



Together we love; together we learn

Art & Design Knowledge and Skills Progression

National Curriculum Aims	
EYFS	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills ELG <b>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function.</b>
KS1	Pupils should be taught: <ul style="list-style-type: none"><li>• to use a range of materials creatively to design and make products.</li><li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• 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.</li></ul>
KS2	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: <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• 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]</li><li>• about great artists, architects and designers in history</li></ul>



# Barford St. Peter's C.E. (V.A.) Primary School



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	All About Me	Celebrations	Amazing Animals	Terrific Tales	Ticket to ride	Sharing a Shell
<b>Curriculum Content:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Work of Yayoi Kusama 'Circles'	Diwali mendhi pattern	Work of Henri Rousseau 'Surprised!' 1891 (Tiger)	Animal sculptures of London <a href="#">Our Top 20 Animal Sculptures - Footprints of London</a>	Work of J M W Turner Rain Steam Speed	Work of Andy Warhol Popart
	<b>Vocabulary</b> Circles/ lines / print / paint / draw / roll. Facial features: eyes, nose etc Red/yellow/ orange/brown	<b>Vocabulary</b> Pattern/ line/ coil Collage / mark maker/	<b>Vocabulary</b> Join / glue / fix / cut / bend	<b>Vocabulary</b> Sculptor Sculpture 3D / join / fix / attach	<b>Vocabulary</b> Rub / erase / blend Cut / tear / overlap	<b>Vocabulary</b> Print / mark / join / stick / mixed media Blue / green / lilac / turquoise
	<b>Draw</b> lines and circles using gross motor movements.  <b>Draw</b> by holding pencil/paint brush beyond whole hand grasp pencil grip. Self portraits in pencil  <b>I can hold a pencil between thumb and two fingers, no longer using a whole hand grasp.</b>	<b>Draw</b> and develop muscle tone to put pencil pressure on paper and create different pressure marks.  <b>I can use lines to enclose a space.</b>  <b>Collage</b> – Use different textures and materials. Sort and select for purpose. 3D Fireworks	<b>Draw</b> freely using a range of mark makers: <b>I can form anticlockwise circles and vertical lines that start at the top.</b>  <b>Print</b> hand/ finger prints. Animal prints from printing blocks eg potatoes/cut sponges etc.	<b>Draw</b> – explore a range of oil and soft pastels (chalks) to create Easter Eggs <b>I can manipulate materials with a planned effect.</b>  <b>Print</b> – Patterns on Easter eggs  Print using one colour of ink to create patterns. – Kusama  Print – overlapping patterns – The Seasons	<b>Draw</b> freely using a range of mark makers:  <b>Collage</b> by cutting shapes with scissors - Cut along a straight line with scissors Start to cut along a curved line. <b>I can select tools and materials to create for my own purpose.</b>  <b>Textiles</b> – develop awareness of colour, texture and shape. Pull textiles apart to use in collage and observe threads.	<b>Draw</b> a square. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable.  <b>3D Sculpture</b> – Build things with smaller linking blocks, such as Duplo or Lego Sand pictures Salt dough fossils <b>I can choose objects and materials to create a sea creature.</b>  <b>Paint</b> – Colour mixing –underwater pictures. shading by adding black or white, colour mixing for pastel beach huts.



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	<p>I can draw lines and circles. Using a mix of drawing, print making and painting enclosed circles, create a Yayoi Kusama inspired artwork I can copy some letters eg from my name. Paint by beginning to mix colours and explore a range of painting tools Print Colour mixing using restricted palette to create autumn toned printed leaf art. I can explore colour and how colour can be changed.</p>	<p>Diwali seed collages 2D paper sculpture Explore ways of joining and shaping paper to create witches broomsticks  I can use one handed tools such as snips in paper with scissors. I understand tools can be used with a purpose. Paint using a range of tools in addition to brushes to spread paint, eg sticks sponges, straws to effect change. Experiment mixing colours on the paper with mark makers: Firework pictures  I show preference for a dominant hand when creating.</p>	<p>I can choose colours with purpose when creating.  Collage – select and sort materials to create owls and butterflies.  3D Sculpture - Teach children different techniques for joining junk materials, such as how to use adhesive tape and different sorts of glue. Junk animals  I construct with purpose using kits.  I can create enclosed spaces by stacking and building vertically and horizontally.</p>	<p>3D Sculpture – Handles, feels and manipulates rigid and malleable materials. Pulls apart and reconstructs basic shapes – Making animals I can construct using a variety of materials and resources. Collage selecting and sorting materials and develop more complex activities eg simple sewing (eg netting) to join - farm animals focus/making fences. I can use simple tools effectively to change materials.</p>	<p>I can describe the texture of things.  3D Sculpture develop awareness of the feel, form texture and pattern of objects. Construct with purpose considering these things. I can join materials in a variety of ways. Eg tubes to flat surfaces.</p>	<p>I can change colours using black and white.  Print /Collage mixed media With popart inspiration, collage underwater creatures onto background and embellish underwater environment. Explore range of objects to use for printing. I can talk about my creations saying how I made them.</p>
<p>Continuous provision</p>	<p>Range of mark makers, threading, cutting, weaving, playdough, junk modelling, fine motor activities.</p>	<p>Range of mark makers, threading, cutting, weaving, playdough, junk modelling, fine motor activities. Handle tools, objects, construction and malleable materials with increasing control. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.</p>	<p>Range of mark makers, threading, cutting, weaving, playdough, junk modelling, fine motor activities. Use one hand consistently for fine motor tasks. Provide children with a range of materials for children to construct with.</p>			



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Year 1 Curriculum Content:	Toys Now and Then	Gunpowder Plot	Poles Apart	Brilliant Barford	Amazing Africa	Oh I do like to be beside the seaside...
<p>Pupils should be taught: to use a range of materials creatively to design and make products, to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>	<p><b>Paper sculptor Zoe Bradley</b>  <a href="#">Zoe Bradley Design — Paper Couture by Zoe Bradley Design   Paper Artist</a></p>	<p><b>Mondrian</b></p>	<p>Explore work of Eric Carle  <b>Illustrator</b>            (see EC website)</p>	<p>Explore work of Andy Goldsworthy – Natural Landscape  <b>Ansell Adams</b>            photographer</p>	<p>Explore work of Esther Mahangu  <b>S African artist</b></p>	<p>Explore work of Henri Edmond-Cross 1856-1910</p>
	<p><b>Vocabulary</b>            Shape, form, marks, scumbling, stippling, cross hatching, underlay, overlap,</p>	<p><b>Vocabulary</b>            Primary colours. Secondary colours, blending, mixing, control.</p>	<p><b>Vocabulary</b>            Pencil grades: B, 2B 4B 6B, tone, shade, pressure Roll, print, pattern, repeat, collage, overlap</p>	<p><b>Vocabulary</b>            Rubbing, imprint, landscape, photograph, natural, handmade, construct, form, line</p>	<p><b>Vocabulary</b>            Lines, colour, vibrancy, Geometric, blend, rub, sharpen.</p>	<p><b>Vocabulary</b>            Pointalism, lines, dots, marks, block print, repeat. tone, depth of tone, cool tone.</p>
	<p><b>Drawing</b>            Mark making for different textures of toys.  <i>I can use stippling, scumbling, cross hatching and blending to create textures.</i></p> <p><b>Collage</b>            Explore paper textures. Cutting, curling and tearing paper. Overlapping and underlaying using a range of paper textures to make teddy bears using paper strips.  <i>I can create a range of purposeful textures from paper.</i></p> <p><b>Evaluation</b>            Explore the work of an artist describing the ways they use paper</p>	<p><b>Drawing</b>            Explore mark making with pastels and pencils.            Explore blending primary colours using soft pastels.  <i>I understand how colours relate to mood in art.</i></p> <p><b>Paint</b>            Explore mixing primary colours to create secondaries. Create a wash. Explore using a range of different brush sizes to paint with purpose.  <i>I can name the primary colours. I can predict which secondary colour will be made by mixing two primary colours.</i></p>	<p><b>Drawing</b>            Explore mark making using a range of grades of pencil.  <i>I can use different grades of pencil to explore tone.</i></p> <p><b>Print</b> –Use a range of rollers and relief printing materials to create different patterns on paper with paint. Restricted cool colours palette. Creates patterns using different tools and colours.  <b>Collage</b>            Explore using different glues e.g. PVA, cellulose paste with tissue and collaged papers previously</p>	<p><b>Drawing</b>            Use crayons to create leaf, feather etc rubbings            Combine rubbings to create a tree art image.  <i>I can make a rubbing from a natural object. I can combine rubbings to create an image.</i></p> <p><b>Photography</b>            Look at the work of Andy Goldsworthy and Ansell Adams. Children take photographs of trees.  <i>I can take a photograph framing an object.</i></p> <p><b>Sculpture</b>            Explore and collect leaf litter items from Forest School e.g. twigs and leaves.            Using photograph, construct a Treescape out of natural materials.  <i>I can identify pattern and shape in natural objects.</i></p>	<p><b>Drawing</b>            Mark making with pencils and oil pastels.            Explore using a ruler to draw straight lines in different directions.  <i>I can create an image in the style of an artist.</i></p> <p><i>I can explain my own likes and dislikes from using media.</i></p> <p><b>Drawing / Paint</b>            Draw patterns with oil pastels inspired by Esther Mahangu. Over-wash with water based paint.            Sunsets and silhouettes            Explore bright colours on dark paper.  <i>I can identify changes that could be made to improve my own work</i></p> <p><b>Textiles</b>            See DT – African Animal Puppets.</p>	<p><b>Drawing</b>            Use a range of pencils, chalks and charcoal to create wavy lines and dots: thick/ thin/sharp/smudged etc</p> <p><b>Artist</b>            Explore the works of <b>Henri Edmond-Cross</b> and talk about the marks he used to create his paintings            Ask children how his paintings make us feel.  <i>I can express my own feelings about another artists work.</i></p> <p>Restricted palette - create as many different colours from combining of blues white and black. Apply in sections using dots and lines.            Create Ocean / sea theme art  <i>I can combine dots and lines to create an image.</i></p> <p><i>I can mix colours to create shades and tones.</i></p> <p><b>Print</b>            Carve into surface of potatoes - wavy lines / dots etc            Explore repeat block printing.</p> <p><b>Textiles</b>            Seascape weaving.            Discover different weaving patterns using hole punched card and string/ribbon. Paper weaving.</p>



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<p>practices and disciplines, and making links to their own work.</p>	<p>to create shapes and form. Evaluate what you might change next time. <i>I can identify the different ways a paper sculptor can shape and form paper in their work.</i></p>	<p><i>I can choose a brush for purpose eg. Large brush to create a background, fine brush for detail.</i></p> <p><b>3D Sculpture</b> Experiment with a purpose using basic tools on clay. Make a thumb pot. Diwali lamps.</p>	<p>made to create ice landscape. <i>I can collage by overlaying materials to create a finished landscape.</i></p> <p><b>Evaluation</b> How does working on cool tones affect your emotions? <i>I can say how a piece of art makes me feel.</i></p>	<p><i>I can create a 2D sculpture from observation.</i></p> <p><b>3D Sculpture</b> – See DT - Structures</p>	<p>Esther Mahlangu <a href="#">South African Artist Esther Mahlangu by Lillian Gray - YouTube</a> Nedebele Art (See Twinkl)</p>	<p>Make an outdoor sea using large outdoor mesh.</p>
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Year 2 Curriculum Content:	There's an Elephant in Town	Fire Fire	The United Kingdom	Australia	Up, up and Away	Marvellous Maps
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	<p><b>Vocabulary</b> 2D, 3D, model, sculpt, join, fix, adapt, shape, form, finish, evaluate Smudge, blend, solid shape.</p>	<p><b>Vocabulary</b> Blend, smudge, erase, rub, dapple, print, apply, remove, restricted palette, overlap</p>	<p><b>Vocabulary</b> Drip, wipe, wash, control, mask. Apply,</p>	<p><b>Vocabulary</b> Line drawing, form, tone, negative space. Print, print block, ink, roller, relief print,</p>	<p><b>Vocabulary</b> Paper Textiles - Weave, weft, warp, loom, thread, finishings,  Paint- tone, lighten, darken, mood, feeling, shade, mix, apply</p>	<p><b>Vocabulary</b> Fabric Textiles - Weave, weft, warp, loom, thread, finishings,</p>
	<p><b>Draw</b> Explore grades of pencils to make a range of marks and create a tonal range varying pressure. Make representations of Quentin Blakes birds and dragons varying tone. Create a <b>drawing pathway</b> or story, sequencing three images of an animal (See Access Art for example)</p> <p><b>3D Sculpture</b> – Explore a range of recycled materials (wood/metal objects etc) to create structure;</p>	<p><b>Draw</b> and explore mark making with graded pencils/ pen/ charcoal / rubbers London's Burning drawings. <b>I can draw with an eraser by removing pencil tone.</b>  <b>I can draw light and dark lines using different materials and methods.</b>  <b>Paint</b> Explore different ways of applying paint including brushes, sponges, plastic surfacers (eg</p>	<p><b>Draw</b> Explore using inks or water based paints to create marks. Explore resist using masking tape and masking fluid. Use small brushes, pipettes, sponge and cotton buds etc Develop control of clear marks. <b>I can mask areas when painting.</b> <b>Draw</b> Sketch in the Barford landscape using dry mark makers – pencil/graphite/</p>	<p><b>Draw</b> using line and tone to represent objects – flowers, leaves animals objects. Create object in negative space. Look at and replicate simple line drawings of leaves, plants and flowers. <b>I can create a controlled line drawing to show form.</b>  <b>Print</b></p>	<p><b>Draw</b> to develop control and range of marks to represent different tones. Create a tonal range using graded pencils. I can create tone using pencil control and a range of graded pencils.  <b>Look at the work of Paul Klee (tints and shade)</b>  <b>Paint</b> <b>Explore tonal painting</b> Create different tones of a colour starting with white and adding a primary to deepen colour. Record all colours to create a colour tonal range.  Using window viewer, explore sky tones from above to near horizon. Observe sky lightens at horizon. Create tonal painted background with 4 tones of blue. <b>Textiles</b></p>	<p><b>Textiles</b> – Explore simple weaving techniques using mesh and threads or by making simple looms from cardboard tubes and paper plates- Observe weft and warp on fabrics and deepen understanding. Space themed landscape. Planets/rockets collage <b>I can weave using a simple loom.</b>  <b>I can explain a simple weaving method.</b> Look at birds eye view of British landscapes (a patchwork quilt). Create individual woven squares and patch work into a collaborative patchwork landscape piece.  <b>Evaluate</b> understanding of process of weaving as 'top tips'</p>



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<p>practices and disciplines, and making links to their own work.</p>	<p>(sponges, masking tape, fabric strips) to create form. Create an elephant sculpture <b>I can create a sculpture from observation.</b></p> <p><b>I can sculpt in 3D using a range of different materials to create form.</b></p> <p>Consider – use of Papier mache earlier in Autumn 1 as one way of creating a finished layer. Alternatively use fabric or modroc strips and embellishments.</p> <p><b>I can add embellishments to creatively decorate and finish my sculpture.</b></p> <p><b>I can say what changes I would make to improve my sculpture.</b></p>	<p>bubble wrap) fingers, etc. Explore overlapping painting processes.</p> <p>Restricted palette – colour mixing using red, yellow and black to darken. <b>I can create a range of colours from a restricted palette.</b></p> <p><b>Evaluate-</b> Which mark makers created the best smoky effect to suit the images of burning fire? <b>I demonstrate awareness when choosing a brush or markmaker for paint.</b></p> <p>Using paint, create London's burning paintings with smoke filled skies. <b>I can identify how I can improve my own artwork.</b></p>	<p>charcoal/ chalk pastels. <b>I can apply a range of marks to create an image: lines, dots, scumbling, hatching, blending, erasing</b></p> <p><b>I can use a viewfinder to help create an image.</b></p> <p><b>Paint</b> Explore making different greens using white, black, blue and yellow.</p> <p>Restricted palette painting. Barford landscape considering the style of LS Lowry – buildings and people. Eg mask where buildings will go before adding paint. 'Mask a second time to create layers in paint. Offer a wide range of make makers including brushes, sponges and plastic surfaces. <b>I can choose painting tools for purpose. Eg brush</b></p>	<p>Use string and cardboard to create a print block to monoprint using inspiration from aboriginal art. Print repeated pattern using print block. <b>I can explore an artists work and make links in my own work to create a printing block.</b></p> <p><b>Evaluate</b> own learning by creating instructions to make a print block. (written evaluation) <b>I can explain how printing works.</b></p> <p><b>(see Twinkl PPT) relating to aboriginal art)</b></p>	<p>Introduce weaving. Explore warp and weft on fabric. Paper weave hot air balloon. Collage onto tonal background with child photo in basket.</p> <p><b>Evaluate</b> tonal/colour exploration (written) I can explain the method I used to create different tones.</p>
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			size, sponge for texture.  I can demonstrate my own creative flair using media available.			
<b>Year 3 Curriculum Content:</b> 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	<b>The Stone Age to the Iron Age</b>	<b>Natural Disasters</b>	<b>China</b>	<b>Ancient Greece</b>	<b>Bees</b>	<b>The Two Elizabeths</b>
	<b>Explore work of Lascaux cave paintings</b>	<b>Explore the work of Auguste Rodin (charcoal human form- links to Science human body topic)</b>	<b>Work of Hokusai,</b> eg Tea House at Koishikawa. The Morning After a Snowfall, (1830)	<b>Explore works of Ancient Greece</b>	<b>Explore work of Escher</b>	<b>Explore works of Tudor portrait painters</b>
	<b>Vocabulary</b> Discovery, trace, site, Blend, control, stencil	<b>Vocabulary</b> Tone, shade, light, depth, texture (and texture language, eg rough, smooth) mixed media, continuous line drawing. Charcoal: blend, erase.	<b>Vocabulary</b> Line, mark makers, control, precision	<b>Vocabulary</b> Line, pattern, geometry, sculpt, malleable, rigid, roll, coiling, slip,	<b>Vocabulary</b> Line, pattern, symmetry, tessellation, etch, print block, ink, roller, print tray, repeat, overlay.	<b>Vocabulary</b> Line, pattern, shade, embroidery, stitches, light, texture, reflection, shadow.
	<b>Draw</b> Use soft mark makers to create a tonal range using control and blending. Explore using card or masking tape as a stencil to create resist.  Explore using a range of (applying in different ways eg on tip, side, rubbed etc) to	<b>Draw</b> Explore mark making with charcoal and erasers, drawing from objects developing tone and shade. <b>I can use tone and shade to show awareness of the direction of light.</b>	<b>Paint</b> Explore watercolour painting using a range of brushes and dilution of paint. Use exploration to create original shapes from Willow pattern designs.	<b>Draw</b> Explore using a range of mark makers by stippling, scumbling, cross hatching and blending. Explore creating coils and spirals using lines and dots. <b>I can compare artwork and art techniques using the appropriate terminology.</b>  Look at Ancient Greek geometric patterns and	<b>Draw</b> Explore creating a tonal range of 3-5 shades using graded pencils. <b>I can use different grades of pencil to create a tonal range</b>  <b>Look at use of pattern in Eschers work.</b> Exploring the use of pattern (repetition, symmetry, tessellation etc) Focus: bees,	<b>Research</b> <b>Artists of the Tudor court.</b> Focus on key artists and the portraits they created.  <b>I can use the internet to research artists and their work.</b>  <b>I can research and collect information about the lives and works of artists and designers in my sketch book.</b>  <b>Draw</b>



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<p>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.</p>	<p>create and drawing from objects or visual representations. Explore working on different papers and paint or ink washed paper.  <b>I can explore new ideas and techniques in my sketch book.</b>          Use pastels and charcoal to create cave paintings representations of things seen or imagined.  <b>Produce detailed drawings from observations and photographs</b>  <b>Evaluating</b>          Compare own cave paintings to the Lascaux originals. Look at modern day image that could be created on a wall today, Create a drawing of it using pastel techniques and colours previously explored.  <b>I can comment on my own artwork giving reasons to support my views.</b></p>		<p><b>I can use my sketch book to collect ideas to be used in my future work.</b></p> <p>Review tonal painting from Y2. Name primary and secondary colours. Create tonal range in one primary colour using watercolour paint, adding colour to water to create tone.  <b>I can name all primary colours and the secondary colours each pair of primary colours makes.</b></p> <p>Create own Willow Patten plate using watercolour paints.  <b>I can show control when mark making with paint.</b></p> <p><b>I can make purposeful marks and lines with wet media including watercolours and inks.</b></p> <p><b>Evaluating</b>          Create a gallery and peer critique</p>	<p>explore creating them mixing drawing media (eg erasers over charcoal and markers)</p> <p><b>3D Sculpture</b>          Explore rolling clay into lengths and coiling continuously or in different directions to create patterned effects.  <b>Introduce</b> slip as a joining method.  <b>I can use pinch, slab and coil techniques when creating sculptures out of clay.</b></p> <p><b>I can control the consistency of clay to work effectively in detail.</b>  <b>I can apply slip neatly to join pieces of a clay sculpture.</b>          Manipulate malleable material (clay) to create a Greek pot using coil method of joining and forming.          (See Access Art for info: <a href="http://Decorative Clay Coil Pots (accessart.org.uk)"><u>Decorative Clay Coil Pots (accessart.org.uk)</u></a>)</p>	<p>honeycomb and petals Collage and craft work.          In sketch books, create several images using a range of different drawing and painting media to use as reference points for future work.  <b>I can use my sketch book to record notes, experiment and collect ideas such as artworks, patterns and observations in nature.</b></p> <p>Draw/Design a tile pattern.</p> <p><b>Print</b>          Relief printing.          Create a foam tile engraving of tile design. Use printing inks to repeat or tessellate the tile to create a printed work.  <b>I can make and use a print block to create a repeated pattern.</b></p> <p>Create a simple 2<sup>nd</sup> block to overlay on first printed image  <b>I can create prints with two overlays.</b>  <b>Evaluating</b>          Consider the printing effects and how this could be developed and used for other purposes eg fabrics, wall paper design etc  <b>I can identify ways I could improve my artwork.</b></p>	<p>Explore light and form using a range of mark makers. Look at shiny objects, reflections and shadows. Draw from still life.</p> <p><b>Photography</b>          Create portraits from different viewpoints, considering light and shade.  <b>I can take a photograph with consideration of light and shade.</b>          Create a self portrait using a range of mark makers.  <b>I display an awareness of objects having three dimensions when drawing.</b></p>
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			success of replication.			
<b>Year 4 Curriculum Content:</b> 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	<b>Ancient Egyptians</b>	<b>Romans</b>	<b>Industrial Revolution Region</b>	<b>European</b>	<b>Brazil and Rainforests</b>	
	Explore work of Egyptian tomb painters and communication through papyrus hieroglyphs. (see <a href="#">Egyptian life and death   British Museum</a> )		Explore Ozzy the mechanical Bull sited in New Street Station. Designed by Misty Buckley (creative product designer) and fabricated by Artem. Discuss its symbolism as representing industry in the Black Country.		Explore work of Artist Georgia O'Keefe	
	<b>Vocabulary</b> hatching cross-hatching, stippling, scumbling and blending, drying frame, pulp,		<b>Vocabulary</b> Installation, form, structure, proportion, construction, Lines, smudging, Recycled materials, mixed media, water based, collaboration,		<b>Vocabulary</b> Blend, rub, mix, subtle, delicate, soft, sharp lines, natural, view, composition, flood composition, primaries, secondaries, tertiary colour	
	<b>Draw</b> Explore mark making with a range of drawing materials combining them to create tones and textures eg pencil and soft pastel or charcoal and erasers. <i>I can explore different sketching techniques such as hatching cross-hatching, stippling, scumbling and blending and their effects on different papers and surfaces.</i> Create real representations of tomb paintings depicted in photographs from Ancient Egyptian tombs. <i>I can use different grades of pencil to apply tone to drawings.</i>  <b>Sculpture: Paper making</b> Look at papyrus as a method of communicating. Watch paper making tutorial eg <a href="https://www.youtube.com/watch?v=5xWrKIVBgo">https://www.youtube.com/watch?v=5xWrKIVBgo</a>		<b>Draw</b> View close up images of mechanical parts. Use marks to draw parts of images: mixing smudged and sharp lines and networks. Use a range of mark makers: pencils, charcoal, soft pastels, neutral felt tips etc Explore use of water based and oil-based materials together. Eg oil pastels and water colours. <i>I can explain the result of mixing oil based and water based materials.</i>  <b>3D Sculpture</b> Revisit collage techniques – tearing/ flat laying/ cellulose or PVA application. In sketch books explore 'flat' collaging different papers including recycled magazines and books with print. <i>I can use my sketch book to develop ideas for future work.</i>  Look at images of Earth from space taken day and night. Explore ideas to create a 'map' sculpture in		<b>Artist study – Georgia O'Keefe</b> Create an artist study in sketch book from research about her life and work. <i>I can use the internet to research the life and work of an artist.</i> <b>Draw</b> Explore tonal shading by blending materials. Oil pastels (adding a deeper shade and blending), watercolours (continuous adding of block colour to water to darken tone). <i>I can use my sketch book to explore new ideas and practise techniques.</i> Make a collection of natural life objects (leaves, stems, flowers, plants etc)  Create natural life objects and living plants to explore with mark makers. Look up close at detail and replicate with lines, dots, scumbling and toning. <i>I can show a good understanding of composition, proportion and scale when drawing.</i>  Explore living things close up using magnifiers and using paint as a mark maker, create line drawings with thin brushes, taking care to control marks. Use a view finder to create composition which floods off the page. <i>I can use a viewfinder to explore close up observational drawing.</i>  <b>Paint/Oil Pastel Mixed media</b> Create a colour wheel of primaries and secondaries. Look carefully at colour in flowers and experiment with creating close colours to photographic images.	



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<p>materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	<p>Using recycled picture frames and jay cloth or thin cotton sheets, staple fabric onto frame. 'Create paper pulps using coloured sugar papers, water and cellulose paste. Blend with hand blender. Create Egyptian image using two pulps. When dry, use markers to write hieroglyphic images over recycled paper.</p>	<p>sketch books using a range of materials: different recycled papers/ photos / oil pastels/ water-based paints.</p> <p>In Groups: Share sketch books and collaboratively design a Planet Earth Electrical copper wire sculpture. Observe landscape of an area on Earth Create images flat area of Planet Earth using card as a base, using tissues, recycled magazines to create land and oceans. Oil pastels for detail and water-based paint. <i>I can collaborate with other artists to create one piece of art.</i></p> <p><i>I can purposefully mix media to create desired effects, which I can explain to others.</i> <b>Extend!</b> Over lay copper tape, with diodes resistor and cell battery to create a small network of lights.</p> <p>Alternatively use copper wire and embellishments for a non circuit version.</p> <p><a href="#">Using Copper Tape with Paper Circuits - YouTube</a></p>	<p>Experiment with oil pastels smudging and blending to create Georgia O'Keefe inspired flowers (to be added to collage later on in unit). Use oil pastels to emphasis tonal change on painted flowers. <i>I can effectively blend oil pastels to create smooth colour change.</i></p> <p><b>Collage</b> <b>Using mark making on sheets of paper (natural rubbings of leaves and bark, drawings, own photos of natural imagery, magazine mages, and recycled papers etc) create a rainforest inspired collage. Add the Georgia O'Keefe style flowers in foreground.</b></p> <p><a href="https://www.youtube.com/watch?v=eAdFH-51YpM">https://www.youtube.com/watch?v=eAdFH-51YpM</a></p> <p><i>I can explain how my artwork and the work of others in the class makes me feel.</i></p>
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<b>Year 5 Curriculum Content:</b> 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	<b>The Maya and Chocolate</b>	<b>Saxons</b>	<b>Vikings</b>	
	<b>Britain at Sea</b>	Explore Mayan imagery	NB- Not linked to learning theme  Explore the work of Mike Barrett (see <a href="https://www.emelbi.com/i_educate/">https://www.emelbi.com/i_educate/</a> ) digital, visual artist.	Explore the work of Alexander Calder
	<b>Vocabulary</b> Relief printing, mark making, line, ink, ink roller, poly-tile, etching, composition, print, block, print tray, repeat	<b>Vocabulary</b> Imagery, proportion, scale, line, tone, shade, contemporary, impacting, mixed media, composition, portrait, digital art, graphic design, animation, image layering	<b>Vocabulary</b> 2D, 3D shapes, weight, position, direction and movement, shadows, forces and gravity, wire, bend and twist, coil, join, suspend, mobile, pliers	
	Discrete art technique lesson - Explore light and shade using charcoal and pencils. Use images with strong dark and light tones to explore drawing with defined tone. <i>I can demonstrate and awareness of light direction in my drawings by shading.</i>  <b>Draw</b> Create a Mayan image in sketchbooks to explore with print. Consider different line and mark making and how this can be replicated in etching- thinking about negative space (see Ange for example prints) <i>I can use a range of marks to demonstrate changes in texture and pattern.</i>  <b>Print</b> Etch poly-tile with chosen Mayan design (using a range of linework). Roll and print to create mono-print.	<b>Draw</b> <i>Shows confidence using a range of materials to produce line, tone and shade</i> Draw Features of the face considering light and form. Use biro and cross hatch to draw tone on the face Add ink tone and carefully cut out. <b>Mixed Media Portraits</b> <b>See Access Art – Mike Barrett</b> <i>I can make purposeful marks and lines using a range of dry media: charcoal, pencils, ink pens, pastels etc</i>  Create a sketch book page about the life and work of the artist Mike Barrett <i>I can comment on the work of others giving reasons to support my views.</i> <b>Paint</b> Reflect on colour wheel work in Year 3 Explore making secondary and tertiary colours from Primaries <i>I can create tertiary colours I desire from primary colours.</i>	Look at the work of Alexander Calder- create sketchbook page inspired by the artist. <a href="https://www.tate.org.uk/art/artists/alexander-calder-848/who-is-alexander-calder#:~:text=Alexander%20Calder%20is%20known%20for,and%20suspension%20in%20the%20air.">https://www.tate.org.uk/art/artists/alexander-calder-848/who-is-alexander-calder#:~:text=Alexander%20Calder%20is%20known%20for,and%20suspension%20in%20the%20air.</a>  <a href="https://www.youtube.com/watch?v=FUchd9wwBoI">https://www.youtube.com/watch?v=FUchd9wwBoI</a>  See wire joining technique tutorials <a href="https://www.youtube.com/watch?v=ej407m4T-u8">https://www.youtube.com/watch?v=ej407m4T-u8</a> <a href="https://www.youtube.com/watch?v=n9VayIREIAQ">https://www.youtube.com/watch?v=n9VayIREIAQ</a>  <b>Sculpture:</b> Look at images of ships and sailors at work (both contemporary and classical) Look at videos of the movement of the sea to inspire positioning of the human form responding to the force of the waves.	



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sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.



### Paint/pens

Explore layering background. Using restricted palette (2 primaries), resist mark makers, cling film, bubble wrap to layer. When dry apply careful detail using posca pens or markers.

**I can manipulate materials to create a desired effect.**

### Collage

Collage portrait.

Add careful colour tone to collage portrait image and back ground together.

**I can join papers neatly to create a flat background for mark making.**

**John Wentz** and **Ann Gale** paint fractured surfaces integrating the figure

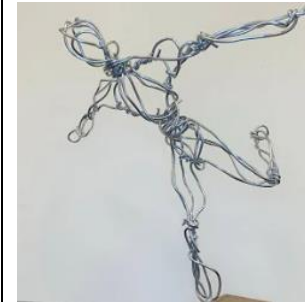
**Ed Fairburn** integrates the figure with maps and start charts

**Julie Mehretu** layer architectural drawings, plans, charts and maps with intense mark making on a large scale but ideas could easily be adapted for portrait backgrounds

### Commenting

Explain all the the processes necessary to complete the work, by listing them.

Children to choose one sailor to recreate in wire form.







# Barford St. Peter's C.E. (V.A.) Primary School



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	Tudor Warwickshire	World War II		1960s USA
<p><b>Year 6 Curriculum Content:</b> 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</p>	<p><b>Explore work of the Tudor artists</b></p> <p><b>Vocabulary</b> Dots, lines, hatching, cross-hatching, scumbling, dabbing etc Paint thickness, acrylic paint, diluting, primary, secondary, tertiary colours, skin tone, tonal mixing.</p> <p><b>Draw</b> - Create tonal ranges with mark makers and methods for sketching detail – dots, lines, hatching, scumbling etc Look at intricacies of costume in Tudor portraits and create sections using a range of blendable and non blendable mark makers. <i>I can use a range of mark makers to create different textures and patterns.</i></p> <p><b>Paint</b> – consider thickness of paint Explore painting in acrylics with neat paint and by watering it down. Explore mixing consistencies in sketch book. Create folds in piece of fabric from life to study and apply technique using water to change consistency of paint.</p> <p><i>I can use techniques such as thinning paint to create effects in my artwork</i> Build sketch book of paint exploration and colour mixing. Revisit creating skin tones mixing from primaries. Create a Tudor portrait considering skills explored in sketch book this term.</p>	<p><b>Explore work of Henry Moore</b></p> <p><b>Vocabulary</b> Forms of sculpture: casting, carving, modelling, tone, organic form</p> <p><b>Draw</b> Explore creating solid form using tone and shading from life. <i>I can create drawings with tone and form using a range of mark making materials.</i></p> <p>Draw form from Moore's shelter drawings Henry Moore's Shelter Drawings (<a href="http://accessart.org.uk">accessart.org.uk</a>)</p> <p>Research and make notes in sketch book on the three forms of sculpture: <b>Carving, Modelling, Casting</b>. Create an illustrated page to explain the differences. <i>I can explain the different processes used to create different sculptures.</i></p> <p><i>I can recognise sculpture that has been made by casting, modelling and carving.</i> <b>3D Sculpture</b> Draw figures from life considering life in an underground tube shelter. Feelings/emotions/ body shape and representing sadness/despair.</p> <p>Explore modelling as a form of sculpture- use clay to create the sketched human form from clay (using</p>	<p><b>Explore work of Caravaggio – Light and Dark (Charriscuro)</b></p> <p><b>Vocabulary</b> Light, dark, charricurio, Tonal shading, restricted palette.</p> <p><b>Draw</b> Explore with a wide range of tonal mark makers light and dark tone. Use tonal paper with white and black mark makers. <i>I can explore a range of mark makers to create light and shade.</i></p> <p>Look at the work of Caravaggio and how light creates mood. Create a page in sketch book about Caravaggio and his work.</p> <p>View the work of Henry Moore in the coal mines – how is light portrayed underground? <b>Paint / Draw</b> mixed media</p> <p>Create a coal mining light and dark mixed media piece using blacks, whites and grey tones as a restricted palette.</p>	<p><b>Explore work of Andy Warhol</b></p> <p><b>Vocabulary</b> <b>Negative space</b></p> <p><b>Draw</b> Create still life scene in room. Explore negative space using a range of mark makers. Discuss how the image 'pops' out. <i>I can create a striking negative space still life.</i></p>   <p><i>Challenge- explore negative space optical illusions.</i></p> <p>Research Andy Warhol in class and create an artist page in sketch book.</p>



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<p>a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	<p><i>I can use a range of creative painting processes to create a successful portrait displaying different colours, form and textures.</i></p>	<p>the slip, score and blend method to attach body parts).</p> <p>Explore the work of Barbara Hepworth sculpture in sketchbooks.</p> <p>Explore carving as a form of sculpture. Using soap, create figures of that time using tools to carve.</p> <p>Make larger figures by joining bars of soap with wire.</p> <p><i>I can use carving tools safely and effectively when sculpting.</i></p>	<p><i>I can create striking lighting in my painting using a restricted palette.</i></p>	<p>Develop idea for a print block displaying modern theme cultural hero/heroine for own generation eg footballer, pop star etc</p> <p>Print</p> <p>Print making (screen printing or tile resist printing)</p> <p><i>I can create a print with three overlays.</i></p> <p>Class discussion: look at the works of the artists studies during year 6, consider similarities and differences in style of their work. Compare two in sketch book</p> <p><i>I can identify similarities and differences in style between different artists, designers and architects.</i></p>
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