflects my design</p>	

Year 3

LESSON OVERVIEWS (Knowledge & Skills)

Drawing	To create sketchbooks to record their observations and use them to review and revise ideas	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To know about great artists, architects and designers in history</p>	<p>Roll</p> <p>Smooth</p> <p>Flatten</p> <p>Shape</p>
Other curriculum areas covered	<p>Mathematics: Geometry- properties of shapes Pupils should be taught to: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Science: Light Pupils should be taught to: recognise that they need light to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Science: Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Cut</p> <p>Pinch pot</p> <p>Thumb pot</p> <p>Ceramic</p> <p>Glaze</p>
Session 1	<p>To recognise how artists use shape in drawing</p> <p>I can recognise and draw simple shapes in objects.</p> <p>I can identify both organic and geometric shapes.</p> <p>I can use shapes to form the basis of my own drawing.</p>	<p>Score</p> <p>Slip</p> <p>Surface</p>
Session 2	<p>To understand how to create tone in drawing by shading.</p> <p>I know that tone refers to the light and dark areas of an object or artwork.</p> <p>I can use the side of a pencil so that the lead is flat to the paper. I can shade in one direction, with no gaps and straight edges.</p> <p>I can blend from light to dark to dark light creating smooth tones.</p>	<p>Join</p> <p>Sculpture</p> <p>Sculptor</p> <p>Plaster</p>
Session 3	<p>To understand how texture can be created and used to make art</p> <p>I can create different textures on paper by using a rubbing technique.</p> <p>I can change the tool or colour that I use to change how my rubbing looks.</p> <p>I can apply the technique of another artist. I can tear and shape my rubbings to create a final piece.</p>	<p>Casting</p> <p>Negative space</p> <p>Three dimensional,</p> <p>In relief</p>
Session 4	<p>To apply observational drawing skills to create detailed studies</p> <p>I can use simple shapes to sketch the form of an organic object.</p>	<p>Detail</p> <p>Impressing</p>

--	--	--

Sculpture	Pupils should be taught:	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Sculpture</p> <p>Structure</p> <p>Three-dimensional</p> <p>Found objects</p> <p>Sculptor</p>
Other curriculum areas covered	<p>PSHE</p> <p>English: Reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Abstract</p> <p>Negative space</p> <p>Positive space</p>
Session 1	<p>To create 3D human forms</p> <p>I can create a superhero sculpture by:</p> <p>Bending wire/pipe cleaners into a superhero shape</p> <p>Making legs, arms and a body using plasticine</p> <p>I can show awareness of the proportions of limbs in my sculpture</p>	
Session 2	<p>To draw faces that express different emotions</p> <p>I know that the parts of the face that convey most emotion are the: Eyes, mouth, eyebrows</p> <p>I can create different expressions by altering these features</p>	
Session 3	<p>To work together to create a large piece of artwork</p> <p>I can draw around a member of my group in a superhero pose</p> <p>I can add shapes and words to our superhero art piece</p> <p>I can use materials to add texture to our art work</p>	
Session 4	<p>To work together to create a large scale artwork</p> <p>I can blend paint colour washes into the artwork</p> <p>I can blend two primary colour washes together to make a secondary colour</p> <p>I can create a dot matrix effect in the style of Lichtenstein</p> <p>I can create shadow effects within the artwork by outlining the figures in black</p>	
Session 5 & 6	<p>To work together to create a large scale artwork</p>	

	<p>I can study our work of art to see which sections are missing colour</p> <p>I can use pastels to add colour in areas not already filled with comic collage or fingerprint dots</p> <p>I can blend two primary pastel colours to make a secondary colour</p> <p>I can shade tones to the edge with few gaps and with a neat finish</p>	
--	--	--

Year 4

LESSON OVERVIEWS (Knowledge & Skills)

Painting		Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Portrait</p> <p>Landscape</p> <p>Shadow</p> <p>Tint</p> <p>Shade</p> <p>Texture</p> <p>Contrasting</p> <p>Vivid</p> <p>Muted</p> <p>Formal</p> <p>Patterned</p> <p>Abstract</p> <p>Detailed</p>
Session 1	<p>To know about Picasso , Begin to mirror style of an artist</p> <p>Show slide with images of several Picasso cubism portraits – what do they notice? Discuss opinions. Slide show about Picasso with some basic info about his life and background. Go back to images and look at the colour schemes he used. Model colouring in a blank portrait in the style of Picasso.</p>	
Session 2	<p>To know terms cubism, blocking, wash and thickening</p> <p>Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects</p> <p>Recap what we learnt about Picasso in last session. Explain that today we are going to experiment with his most popular painting/ drawing techniques. Slide show of the terms in LO. Then model to the children on flipchart how to achieve these 4 styles.</p>	
Session 3	<p>To know the purpose of developing a painting from a drawing, Start to develop a painting from a drawing</p>	

	Slide show of several of Picasso's cubism portraits. Do we think he painted these straight onto paper? Explain that most artists will sketch before they paint and do an outline. Say that today we will be sketching the other half of our face in the cubism style. Model using own picture and the visualiser.	Figurative Three dimensional (3D),
Session 4	To know why some colours are more complimentary than others To know which colours to mix to create dark, light or specific colour choices, Use light and dark within painting and show understanding of complimentary colours. Mix colour, shade and tones with increasing confidence. Slide show of different colours. Explain that many colours will have one that compliments them or be part of a matching set – pastels, neon etc. Look at Picasso's work – how would you describe his colours? Model making a few colours from his work using white and black.	Grid Technique Mark-making Composition Dabbing paint Stippling paint
Session 5 & 6	To create a final piece of Art in the style of Picasso, Begin to mirror style of an artist Begin to choose appropriate media to work with and justify why. Explain that today they will be using last week's colour mixing practice and applying it to their drawings from week 3. They need to mix colours and add them to their image. Model doing it using visualizer.	Paint wash Pointillism

Drawing		Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	<p>Pupils should be taught:</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>Contras</p> <p>Observational drawing</p> <p>Shading</p> <p>Shadow</p> <p>Tone</p> <p>Gradient</p>
Session 1	<p>Planning for this unit is on KAPOW.</p> <p>To draw using tone to create a 3D effect.</p> <p>I can experiment with shading to create different tones.</p> <p>I can use contrasting tones to make a drawing look three dimensional.</p> <p>I can explore more than one way of holding a pencil to create different effects.</p>	<p>Three dimensional (3D)</p> <p>Proportion</p> <p>Symmetry</p>
Session 2	<p>To explore proportion and tone when drawing.</p> <p>I can explore charcoal as a drawing material.</p> <p>I can look for areas of light and dark and recreate these using tone.</p> <p>I can show how big one object is compared to another when I draw.</p>	<p>Pattern</p> <p>Composition</p> <p>Precision</p> <p>Mixed media</p> <p>Wax-resist</p>
Session 3	The next session requires a lot of fine motor control – especially with scissors. You may want to use this spare session to practice cutting skills prior to the next lesson.	<p>Highlight</p> <p>Collage</p>
Session 4	To plan a composition for a mixed-media drawing.	

	<p>I can use scissors with precision.</p> <p>I can make decisions about how to place drawn elements in my composition.</p> <p>I can create contrast by combining different shapes, sizes and textures.</p>	<p>Combine</p> <p>Parallel</p> <p>Hatching</p>
Session 5	<p>To use shading techniques to create pattern and contrast.</p> <p>I can draw tone by 'hatching' parallel pencil lines.</p> <p>I can choose an interesting part of my composition to recreate.</p> <p>I can use a range of scratched marks to add contrast and patterns.</p>	<p>Cross-hatching</p> <p>Viewfinder</p> <p>Collaborate</p> <p>Collaboratively</p>
Session 6	<p>To work collaboratively to develop drawings into prints.</p> <p>I can work co-operatively with my group.</p> <p>I can experiment with printing techniques.</p> <p>I can include contrast and pattern in a print.</p>	<p>Printmaking</p> <p>Abstract</p> <p>Figurative</p> <p>Monoprint</p> <p>Block print</p>

Sculpture	<p>'Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	<p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history'</p>	<p>Visualisation</p> <p>Ceramics,</p> <p>Two-dimensional (2D),</p> <p>Three-dimensional (3D),</p> <p>Organic shape</p> <p>Sculpture</p>
Other curriculum areas covered	<p>History</p> <p>'The national curriculum for history aims to ensure that all pupils: know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind'</p>	<p>Tone</p> <p>Form</p> <p>Carving</p>
Session 1	<p>Planning for this unit is on KAPOW.</p> <p>To develop ideas for 3D work through drawing and visualisation in 2D.</p> <p>I can use my whole arm to draw big shapes.</p> <p>I can use curved lines to suggest three dimensional shapes.</p> <p>I can name key features of Magdalene Odundo's artwork.</p>	<p>Model</p> <p>Hollow</p> <p>Figurative</p> <p>Abstract</p>
Session 2	<p>To use more complex techniques to shape materials.</p> <p>I can draw a simple design for a three-dimensional piece.</p> <p>I can use tools and my hands to carve, model and refine my sculpture.</p> <p>I can work safely with the carving tools.</p>	<p>Quarry</p> <p>Texture</p> <p>Surface</p>

Session 3	<p>To explore how shapes can be formed and joined in wire.</p> <p>I can bend the wire to make shapes.</p> <p>I can join wire by twisting and looping it.</p> <p>I can add details using smaller pieces of wire.</p> <p>I can work safely with the tools and equipment I am using.</p>	<p>Join</p> <p>Pliers</p> <p>Template</p> <p>Secure</p> <p>Mesh</p> <p>Found objects</p>
Session 4	<p>To consider the effect of how sculpture is displayed.</p> <p>I can make decisions about how to display my sculpture.</p> <p>I can compose photographs that present my shadow sculpture as a finished piece.</p>	<p>Typography</p> <p>Weldin</p> <p>Weaving</p>
Session 5 & 6	<p>To choose and join a variety of materials to make sculpture.</p> <p>I can try different ways of joining materials to make something three dimensional.</p> <p>I can explore combinations of colour and texture.</p> <p>I can decide how to display my sculpture.</p>	

Year 5

LESSON OVERVIEWS (Knowledge & Skills)

Drawing	Pupils should be taught:	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	<p>Improve their mastery of art and design techniques, including drawing</p> <p>Create sketchbooks to record their observations</p> <p>Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>Learn about great artists, architects and designers in history</p>	<p>Retro-futurism</p> <p>Futuristic</p> <p>Imagery</p> <p>Culture</p> <p>Cold War</p>
Other curriculum areas covered	<p>The building which pupils design could be inspired by a theme from other areas of the curriculum</p> <p>History</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p>Propaganda</p> <p>Space race</p>

Session 1	<p>Planning for this unit is on KAPOW. This unit is found in previous years scheme. Option 1</p> <p>To draw by interpreting forms from direct observation</p> <p>I can successfully draw a picture of a house from observation</p> <p>I can look closely at details such as roof tiles and bricks to interpret them accurately</p>	<p>Purpose Stimulus</p> <p>Decision</p> <p>Process</p>
Session 2	<p>To compose a print from a larger observational drawing</p> <p>I can select a suitable area from my previous house drawing using cropping methods</p> <p>I can evaluate my print composition</p> <p>I can create a clear print</p>	<p>Technique</p> <p>Collagraphy</p> <p>Collagraph</p> <p>Repetition</p> <p>Printing plate</p>
Session 3	<p>To transform the look of a building in the style of a famous artist</p> <p>I can describe Hundertwasser's work and recognise it</p> <p>I can reimagine buildings in this style</p> <p>I can add colours and motifs to a design to transform the look of a building</p>	<p>Composition</p> <p>Printmaking</p> <p>Evaluate</p> <p>Revisit</p>
Session 4	<p>To design a building in an architectural style</p> <p>I can design a building based on an architectural style</p> <p>I can use perspective view, a plan view or front elevation to draw my design</p> <p>I can design a building based on a theme or to suit a specified purpose</p>	<p>Develop</p>
Session 5 & 6	<p>To design a monument</p> <p>I understand the purpose of a monument</p> <p>I know what a legacy is</p> <p>I can design a monument to symbolise a person or event</p>	

Painting	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes		<p>Background</p> <p>Continuous line drawing, Portrait</p> <p>Self-portrait</p> <p>Paint wash</p> <p>Collage</p> <p>Texture</p>
Session 1	<p>To know who John Constable is and understand that he is a local artist</p> <p>PowerPoint and other sources to introduce the artist John Constable. Emphasis that he is from Salisbury. Look at some of his work – what do they like/ dislike about it?</p>	<p>Composition</p> <p>Carbon paper</p>
Session 2	<p>To be able to name 5 or more mark making patterns</p> <p>https://green.extension.wisc.edu/files/2020/08/Mark-Making-Techniques-powerpoint.pdf</p>	<p>Transfer</p> <p>Printmaking</p>

Session 3	To know which colours work well to create a specific atmosphere and be able to justify why Look at warm and light colours. What are these? Can they sort colours in sketchbooks and place them in a table.	Monoprint Mixed media
Session 4	To justify why they have chose such techniques In sketch books children to create own scene/ landscape. Then colour it using either warm colours only or cool colours only. Using techniques from session 2.	Multi media Justify Research
Session 5	Application: To create a painting in the style of John Constable – using local scenery Go outside onto the field and sketch a scene (or take a photo and print/ display) Children to sketch their scene ready for next session. If possible, do local walk to Old Sarum or cathedral?	Evaluate Represent Atmosphere Art medium
Session 6	Application: To create a painting in the style of John Constable – using local scenery Using techniques taught this term, children paint their sketches.	

Sculpture	Pupils should be taught:	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.’ to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Display Installation art Mixed media Features
Session 1	To identify and compare features of art installations. I can give a definition for installation art. I can identify similarities and differences between art installations. I can analyse artworks and justify my ideas.	Evaluate Analyse Location
Session 2	To investigate the effect of space and scale when creating 3D art. I can justify my opinions of installation artworks. I can work safely when creating my model installation space. I can create the effect of a large-scale space when photographing my box.	Scale Scaled down Special effects

	I can suggest the effect on the viewer of being in my model installation space.	Three dimensional
Session 3	To problem-solve when constructing 3D artworks. I can adapt everyday objects and make them interesting for the viewer. I can make changes and try new ideas if something doesn't work first time. I can move my object around within a space and find the best way to display it.	Art medium Performance art Stencil Atmosphere
Session 4	To plan an installation that communicates an idea. I can choose a clear message for my installation. I can identify how my installation idea might make the viewer feel. I can describe how I have considered space, materials and arrangement in my installation.	Props Influence Experience Culture Revolution
Session 5 & 6	To apply their knowledge of installation art and develop ideas into a finished piece. I can describe how installations can be interactive. I can show what I have learned about installation art in my final idea. I can explain the choices I have made when displaying my installation art.	Concept Elements Interact Interactive

Year 6

LESSON OVERVIEWS (Knowledge & Skills)

Drawing	Pupils should be taught:	Vocabulary
----------------	--------------------------	-------------------

By the end of this block you will have achieved the following National Curriculum outcomes	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>Maya</p> <p>Mayan</p> <p>Imagery</p> <p>Mark making</p> <p>Expressive</p> <p>Character traits</p>
Session 1	<p>Choose an image for supporting topic – could be linked to history/ geography. You could use the following image. Explore painting/ drawing.</p> <p>Bathers at Asnières</p> <p>https://www.nationalgallery.org.uk/paintings/picture-of-the-month/picture-of-the-month-may-2022</p> <p>Look at the painting Bathers at Asnieres. What is in the foreground/ background? What is happening in the painting?</p>	<p>Symbol</p> <p>Symbolic</p> <p>Interpretation</p> <p>Aesthetic</p>
Session 2	<p>To be able to explain what is meant by line, tone, pattern and texture and be able to show or give an example</p> <p>Practice the skills above</p>	<p>Representative</p> <p>Tone</p>
Session 3	<p>To be able to explain what is meant by line, tone, pattern and texture and be able to show or give an example</p> <p>Practice the skills above</p>	<p>Chiaroscuro</p> <p>Technique</p>
Session 4	To name a range of drawing techniques and understand why specific techniques may be best suited for different drawing types	<p>Graffiti</p> <p>Guerilla</p>
Session 5	To know the terms composition, scale and proportion	<p>Mural</p> <p>Street art</p>
Session 6	Final piece - application in the style of the image used	<p>Commissioned</p> <p>Tone</p> <p>Tonal</p> <p>Composition</p> <p>Impact</p> <p>Audience</p>

Painting	Vocabulary
-----------------	-------------------

By the end of this block you will have achieved the following National Curriculum outcomes	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	Artist Compositions Evaluation Medium Mixed media Technique
Session 1	To know who Banksy is and what made him famous Look at his artwork and history	Translate Analyse
Session 2	To consider how symbolism in art can convey meaning I can generate a range of symbols, patterns and colours that represent me. I can take inspiration from an artist's style. Idea – Recap Banksy and how his art symbolises things Show the children some examples of artwork by Dan Fenelon using the link: Dan Fenelon Portfolio The piece titled ' Urban Petroglyphs' is a good example to explore with the children. Explain that Fenelon's work is a modern interpretation of what inspired him about Mayan art. Within his canvas, he fills the space with patterns, colours and symbols that interest him to create an aesthetically pleasing piece of art. Discuss the meaning of the word 'Aesthetic' if any children are unsure. (Used in this context as an adjective, it describes something nice to look at.) Ask children to think about what other symbols could represent them. Encourage them to talk with their peers to help generate ideas, and record them in sketchbooks. Explain to the children that they are going to create a drawing filled with patterns inspired by those found in Maya art, as well as their spirit companion and any other symbols they have thought of.	Meaning Narrative Interpret Justify Inference Respond Tableau Abstract Convey Compose Thought-provoking
Session 3	To evaluate the context and intention of street art. I can discuss the similarities and differences between art styles. I can discuss ideas about what art is or should be and justify choices. I can identify something I feel strongly about and consider how to represent it through a drawing. You can use ideas from KAPOW here: https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-drawing/lesson-4-street-art/	
Session 4	To explain and demonstrate a range of texture in painting	
Session 5	To explain their own style of painting	
Session 6	To be able to adapt and evaluate their own work, linking back to the studied artist Make a final piece – could make stencils previous lesson and then paint over today. Using black paint with a splash of colour in style of Banksy.	

Sculpture	Pupils should be taught:	Vocabulary
By the end of this block you will have achieved the following National Curriculum outcomes	<p>To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.'</p> <p>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>Expression</p> <p>Self</p> <p>Identity</p> <p>Attribute</p> <p>Symbolic</p> <p>Literal</p>
Session 1	<p>Unit overview</p> <p>Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p> <p>Available from January 6th 2022!</p>	<p>Assemblage</p> <p>Sculpture</p> <p>Manipulate</p> <p>Relief</p> <p>Composition</p> <p>Juxtaposition</p> <p>Embedded</p> <p>Tradition</p> <p>Pitfall</p> <p>Representation</p> <p>Originality</p> <p>Collection</p>