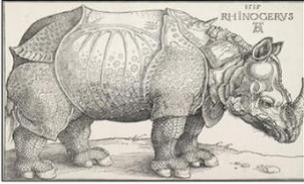
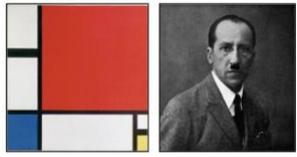


Art skills progression document 2024

Year	Unit title	Skills	Objectives / knowledge	Questions that children will answer	Vocabulary			
					Tier 2	Tier 3		
N	<p>22-36 months: Experiments with blocks, colours and marks Beginning to use representation to communicate</p> <p>30-50 months: Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects Beginning to be interested in and describe the texture of things Explores colour and how colours can be changed Use various construction materials Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Joins construction pieces together to build and balance Realises that tools can be used for a purpose</p> <p>40-60 months: Experiments to create different textures Understands that different media can be combined to create new effects Manipulates materials to achieve a planned effect Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary Explores what happens when they mix colours Constructs with a purpose in mind, using a variety of resources Selects tools and techniques needed to shape, assemble and join materials they are using</p>							
R	<p>ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design, technology, art, music, dance, role play and stories.</p> <p>Developing Ideas: CoEL Creating and Thinking Critically: Having their own ideas, Making links, Choosing ways to do things Thinking of ideas Finding ways to solve problems Finding new ways to do things Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activity is going Changing strategy as needed Reviewing how well the approach worked</p> <p>Taking Inspiration: CoEL Playing and Exploring Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activity Showing particular interests</p>							
1	<p>AUTUMN 1</p> <p>Drawing – Block A</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> ● Make marks using a variety of drawing tools ● Select appropriate tools ● Make a range of marks ● Communicate something about themselves in their drawing ● Draw using pencil or crayon ● Communicate mood in their drawing. ● Draw lines of different shades and thickness by using different grades of pencil ● Identify shades of primary colours 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> ● Exploration of materials ● Explicit teaching of techniques ● Application of knowledge and techniques 	<p>What happens if you mix media? What happens if you change the size of the mark? What is the effect of pressure? What happens if you use the side rather than the tip? Does it smudge? What marks can you identify? Can you see where cross-hatching has been used? What did you enjoy / dislike about this activity? What would you do differently or change and why?</p>	<p>Drawing</p> <p>Pressure</p> <p>Orientation</p>	<p>Cross-hatching</p> <p>Texture</p> <p>Monochrome</p>		

	<p>Significant Artist: Albrecht Dürer</p>  <p><i>The Rhinoceros (1515) by Albrecht Dürer</i></p>				
<p>AUTUMN 2</p> <p>Painting – Block B</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • The names of the primary colours • Make thick and thin marks • Identify shades of primary colours • Use a range of brushes to explore shape • Mix colours using primary colours • Say the names of the primary colours • Say the names of the secondary colours • Use paint effectively to create a background • Choose appropriate thick or thin paint brushes to create line. • Draw a picture of something they see <p>Significant Artist: Piet Mondrian</p>  <p><i>Composition II in Red, Blue and Yellow (1930) by Piet Mondrian</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials • Explicit teaching of skills • Application of knowledge and techniques 	<p>Can you name the different parts of a brush? What is meant by dip, dip dab and can you explain this method to a partner? What would you do differently next time? How would you change or improve your work? What did you like / dislike about the activity? Why do you feel that way?</p>	<p>Palette</p> <p>Brushstroke</p> <p>Primary colours</p>	<p>Bristles</p> <p>Ferrule</p> <p>Handle</p>
<p>SPRING 1</p> <p>Printmaking–Block C</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • How to make and use a stencil and relief block • Apply paint using controlled brushstrokes and stippling • Combine printing techniques such as stencilling and relief printing • Print with clear intent • Print onto paper • Print onto textile • Design a printing block • Create a repeating pattern <p>Significant Artist: Karen Lederer</p>  <p>Handprints</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and artform • Explicit teaching of techniques • Applying knowledge, skills and techniques 	<p>What happens if you pull, push or drag an object over the surface of the paper? Which marks do you prefer and why? What effects can you create by overprinting? Why is it important to print with the lightest colour first? Which objects work best for reverse stencilling? What happens if you press your relief block gently / firmly? How does your partner's printing compare to yours? What did you find easy / difficult about the stencilling process? What would you do differently next time?</p>	<p>Printmaking</p> <p>Stencil</p> <p>Relief printing</p>	<p>Stippling</p> <p>Stroking</p> <p>Overprint</p>
<p>SPRING 2</p> <p>Textiles – Block D</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • Combine a range of materials to produce textile art • Make different kinds of 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and techniques • Explicit teaching of techniques 	<p>How have you created a textured surface? Which techniques have you used in your portrait? What would have happened if you had used thicker fabric?</p>	<p>Fabric</p> <p>Yarn</p> <p>Portrait</p>	<p>Thread</p> <p>Assemble</p> <p>Fibres</p>

	<ul style="list-style-type: none"> shape using clay Roll, cut and coil clay to create different effects Add texture by using different tools <p>Significant Artist: Anne Kelly</p>  <p><i>Dream Portraits (2020) by Anne Kelly.</i></p>	<ul style="list-style-type: none"> Applying knowledge, skills and techniques Combining materials 	<p>How have you created texture in your work? What would change if you used different colour combinations? Why does it feel different drawing on fabric instead of paper? How are the marks made by wet chalk different to the marks made by dry chalk? What do you like about your portrait? Which techniques did you prefer? What would you like to improve?</p>		
<p>SUMMER 1</p> <p>3D - Block E</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Sculptures can be made out of many different materials Artists take inspiration from the work of others Select materials based on their properties Take inspiration from the work of an artist <p>Significant Artist: Kenojuak Ashevak</p>  <p>Window in the John Bell Chapel at Appleby College designed by Kenojuak Ashevak (2004)</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of materials and techniques Explicit teaching of techniques Applying knowledge, skills and techniques 	<p>What happens if you pinch the clay? How did you decide which materials to use? How do you change the surface from rough to smooth? What is easier? Building with boxes or stones? Why is it important to push the decorations into the surface? Which junk materials were most difficult to join? Why is it easier to make big pebbles? What are you most pleased with? What happens if you build your inuksuk, starting with the smallest pebbles or blocks? What would you do to make improvements?</p>	<p>inuksuk</p> <p>smooth</p> <p>pebble</p>	<p>balance</p> <p>construct</p> <p>model</p>
<p>SUMMER 2</p> <p>Collage - Block F</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Use collage as a background Use paper and that it can be torn or cut for effect Build up layers, using collage to create a background Tear paper and use scissors to cut for precision <p>Significant Artist: Paul Klee</p>  <p><i>Castle and Sun (1928) by Paul Klee</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of materials and artform Explicit teaching of techniques Applying knowledge, skills and techniques 	<p>What is easier, cutting along curved or straight lines? Which method do you prefer and why? Why did you select those colours for your background? What happens to the images when you paint over them with white paint? How would the effect have been different if you had arranged the squares differently or used different colours? What has happened to the bright colours? How is your picture similar / different to the work of Paul Klee? Why does brushing water over the picture soften the colours? What is the difference between cutting and tearing paper? What do you like about your finished picture? What would you change?</p>	<p>contrast</p> <p>line</p> <p>muted</p>	<p>tear</p> <p>snip</p> <p>paste</p>
<p>2</p> <p>AUTUMN 1</p> <p>Drawing – Block A</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Use a range of mark makers to create a variety of effects which 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of materials 	<p>What happens if you use the mark making tools in a different way? What happens if you change</p>	<p>Response</p> <p>Stroke</p>	<p>Contrast</p> <p>Medium/ media</p>

		<p>are dependent on the surface on which they are placed</p> <ul style="list-style-type: none"> ● Layer different pressure to create effect ● Create different tone using light and dark. ● Show pattern and texture in their drawing. ● Drawing a picture from observation <p>Significant Artist: Beth Krommes</p>  <p>Waves</p> <p><i>Waves (2021) by Beth Krommes</i></p>	<ul style="list-style-type: none"> ● Explicit teaching of techniques ● Application of knowledge and techniques 	<p>the size, shape or direction of marks you make?</p> <p>What happens if you use different media in the same piece?</p> <p>Why did you choose to use that media?</p> <p>How would you change or improve your work?</p> <p>What would you do differently next time?</p> <p>What did you like / dislike about the activity?</p> <p>Why do you feel that way?</p> <p>What did you find challenging / easy?</p> <p>What do you like / dislike about your artwork?</p>	<p>Linework</p>	<p>Stippling</p>
<p>AUTUMN 2</p> <p>Painting – Block B</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> ● Select colours and painting tools ● Make painted marks to express feelings ● Mix and match colours and predict the outcome ● Mix colour to create a brown ● Make tints by adding white ● Make tones by adding black ● Use a range of brushes to create different effects within their work ● Create a background within their painting ● represent ideas through images and form <p>Significant Artist: Wassily Kandinsky</p>  <p><i>Composition VII (1913) by Wassily Kandinsky</i></p>	<p>This term, the children should know:</p> <ul style="list-style-type: none"> ● Exploration of materials ● Explicit teaching of techniques ● Application of knowledge and techniques 	<p>What happens if you change the size, shape or direction of marks you make?</p> <p>What happens if you use different media in the same piece?</p> <p>How effective was the drawing tool you made?</p> <p>Why was / wasn't your drawing tool effective?</p> <p>What would you do differently next time?</p> <p>How would you change or improve your work?</p>	<p>Secondary colours</p> <p>Imagination</p> <p>Control</p>	<p>Concentric shapes</p> <p>Contrast</p> <p>Motif</p>	
<p>SPRING 1</p> <p>Printmaking – Block C</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> ● How to make a collagraph printing block ● Create repeated pattern ● Combine printing techniques ● Control lines and tone through pressure ● Create a print using pressing, rubbing, rolling and stamping ● Create a print like a designer <p>Significant Artist: William Morris</p>	<p>This term, the children should know:</p> <ul style="list-style-type: none"> ● Exploration of materials and artform ● Explicit teaching of techniques ● Applying knowledge, skills and techniques 	<p>Why might a print be incomplete?</p> <p>What did you find easy / difficult about the printing you have done?</p> <p>What happens if the surface of a printing block is not level?</p> <p>How does your print compare to your partner's?</p> <p>How can you make a print darker or lighter?</p> <p>What would you do differently next time?</p> <p>How did you create a symmetrical pattern?</p> <p>Which do you prefer –</p>	<p>Natural objects</p> <p>Repeated</p> <p>Organic</p>	<p>Collagraph</p> <p>Design</p> <p>Pattern</p>	



Strawberry Thief (1883)
by William Morris

printing with a block or natural objects?
How would you describe the work of William Morris?
What advice would you give about how to make prints clear?

SPRING 2

Textiles and Collage
– Block D

This term, the children should know how to...

- Select appropriate pre-used images, colours and textures to create a new picture
- Make a clay pot using their fingers
- Mould and shape clay carefully to achieve desired effect
- Join two finger pots together
- Add line and shape to their work.

Significant Artist: Katie Vernon



Odd Pin Flower 3 (2020) by Katie Vernon.

This term, the children should learn:

- Applying skills and techniques
- Explicit teaching of techniques and exploring materials
- Explicit teaching of techniques and artform

What happens if you dribble paint onto a surface and use your fingers instead of a paintbrush?
Why did you select those images for your collage?
How does drawing with wet chalk compare with drawing with dry chalk?
What effects could you create if you added stitching or paint to your collage?
Why did you select those particular objects and materials?
Do you like the work of Katie Vernon and Matisse? Give reasons.
What different effects would you have achieved if you had used fewer colours?
How would your picture have been different if you had used a printed or patterned background?
What textures can you see and what textures can you feel?
How would you like to change your work?

Image
Adhesive
Non-realistic

Reconstruct
Montage
Manipulate

SUMMER 1
3D - Block E

This term, the children should know how...

- Backgrounds can be painted for effect
- negative space is the area behind and around the main focus of the painting
- Use a range of techniques to create backgrounds for effect Paint backgrounds that create a negative space

Significant Artist: Kehinde Wiley



Barack Obama (2018) by Kehinde Wiley (born 1977)



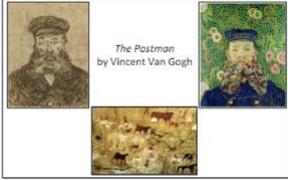
This term, the children should learn:

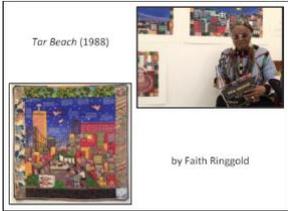
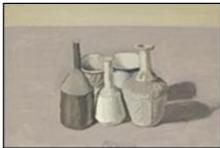
- Exploration of materials and artform
- Explicit teaching of techniques
- Applying knowledge, skills and techniques

What happens if you add drops of darker paint to a watery wash?
How does overlapping shapes or the arrangement of cut-out shapes affect the negative space?
What does gradient mean?
What does contrast mean?
What is positive and negative space?
What happens if the object in the foreground is as colourful as the background?
How can you create a gradient of colour, going from light to dark?
What effect can you achieve by using the same groups of colours in the foreground and the background?
Which technique of applying paint did you think was most effective?
How would you adapt, develop or improve your work?

background
traditional
wash

negative
space
gradient
effect

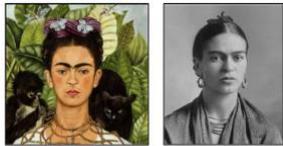
	<p>SUMMER 2</p> <p>Creative Response - Block F</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Series of steps in the creative process Use knowledge of techniques and skills to make creative choices using painting and printmaking 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Explanation of stimulus and reflection on the skills learnt Response to stimulus and revisiting of skills Applying knowledge, skills and techniques 	<p>Which painting techniques did you choose and why? How clear are your prints? What is a hue? What could you do to make your prints clearer? What is a secondary colour? Give an example. How did you create a textured surface for the tree bark? Which painting technique is most effective at creating a textured effect? How do you make shades of brown?</p>	<p>response reflect collaboration</p>	<p>preparation process incubation</p>
3	<p>AUTUMN 1</p> <p>Drawing and Painting – Block A</p>	<p>This term, the children should know how to...</p> <p>Use charcoal, chalk, pencil, pastel, pens etc. to create lines and form</p> <p>Draw with detail to represent form and shape</p> <p>Show facial expression in their drawing</p> <p>Use sketches to help produce a final piece of work</p> <p>Use different grades of pencil shades to show different tones and texture.</p> <p>Significant Artist: Vincent Van Gogh</p> 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Invent marks and repeat for effect Combine drawing and resist Respond imaginatively to a story or poem about an invented creature 	<p>What happens if you use the mark making tools in a different way? What happens if you change the size, shape or direction of marks you make? What did you do to create a different tint? Explain to someone else how to change the tint of a colour. What happens if you use different media in the same piece? What did you find challenging / easy? What would you do differently next time? How would you change or improve your work? What do you like / dislike about your artwork? Why do you feel that way?</p>	<p>Hue</p> <p>Repetition</p> <p>Resist</p>	<p>Tonking</p> <p>Sgraffito</p> <p>Impasto</p>
<p>AUTUMN 2</p> <p>Printmaking – Block B</p>	<p>This term, the children should know how to...</p> <p>printing block</p> <p>Create a 2 colour print</p> <p>Explore monoprinting on a range of different papers</p> <p>Create a stencil to produce a print</p> <p>Significant Artist: Neil Bousfield</p>  <p>Land and Sea, Past and Present (2019) by Neil Bousfield.</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of printing tools and materials Explicit teaching of techniques Application of knowledge and techniques 	<p>What happens if you use the mark making tools in a different way? Does the surface of the paper make a difference to how the print appears? What happens if you print on top of a previous mark? What happens if you rotate the printing block? Which method of printing do you prefer and why? How would you describe the work of Neil Bousfield? What did you find challenging / easy? How would you change or improve your work? What do you like / dislike about your artwork? Why do you feel that way?</p>	<p>Textured</p> <p>In slab</p> <p>Tthumbnail sketch</p>	<p>Repeated</p> <p>Impressed stamp</p> <p>Monoprint</p>	
<p>SPRING 1</p> <p>Textiles and Collage – Block C</p>	<p>This term, the children should know how to...</p> <p>Add texture to a piece of work</p> <p>Use clay to create simple form</p> <p>Significant Artist: Faith Ringgold</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of materials and artform Explicit teaching of techniques Apply knowledge, skills and techniques Create collaged patterns within concentric circles Tell a story using textiles 	<p>What happens when water is added to water-based pens? What would happen if you added paint to your mandala design? What pigments are revealed from green or orange marks when water is added? What effect would overlapping the paper have made to your design?</p>	<p>Mandala</p> <p>Dye</p> <p>Quilt</p>	<p>Radial</p> <p>Pigment</p> <p>Symbol</p>	

		and collage	<p>Why are different colours created when primary colours 'bleed' into each other?</p> <p>How would you improve your work?</p> <p>Which secondary colours were created when primary colours merged together?</p> <p>How is your work similar or different to your partner's?</p> <p>How have you created a mosaic effect in your mandala design?</p> <p>What would you do differently next time?</p>		
SPRING 2 3D – Block D	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> To know that relief work is a sculptural technique where parts of a sculpture remain attached to a surface. To know that sculptures can be any size and created with a wide range of materials. To know that when they are displayed they are called an installation. To be able to produce relief work, placing objects into a gesso. To make using wire and create structure and form. <p>Significant Artist: Louise Bourgeois</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Specific teaching of techniques and artform Exploring materials Specific teaching of sculptural techniques Produce relief work, placing objects into gesso Make an insect installation using wire to create structure and form 	<p>What happens if you group objects closely together?</p> <p>Why is it important to use thicker wire for the legs of the insect?</p> <p>How can you create a regular pattern rather than a random design?</p> <p>What techniques have you used to assemble and attach the body parts of the insect?</p> <p>Why is it important to work quickly?</p> <p>Which part of your work are you particularly proud of?</p> <p>What happens if you only wipe a small amount of metallic paint off the surface?</p> <p>Which parts of the insect were most tricky to construct?</p>	Pliers Pargeting Gauge	Gesso (jesso) Relief Installation
SUMMER 1 Painting - Block e	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> 			
SUMMER 2 Creative Response - Block F	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> 			
4 AUTUMN 1 Drawing – Block A	<p>This term, the children should know how to...</p> <p>Begin to show facial features and body language in their sketches</p> <p>Identify and draw simple objects</p> <p>Use marks and lines to produce texture</p> <p>Sketch ideas to inform final piece of art</p> <p>Show reflections</p> <p>Explain why they have chosen specific materials to draw with</p> <p>Significant Artist: Giorgio Morandi</p>  <p><i>Natura Morta (1956) by Giorgio Morandi</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Explore materials and the effect of combining one medium with another Explicit teaching of techniques – using a viewfinder to observe and draw parts of natural objects Applying knowledge, skills and techniques 	<p>What happens if you use the mark making tools in a different way?</p> <p>What happens if you change the size, shape or direction of marks you make?</p> <p>What happens if you use different media in the same piece? What did you find challenging / easy?</p> <p>What would you do differently next time?</p> <p>How would you change or improve your work?</p> <p>What did you like / dislike about the activity?</p> <p>Why do you feel that way?</p> <p>What do you like / dislike about your artwork?</p> <p>Why do you feel that way?</p>	Composition Focal point Form	Viewfinder Contour line Negative spaces

<p>AUTUMN 2</p> <p>Painting – Block B</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Mix colours independently Create mood in their painting Successfully use shading to create mood and feeling <p>Significant Artist: Georgia O’Keeffe and Helen Frankenthaler</p>  <p><i>The White Flower (1932) by Georgia O’Keeffe</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials •Explicit teaching of techniques •Application of knowledge and techniques •Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction 	<p>Are there similarities between your finished painting and the works of O’Keeffe or Fisher? Can you explain what overworking is? What happened where you used overworking? What happens if you change the size, shape or direction of marks you make? Can you give instructions on how to create secondary and tertiary colours? What did you find challenging / easy? How would you change or improve your work? What do you like / dislike about your artwork? Why do you feel that way?</p>	<p>Wash</p> <p>Background</p> <p>Watercolour</p>	<p>Overpainting</p> <p>Tertiary colour</p> <p>Wet-on-wet</p>
<p>SPRING 1</p> <p>Printmaking and Textiles – Block C</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Print using a range of colours Create an accurate print design Print onto different materials Compare own designs with that of other artists Experiment with and combine materials and processes to design and make a 3D form Begin to sculpt clay Scale a design up to create large scale piece of art work <p>Significant Artist: Gilbert Ahiagble (Bobbo)</p>  <p>Traditional kente cloth</p> <p>Gilbert (Bobbo) Ahiagble.</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and artform •Explicit teaching of techniques •Applying knowledge, skills and techniques 	<p>What happens if fabric is not tied securely before dye is applied? What adjustments can be made to get a clearer print? How would the colours react if dye was applied to wet fabric? What patterns can be made by rotating the printing block? Why do some areas of fabric remain white? Why might a print be unclear? What effects are created if you weave using different materials? Which techniques do you enjoy? What would you do differently next time?</p>	<p>Kente cloth</p> <p>Geometric designs</p> <p>Symbolise</p>	<p>Tie dye</p> <p>Weft</p> <p>Warp</p>
<p>SPRING 2</p> <p>3D and Collage – Block D</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> To know that an illusion can suggest movement To know the proportion will make a figure seem realistic. To assemble pieces of paper to create the illusion of movement To create figures that are in proportion and out of proportion. <p>Significant Artist: Alberto Giacometti</p>  <p><i>Three Men Walking (1948) by Alberto Giacometti</i></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of techniques • Explicit teaching of techniques and exploration of materials • Applying knowledge, skills and techniques 	<p>Which complementary colours produce the most effective illusion of movement? How do Giacometti’s figures compare with those you created in Lesson 1? What would happen if you used wider borders of colour around your figure? How is your 3D figure similar to those made by Giacometti? Why is it important to use correct proportions when you are drawing figures? How did you depict a particular movement or action in your sculpture? What happens if you don’t use correct proportions? What would you improve or do differently next time? What happens if you use thick</p>	<p>Elongated</p> <p>Motion</p> <p>Figure</p>	<p>Form</p> <p>Proportion</p> <p>Découpage</p>

			strips of coloured paper on your 3D wire form?		
SUMMER 1 Painting - Block E	This term, the children should know how to... ●	This term, the children should learn:			
SUMMER 2 Creative Response - Block F	This term, the children should know how to... ●	This term, the children should learn:			
AUTUMN 1 Drawing and Painting – Block A	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Identify and draw simple objects and use marks and lines to produce texture Use shading to create mood and feeling Develop observational focusing on line, shade and texture Show reflections and shadows within their artwork Represent foreground and background within their artwork Explain why they have chosen specific materials to draw with <p>Significant Artist: Friedensreich Hundertwasser</p>  <p><small>Blobs Grow in Beloved Gardens (1975) and Atlantis Submersion (1996 – 1998) by Friedensreich Hundertwasser</small></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Explore materials Explicit teaching of techniques Applying knowledge, skills and techniques 	<p>Can you explain the term subtractive drawing to a friend? What do you like or dislike about this method of mark making? What is chroma? How would you describe the artwork of Hundertwasser? What do you like / dislike about your artwork? Why do you feel that way? What did you find challenging / easy? How would you change or improve your work next time?</p>	<p>subtractive drawing (working in the negative)</p> <p>organic</p> <p>harmony</p>	<p>Overlay</p> <p>Abstract</p> <p>Chroma</p>
AUTUMN 2 Printmaking – Block B	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Print using a range of colours Create accurate print design based on criteria provided Make connections with their work and that of others Create images through overprinting <p>Significant Artist: Andy Warhol</p>  <p><i>Campbell's Soup Can</i> by Andy Warhol</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of Materials Explicit teaching of techniques of reduction printing Application of knowledge and techniques previously learned 	<p>What materials are needed for making a reduction print? Why is the lightest colour applied first? Why should the incision not go all the way through the foam block? What would happen if a block wasn't cleaned after use? What would happen if new incisions weren't made but a new ink colour applied? What would a printmaker have to do if they wanted to use a fourth colour? What did you like / dislike about the activity? Why do you feel this way? What did you find challenging / easy? What would you do differently next time?</p>	<p>Edition</p> <p>Overlaid</p> <p>Reduction painting</p>	<p>Transpose</p> <p>Incision</p> <p>Inverted</p>
SPRING 1 Textiles and Collage – Block C	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> Experiment with and combine materials and processes to design and make 3D form Explore how some stimuli can be used to inspire 3D form 	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> Exploration of materials, texture and natural objects Explicit teaching of techniques such as loom making and raffia work Applying knowledge, skills and techniques 	<p>How did you recreate the texture and lines found in bark? What did you find easy or difficult when weaving with raffia? What different effects can you create by tearing and overlapping strips of paper? How have you used fabric to represent the texture of</p>	<p>Texere</p> <p>Tactile</p> <p>Assemble</p>	<p>Appliqué</p> <p>Natural</p> <p>Fibre</p>

	<p>Produce 3D artwork with a focus on form, texture and colour</p> <p>Significant Artist: Lesley Richmond</p>  <p>Sewing materials</p>  <p>Leaf Cloth Dance 1 and Woodland by Lesley Richmond.</p>		<p>natural objects? How is the effect different when you cut strips and leave gaps between them? Have you used the appliqué successfully to create a tactile surface? How do you make beads from paper? How would you improve your work further? Why is it important to start with the wide end of the paper when winding paper to make beads? Which techniques do you feel less confident about?</p>		
<p>SPRING 2</p> <p>3D – Block D</p>	<p>This term, the children should know how to...</p> <p>To know that an armature can be used to create a piece of 3D Art.</p> <p>To know that clay can be joined by a score and slip method.</p> <p>To use armatures to produce 3D forms.</p> <p>Join two or more pieces of clay.</p> <p>Significant Artist: Barbara Hepworth</p>  <p><i>Family of Man (1970)</i> by Barbara Hepworth</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and techniques • Explicit teaching of techniques • Applying knowledge, skills and techniques 	<p>Why is it important not to allow the paper to wrinkle when you apply it to the armature? What did you find difficult about adding your decoration to the clay slab? What is different about the finished bowls? What happens if you roll out the clay too thinly? How does light affect the colours used in the tissue bowl? How do you make braids or twists from clay? What would happen if you used complementary colours? What effects did you create by using two colours of clay? Why is it important to score the surface of the clay when joining pieces? What would you do differently next time?</p>	<p>Amateur</p> <p>Papier-mâché</p> <p>Slip</p>	<p>Analogous colours</p> <p>Contour</p> <p>Score</p>
<p>SUMMER 1</p> <p>Painting - Block E</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • 	<p>This term, the children should learn:</p>			
<p>SUMMER 2</p> <p>Creative Response - Block F</p>	<p>This term, the children should know how to...</p> <ul style="list-style-type: none"> • 	<p>This term, the children should learn:</p>			
<p>6</p> <p>AUTUMN 1</p> <p>Drawing – Block A</p>	<p>This term, the children should know how to...</p> <p>Make accurate sketches that use imagination and communicate emotion and a sense of self,</p> <p>Develop drawing techniques that include shading, hatching and blending</p> <p>Use a range of media to represent ideas including pen and ink</p> <p>Develop and awareness of</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials • Make reference to previous mark making • Explicit teaching of techniques • Application of knowledge and techniques 	<p>Explain how you have used shape and form in your portrait work. Describe how you have used colour. Identify where you have used texture. Indicate where you have used line and intentionally changed marks. What happens if you use the mark making tools in a different way?</p>	<p>Surreal</p> <p>Portraiture</p> <p>Symbolism</p>	<p>Scale</p> <p>Proportion</p> <p>Figurative</p>

		<p>composition, scale and proportion</p> <p>Make sketches with increasing accuracy and imagination</p> <p>Combine media to create different effects within research their artwork</p> <p>Explain why they have chosen specific drawing techniques</p> <p>Significant Artist: Frida Kahlo</p>  <p style="text-align: center;"><small>Frida Kahlo</small></p>		<p>What happens if you change the size, shape or directions of the marks you make? What happens if you use different media in the same piece? What do you like / dislike about your artwork? What did you like / dislike about the activity? Why do you feel that way? What did you find challenging / easy? How would you change or improve your work?</p>		
<p>AUTUMN 2</p> <p>Y6 Painting and Collage – Block B</p>	<p>This term, the children should know how to...</p> <p>Explain what their own style is</p> <p>Plan and produce observational and imaginative compositions</p> <p>Use a wide range of techniques in their artwork</p> <p>Explain why they have chosen specific painting techniques</p> <p>Select the right tools for different effects</p> <p>Use a range of paint, oil and acrylic</p> <p>Mix colours to show mood and emotions with a painting.</p> <p>Embellish and add layers to create complexity in their work</p> <p>Use software to create digital artwork</p> <p>Crete a digital piece of art that can be used as part of a wider presentation. Produce images with a clear purpose</p> <p>Select materials to represent images, moods and emotions</p> <p>Justify the materials they have chosen</p> <p>Combine pattern, tone and shape</p> <p>Significant Artist: Patrick Caulfield Terry Gileck</p>  <p style="text-align: center;"><small>Three Sausages (1978) by Patrick Caulfield</small></p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Exploration of materials and artform • Explicit teaching of techniques • Applying knowledge, skills and techniques 	<p>What happens if you use different media in the same piece?</p> <p>Why is the weight or thickness of a material used in collage important to consider?</p> <p>How can the texture of a material be used to enhance an image?</p> <p>What effect do the black lines make in cubism?</p> <p>Why is tissue paper used to show colour change?</p> <p>'The images in the picture weren't balanced' – what does this mean?</p> <p>Where has the artist superimposed something?</p> <p>What do you like or dislike about cubism and why?</p> <p>What did you like / dislike about the activity and why?</p> <p>How would you change or improve your work?</p> <p>What did you find challenging / easy?</p> <p>What would you do differently next time?</p>	<p>Cubism</p> <p>Superimpose</p> <p>Still Life</p>	<p>Balance</p> <p>observational drawing</p> <p>Angles</p>	
<p>SPRING 1</p> <p>Printmaking and Textiles – Block C</p>	<p>This term, the children should know how to...</p> <p>Produce prints using different colours</p> <p>Use rollers, stencils and poly blocks</p> <p>Look carefully at skills and techniques used make decisions about the effectiveness of their printing methods</p> <p>Significant Artist: Patrick Hughes</p>	<p>This term, the children should learn:</p> <ul style="list-style-type: none"> • Explicit teaching of skills • Application of skills and processes • Explicit teaching techniques <p>Combining techniques</p>	<p>What does perspective mean?</p> <p>What would happen if you used a very sharp pencil to draw your image onto the polystyrene block?</p> <p>How do you draw objects in perspective?</p> <p>How have negative shapes been created in your repeated print?</p> <p>What do the words horizontal, vertical and diagonal mean?</p> <p>What improvements could be made?</p> <p>Why might a print appear</p>	<p>Vanishing point</p> <p>Illusion</p> <p>Perspective</p>	<p>Batik</p> <p>tjanting tool (tj –ant –ing)</p> <p>Resist Art</p>	



Paradoxymoron (1996)

smudgy or blurred?
 What did you find easy / difficult about the batik method?
 What happens if you print with the darkest colour first?
 What advice would you give someone who has not tried this method before?

SPRING 2
3D – Block D

This term, the children should know how to...
 To create 3D forms using a variety of techniques.
 To consider the use of colour, pattern and texture as they combine their pieces.
 To know that a 2D object can change its form and shape to become 3D.
 To use different media to create shapes and forms.
 To match visual and tactile elements to their intentions to create visual balance.

Significant Artist: Dale Chihuly

Cattails and Copper Birch Reeds (2015) and Maccia at Kew Gardens (2019) by Dale Chihuly

This term, the children should learn:

- Applying and developing specific techniques
- Specific teaching of techniques
- Applying and combining techniques and artforms

How have you applied the tissue paper to create a specific design or pattern?
 Which tissue bowls do you prefer and why?
 What do you hope your bowl will look like once the armature is removed?
 How was the acetate sheet transformed when it was heated?
 What happens if you apply lots of the starch mixture to the filter paper?
 What happens when more heat is added to certain areas of the sheet?
 What happens when less heat is added? How will using different armatures affect the forms created?
 What decisions did you make about the positioning of your different forms?
 Why do the designs and colours 'bleed' into each other?
 What improvements would you make?

Translucent
 Glassblowing
 Starch

Asymmetrical balance
 Amorphous
 Biomorphic

SUMMER 1
Painting - Block E

This term, the children should know how to...

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This term, the children should learn:

SUMMER 2
Painting - Block F

This term, the children should know how to...

-

This term, the children should learn: