

Year 3 - Topic 1- Art Foundations

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☒ 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. 	<p>Line Children understand that there are different types of lines and how to make them.</p> <p>Colour Beginning to understand colour theory and start to talk about it using the correct vocabulary</p> <p>Value Tone/value should be beginning to be discussed when looking at artworks and creating own work, recognising dark and light.</p> <p>Shape and Form Children recognise shapes used in artworks and begin to combine them to make artwork of their own.</p> <p>Texture Children begin to try and recreate texture using simple processed.</p> <p>Space Children start to think about scale using up space on a page, they are beginning to use up the whole page. Children are introduced to the concept of positive and negative shapes.</p> <p>Observation Beginning to describe what you can see, noticing big details.</p> <p>Artists/Designers/Architects Children study a wider range of artists including contemporary artists.</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Develop intricate patterns/ marks with a variety of media. •Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. <p>Mark Making</p> <ul style="list-style-type: none"> •Create textures and patterns with a wide range of drawing implements. <p>Collage</p> <ul style="list-style-type: none"> •Use ripping as a technique for collage. •Is able to create textured paper for collage. •Begins to use a variety of materials to use. <p>Painting</p> <ul style="list-style-type: none"> •Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. •Begin to mix own colours •Become increasingly confident in creating different effects and textures with paint according to what they need for the task. •Understand how to create a background <p>Critique</p> <ul style="list-style-type: none"> •Continue to explore the work of a range of artists, craft makers and designers, describing the differences 	<p>Art Foundation – Mixed Media Understanding foundation principles of art, (line, colour, value, shape and form, texture and space)</p> <ol style="list-style-type: none"> 1.Creating line sculptures. 2.Mixing primary colours to make secondary colours. 3.Introducing shading by mark making. 4.Exploring shape by looking at artist Stuart Davis. 5.Creating textures by making rubbings. 6.Creating a positive and negative space image using drawing. 	<p>Line Colour Value Shape Form Texture Space Observation Line sculpture Mark making Primary colour Secondary colours Shading Crosshatch Sketch Collage Overlap Rubbings Chalk Pencil Positive Negative Silhouette Drawing Painting Chalk Tone</p>

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<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children understand that there are different types of lines and how to make them.</p> <p>Colour Beginning to understand colour theory and start to talk about it using the correct vocabulary</p> <p>Value Tone/value should be beginning to be discussed when looking at artworks and creating own work, recognising dark and light.</p> <p>Shape and Form Children recognise shapes used in artworks and begin to combine them to make artwork of their own.</p> <p>Texture Children begin to try and recreate texture using simple processed.</p> <p>Space Children start to think about scale using up space on a page, they are beginning to use up the whole page. Children are introduced to the concept of positive and negative shapes.</p> <p>Observation Beginning to describe what you can see, noticing big details.</p> <p>Artists/Designers/Architects Children study a wider range of artists including contemporary artists.</p>	<p>Critique</p> <ul style="list-style-type: none"> •Continue to explore 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. •Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. •Respond to art from other cultures and other periods of time. •Begin to explore a range of great artists, architects and designers in history. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. •Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. •Identify interesting aspects of objects as a starting point for work. •Use a sketch book to express feelings about a subject •Make notes in a sketch book about techniques used by artists •Annotate ideas for improving their work through keeping notes in a sketch book 	<p>Art Foundation – Mixed Media Understanding foundation principles of art, (line, colour, value, shape and form, texture and space)</p> <ol style="list-style-type: none"> 1. Creating line sculptures. 2. Mixing primary colours to make secondary colours. 3. Introducing shading by mark making. 4. Exploring shape by looking at artist Stuart Davis. 5. Creating textures by making rubbings. 6. Creating a positive and negative space image using drawing. 	<p>Line Colour Value Shape Form Texture Space Observation Line sculpture Mark making Primary colour Secondary colours Shading Crosshatch Sketch Collage Overlap Rubbings Chalk Pencil Positive Negative Silhouette Drawing Painting Chalk Tone</p>

Year 3 - Topic 2 – Objects/Still life

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children understand that there are different types of lines and how to make them.</p> <p>Colour Beginning to understand colour theory and start to talk about it using the correct vocabulary</p> <p>Value Tone/value should be beginning to be discussed when looking at artworks and creating own work, recognising dark and light.</p> <p>Shape and Form Children recognise shapes used in artworks and begin to combine them to make artwork of their own.</p> <p>Texture Children begin to try and recreate texture using simple processed.</p> <p>Space Children start to think about scale using up space on a page, they are beginning to use up the whole page. Children are introduced to the concept of positive and negative shapes.</p> <p>Observation Beginning to describe what you can see, noticing big details.</p> <p>Artists/Designers/Architects Children study a wider range of artists including contemporary artists.</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Develop intricate patterns/ marks with a variety of media. •Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. <p>Mark Making</p> <ul style="list-style-type: none"> •Create textures and patterns with a wide range of drawing implements. <p>Collage</p> <ul style="list-style-type: none"> •Use ripping as a technique for collage. •Is able to create textured paper for collage. •Begins to use a variety of materials to use. <p>Painting</p> <ul style="list-style-type: none"> •Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. •Begin to mix own colours •Become increasingly confident in creating different effects and textures with paint according to what they need for the task. •Understand how to create a background 	<p>Objects – Still Life/Instruments/Animals – Mixed Media</p> <ol style="list-style-type: none"> 1.Artist study – Matisse – Still life 2.Artist Study – Picasso – Instruments 3.Artist Study – Pete Cromer – animals 4.Planning artwork -- inspired by art studies. 5.Make final piece. 6.Evaluate artwork. 	<p>Still Life Observation Drawing Sketching Cubism Collage Objects Painting Composition</p>

Year 3 - Topic 2- Objects / Still life

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☒ 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. 	<p>Line Children understand that there are different types of lines and how to make them.</p> <p>Colour Beginning to understand colour theory and start to talk about it using the correct vocabulary</p> <p>Value Tone/value should be beginning to be discussed when looking at artworks and creating own work, recognising dark and light.</p> <p>Shape and Form Children recognise shapes used in artworks and begin to combine them to make artwork of their own.</p> <p>Texture Children begin to try and recreate texture using simple processed.</p> <p>Space Children start to think about scale using up space on a page, they are beginning to use up the whole page. Children are introduced to the concept of positive and negative shapes.</p> <p>Observation Beginning to describe what you can see, noticing big details.</p> <p>Artists/Designers/Architects Children study a wider range of artists including contemporary artists.</p>	<p>Critique</p> <ul style="list-style-type: none"> •Continue to explore 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. •Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. •Respond to art from other cultures and other periods of time. •Begin to explore a range of great artists, architects and designers in history. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. •Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. •Identify interesting aspects of objects as a starting point for work. •Use a sketch book to express feelings about a subject •Make notes in a sketch book about techniques used by artists •Annotate ideas for improving their work through keeping notes in a sketch book 	<p>Objects – Still Life/Instruments/Animals – Mixed Media</p> <ol style="list-style-type: none"> 1.Artist study – Matisse – Still life 2.Artist Study – Picasso – Instruments 3.Artist Study – Pete Cromer – animals 4.Planning artwork – inspired by art studies. 5.Make final piece. 6.Evaluate artwork. 	<p>Still Life Observation Drawing Sketching Cubism Collage Objects Painting Composition</p>

Year 3 - Topic 3 – Storytelling through art

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children understand that there are different types of lines and how to make them.</p> <p>Colour Beginning to understand colour theory and start to talk about it using the correct vocabulary</p> <p>Value Tone/value should be beginning to be discussed when looking at artworks and creating own work, recognising dark and light.</p> <p>Shape and Form Children recognise shapes used in artworks and begin to combine them to make artwork of their own.</p> <p>Texture Children begin to try and recreate texture using simple processed.</p> <p>Space Children start to think about scale using up space on a page, they are beginning to use up the whole page. Children are introduced to the concept of positive and negative shapes.</p> <p>Observation Beginning to describe what you can see, noticing big details. Artists/Designers/Architects Children study a wider range of artists including contemporary artists.</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Develop intricate patterns/ marks with a variety of media. •Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. <p>Mark Making</p> <ul style="list-style-type: none"> •Create textures and patterns with a wide range of drawing implements. <p>Collage</p> <ul style="list-style-type: none"> •Use ripping as a technique for collage. •Is able to create textured paper for collage. •Begins to use a variety of materials to use. <p>Painting</p> <ul style="list-style-type: none"> •Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. •Begin to mix own colours •Become increasingly confident in creating different effects and textures with paint according to what they need for the task. •Understand how to create a background 	<p>Storytelling through art – Mixed Media</p> <ol style="list-style-type: none"> 1.Compare and contrast cave paintings and the Bayeux Tapestry. 2.Explore Aboriginal art – storytelling – symbols 3.Explore Egyptian hieroglyphics 4.Planning artwork – tell a story through art/symbols – inspired by art studies. 5.Make final piece. 6.Evaluate artwork. 	<p>Observation Aboriginal Storytelling Hieroglyphics Symbols Symbolism Tapestry Bayeux Tapestry Historical</p>

Year 3 – Story Telling through art

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children understand that there are different types of lines and how to make them.</p> <p>Colour Beginning to understand colour theory and start to talk about it using the correct vocabulary</p> <p>Value Tone/value should be beginning to be discussed when looking at artworks and creating own work, recognising dark and light.</p> <p>Shape and Form Children recognise shapes used in artworks and begin to combine them to make artwork of their own.</p> <p>Texture Children begin to try and recreate texture using simple processed.</p> <p>Space Children start to think about scale using up space on a page, they are beginning to use up the whole page. Children are introduced to the concept of positive and negative shapes.</p> <p>Observation Beginning to describe what you can see, noticing big details.</p> <p>Artists/Designers/Architects Children study a wider range of artists including contemporary artists.</p>	<p>Critique</p> <ul style="list-style-type: none"> •Continue to explore 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. •Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. •Respond to art from other cultures and other periods of time. •Begin to explore a range of great artists, architects and designers in history. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Begin to use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. •Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. •Identify interesting aspects of objects as a starting point for work. •Use a sketch book to express feelings about a subject •Make notes in a sketch book about techniques used by artists •Annotate ideas for improving their work through keeping notes in a sketch book 	<p>Storytelling through art – Mixed Media</p> <ol style="list-style-type: none"> 1.Compare and contrast cave paintings and the Bayeux Tapestry. 2.Explore Aboriginal art – storytelling – symbols 3.Explore Egyptian hieroglyphics 4.Planning artwork – tell a story through art/symbols – inspired by art studies. 5.Make final piece. 6.Evaluate artwork. 	<p>Observation Aboriginal Storytelling Hieroglyphics Symbols Symbolism Tapestry Bayeux Tapestry Historical</p>

Year 4 - Topic 1- Art Foundations

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children are able to apply understanding of different lines to and start to talk about them when discussing artwork</p> <p>Colour Apply understanding of colour theory to recognise cool and warm colours and be able to talk about them using the correct vocabulary.</p> <p>Value Tone/value should be recognised using more descriptive vocabulary and knowledge of tone/value should be discussed with more confidence when looking at artworks.</p> <p>Shape and Form Children confidently describe shape and forms used in images and use them in their own work.</p> <p>Texture Children experiment with making texture and are more confident in describing how things feel or what they think they would feel like if touched.</p> <p>Space Positive and negative space is discussed more. Children are starting to use scale in their work and can create works that fill the whole space.</p> <p>Observation When looking at objects/artwork pupils will actively look at items noticing more details and applying knowledge of other art foundations</p> <p>Artists/Designers/Architects Children continue to study a wider range of artists. They begin to make links and can compare and contrast the artwork produced by them</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Develop intricate patterns using different grades of pencil and other implements to create lines and marks. •Draw for a sustained period of time at an appropriate level. •Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. •Further develop drawing a range of tones, lines using a pencil. •Begin to show awareness of representing texture through the choice of marks and lines made <p>Mark Making</p> <ul style="list-style-type: none"> •Experiment with different grades of pencil and other implements to achieve variations in tone. <p>Collage</p> <ul style="list-style-type: none"> •Use the technique of overlaying - building up layers on the surface •Use the techniques of folding, repeating and overlapping with a variety of different collage mediums. •Begin to produce more intricate patterns and textures. •Begins to work directly from imagination with confidence. <p>Printmaking</p> <ul style="list-style-type: none"> •Print simple pictures using different printing techniques. •Demonstrate experience in combining prints taken from different objects to produce an end piece. 	<p>Art Foundation - Mixed Media Understanding foundation principles of art, (line, colour, value, shape and form, texture and space)</p> <ol style="list-style-type: none"> 1.Mark making. 2.warm and cool colours on a colour wheel. 3.Sketching flat tones with pencil. 4.Exploring shape by looking at artist Paul Klee. 5.Creating paper textures using different methods of cutting and joining. 6.Creating a positive and negative space image using collage. 	<p>Line Colour Value Shape Form Texture Space Observation Line sculpture Mark making Primary colour Secondary colours Shading Crosshatch Sketch Collage Overlap Rubbings Chalk Pencil Positive Negative Silhouette Drawing Painting Chalk Tone 3D Sphere Warm colours Cool colours</p>

Year 4 - Topic 1- Art Foundations

National Curriculum	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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: □ 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.</p>	<p>Line Children are able to apply understanding of different lines to and start to talk about them when discussing artwork</p> <p>Colour Apply understanding of colour theory to recognise cool and warm colours and be able to talk about them using the correct vocabulary.</p> <p>Value Tone/value should be recognised using more descriptive vocabulary and knowledge of tone/value should be discussed with more confidence when looking at artworks.</p> <p>Shape and Form Children confidently describe shape and forms used in images and use them in their own work.</p> <p>Texture Children experiment with making texture and are more confident in describing how things feel or what they think they would feel like if touched.</p> <p>Space Positive and negative space is discussed more. Children are starting to use scale in their work and can create works that fill the whole space.</p> <p>Observation When looking at objects/artwork pupils will actively look at items noticing more details and applying knowledge of other art foundations</p> <p>Artists/Designers/Architects Children continue to study a wider range of artists. They begin to make links and can compare and contrast the artwork produced by them</p>	<p>Painting</p> <ul style="list-style-type: none"> •Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. •Start to develop a painting from a drawing. •Begin to choose appropriate media to work with. •Mix colour, shades and tones with increasing confidence. •Work in the style of a selected artist (not copying). <p>Sculpture</p> <ul style="list-style-type: none"> •Begin to show an awareness of objects having a third dimension and perspective. •Join two parts successfully. •Construct simple forms. •Use language appropriate to skill and technique. •Use equipment and media with confidence. •Work in a safe, organised way, caring for equipment. •Decorate, coil, and produce confidently when necessarily. •Use recycled, natural and man- made materials to create sculptures. •Adapt work as and when necessary and explain why. •Gain more confidence in carving as a form of 3D art. •Begin to use language appropriate to skill and technique. <p>Photography</p> <ul style="list-style-type: none"> •Can identify and recognise examples of photography as a visual tool and an art form. •Can begin to select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). •Can control focus or zoom settings or move closer composing their photograph. •Can plan the use of a camera to take a specific photo or set of photos. •Can begin modifying an image on a computer to achieve the best quality print. •Can select and record images to be used in researching other artworks. •Can change the camera settings such as flash, to best capture an image in low light conditions. •Can use zoom to best frame an image and photograph. <p>Critique</p> <ul style="list-style-type: none"> •Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. •Continue to explore a range of great artists, architects and designers in history. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. •Express likes and dislikes through annotations •Use a sketch book to adapt and improve original ideas •Keep notes to indicate their intentions/purpose of a piece of work 	<p>Art Foundation - Mixed Media Understanding foundation principles of art, (line, colour, value, shape and form, texture and space)</p> <ol style="list-style-type: none"> 1.Mark making. 2.warm and cool colours on a colour wheel. 3.Sketching flat tones with pencil. 4.Exploring shape by looking at artist Paul Klee. 5.Creating paper textures using different methods of cutting and joining. 6.Creating a positive and negative space image using collage. 	<p>Line Colour Value Shape Form Texture Space Observation Line sculpture Mark making Primary colour Secondary colours Shading Crosshatch Sketch Collage Overlap Rubbings Chalk Pencil Positive Negative Silhouette Drawing Painting Chalk Tone 3D Sphere Warm colours Cool colours</p>

Year 4 – Topic 2 – African Art Mixed media

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children are able to apply understanding of different lines to and start to talk about them when discussing artwork</p> <p>Colour Apply understanding of colour theory to recognise cool and warm colours and be able to talk about them using the correct vocabulary.</p> <p>Value Tone/value should be recognised using more descriptive vocabulary and knowledge of tone/value should be discussed with more confidence when looking at artworks.</p> <p>Shape and Form Children confidently describe shape and forms used in images and use them in their own work.</p> <p>Texture Children experiment with making texture and are more confident in describing how things feel or what they think they would feel like if touched.</p> <p>Space Positive and negative space is discussed more. Children are starting to use scale in their work and can create works that fill the whole space.</p> <p>Observation When looking at objects/artwork pupils will actively look at items noticing more details and applying knowledge of other art foundations</p> <p>Artists/Designers/Architects Children continue to study a wider range of artists. They begin to make links and can compare and contrast the artwork produced by them</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Develop intricate patterns using different grades of pencil and other implements to create lines and marks. •Draw for a sustained period of time at an appropriate level. •Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. •Further develop drawing a range of tones, lines using a pencil. •Begin to show awareness of representing texture through the choice of marks and lines made <p>Mark Making</p> <ul style="list-style-type: none"> •Experiment with different grades of pencil and other implements to achieve variations in tone. <p>Collage</p> <ul style="list-style-type: none"> •Use the technique of overlaying - building up layers on the surface •Use the techniques of folding, repeating and overlapping with a variety of different collage mediums. •Begin to produce more intricate patterns and textures. •Begins to work directly from imagination with confidence. <p>Printmaking</p> <ul style="list-style-type: none"> •Print simple pictures using different printing techniques. •Demonstrate experience in combining prints taken from different objects to produce an end piece. •Continue to experience in combining prints taken from different objects to produce an end piece. •Create repeating patterns. 	<p>African Art – Mixed Media</p> <ol style="list-style-type: none"> 1.Explore traditional African crafts – beaded jewellery. 2.Look at Benin tiles and create one inspired by African animals. 3.Artist Study – Esther Mahlangu. 4.Planning artwork – painting or drawing inspired by Africa - inspired by artist studies. 5.Make painting/drawing – use whatever materials available. 6.Evaluate artwork 	<p>Crafts Jewellery Benin Clay Sculpture Join Tribe Tribal Collaboration Traditional Colour Ndebele</p>

Year 4 - Topic 2 – African Art – Mixed media

National Curriculum	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children are able to apply understanding of different lines to and start to talk about them when discussing artwork</p> <p>Colour Apply understanding of colour theory to recognise cool and warm colours and be able to talk about them using the correct vocabulary.</p> <p>Value Tone/value should be recognised using more descriptive vocabulary and knowledge of tone/value should be discussed with more confidence when looking at artworks.</p> <p>Shape and Form Children confidently describe shape and forms used in images and use them in their own work.</p> <p>Texture Children experiment with making texture and are more confident in describing how things feel or what they think they would feel like if touched.</p> <p>Space Positive and negative space is discussed more. Children are starting to use scale in their work and can create works that fill the whole space.</p> <p>Observation When looking at objects/artwork pupils will actively look at items noticing more details and applying knowledge of other art foundations</p> <p>Artists/Designers/Architects Children continue to study a wider range of artists. They begin to make links and can compare and contrast the artwork produced by them</p>	<p>Painting</p> <ul style="list-style-type: none"> •Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. •Start to develop a painting from a drawing. •Begin to choose appropriate media to work with. •Mix colour, shades and tones with increasing confidence. •Work in the style of a selected artist (not copying). <p>Sculpture</p> <ul style="list-style-type: none"> •Begin to show an awareness of objects having a third dimension and perspective. •Join two parts successfully. •Construct simple forms. •Use language appropriate to skill and technique. •Use equipment and media with confidence. •Work in a safe, organised way, caring for equipment. •Decorate, coil, and produce confidently when necessarily. •Use recycled, natural and man- made materials to create sculptures. •Adapt work as and when necessary and explain why. •Gain more confidence in carving as a form of 3D art. •Begin to use language appropriate to skill and technique. <p>Photography</p> <ul style="list-style-type: none"> •Can identify and recognise examples of photography as a visual tool and an art form. •Can begin to select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). •Can control focus or zoom settings or move closer composing their photograph. •Can plan the use of a camera to take a specific photo or set of photos. •Can begin modifying an image on a computer to achieve the best quality print. •Can select and record images to be used in researching other artworks. •Can change the camera settings such as flash, to best capture an image in low light conditions. •Can use zoom to best frame an image and photograph. <p>Critique</p> <ul style="list-style-type: none"> •Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. •Continue to explore a range of great artists, architects and designers in history. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. •Express likes and dislikes through annotations •Use a sketch book to adapt and improve original ideas •Keep notes to indicate their intentions/purpose of a piece of work 	<p>African Art – Mixed Media</p> <ol style="list-style-type: none"> 1.Explore traditional African crafts – beaded jewellery. 2.Look at Benin tiles and create one inspired by African animals. 3.Artist Study – Esther Mahlangu. 4.Planning artwork – painting or drawing inspired by Africa - inspired by artist studies. 5.Make painting/drawing – use whatever materials available. 6.Evaluate artwork 	<p>Crafts Jewellery Benin Clay Sculpture Join Tribe Tribal Collaboration Traditional Colour Ndebele</p>

Year 4 – Topic 3– Photography and Print making

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children are able to apply understanding of different lines to and start to talk about them when discussing artwork</p> <p>Colour Apply understanding of colour theory to recognise cool and warm colours and be able to talk about them using the correct vocabulary.</p> <p>Value Tone/value should be recognised using more descriptive vocabulary and knowledge of tone/value should be discussed with more confidence when looking at artworks. Shape and Form Children confidently describe shape and forms used in images and use them in their own work.</p> <p>Texture Children experiment with making texture and are more confident in describing how things feel or what they think they would feel like if touched.</p> <p>Space Positive and negative space is discussed more. Children are starting to use scale in their work and can create works that fill the whole space.</p> <p>Observation When looking at objects/artwork pupils will actively look at items noticing more details and applying knowledge of other art foundations</p> <p>Artists/Designers/Architects Children continue to study a wider range of artists. They begin to make links and can compare and contrast the artwork produced by them</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Develop intricate patterns using different grades of pencil and other implements to create lines and marks. •Draw for a sustained period of time at an appropriate level. •Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. •Further develop drawing a range of tones, lines using a pencil. •Begin to show awareness of representing texture through the choice of marks and lines made <p>Mark Making</p> <ul style="list-style-type: none"> •Experiment with different grades of pencil and other implements to achieve variations in tone. <p>Collage</p> <ul style="list-style-type: none"> •Use the technique of overlaying - building up layers on the surface •Use the techniques of folding, repeating and overlapping with a variety of different collage mediums. •Begin to produce more intricate patterns and textures. •Begins to work directly from imagination with confidence. <p>Printmaking</p> <ul style="list-style-type: none"> •Print simple pictures using different printing techniques. •Demonstrate experience in combining prints taken from different objects to produce an end piece. •Continue to experience in combining prints taken from different objects to produce an end piece. •Create repeating patterns. 	<p>Environment – Photography and Printmaking.</p> <ol style="list-style-type: none"> 1.Introduction to photography and use photography to photograph nature. 2.Photographing texture – macro photography 3.Exploring different printmaking techniques – monoprint/block print/collagraphy. 4.Planning artwork — inspired by art studies. 5.Make final piece. 6.Evaluate artwork. 	<p>Photograph Focus Zoom Shot Macro Texture Nature Printmaking Roller Paint Ink Layers Composition Layout Edit</p>

Year 4 - Topic 3 – Photography and Printmaking

National Curriculum	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children are able to apply understanding of different lines to and start to talk about them when discussing artwork</p> <p>Colour Apply understanding of colour theory to recognise cool and warm colours and be able to talk about them using the correct vocabulary.</p> <p>Value Tone/value should be recognised using more descriptive vocabulary and knowledge of tone/value should be discussed with more confidence when looking at artworks.</p> <p>Shape and Form Children confidently describe shape and forms used in images and use them in their own work.</p> <p>Texture Children experiment with making texture and are more confident in describing how things feel or what they think they would feel like if touched.</p> <p>Space Positive and negative space is discussed more. Children are starting to use scale in their work and can create works that fill the whole space.</p> <p>Observation When looking at objects/artwork pupils will actively look at items noticing more details and applying knowledge of other art foundations</p> <p>Artists/Designers/Architects Children continue to study a wider range of artists. They begin to make links and can compare and contrast the artwork produced by them</p>	<p>Painting</p> <ul style="list-style-type: none"> •Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. •Start to develop a painting from a drawing. •Begin to choose appropriate media to work with. •Mix colour, shades and tones with increasing confidence. •Work in the style of a selected artist (not copying). <p>Sculpture</p> <ul style="list-style-type: none"> •Begin to show an awareness of objects having a third dimension and perspective. •Join two parts successfully. •Construct simple forms. •Use language appropriate to skill and technique. •Use equipment and media with confidence. •Work in a safe, organised way, caring for equipment. •Decorate, coil, and produce confidently when necessarily. •Use recycled, natural and man- made materials to create sculptures. •Adapt work as and when necessary and explain why. •Gain more confidence in carving as a form of 3D art. •Begin to use language appropriate to skill and technique. <p>Photography</p> <ul style="list-style-type: none"> •Can identify and recognise examples of photography as a visual tool and an art form. •Can begin to select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). •Can control focus or zoom settings or move closer composing their photograph. •Can plan the use of a camera to take a specific photo or set of photos. •Can begin modifying an image on a computer to achieve the best quality print. •Can select and record images to be used in researching other artworks. •Can change the camera settings such as flash, to best capture an image in low light conditions. •Can use zoom to best frame an image and photograph. <p>Critique</p> <ul style="list-style-type: none"> •Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. •Continue to explore a range of great artists, architects and designers in history. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. •Express likes and dislikes through annotations •Use a sketch book to adapt and improve original ideas •Keep notes to indicate their intentions/purpose of a piece of work 	<p>Environment – Photography and Printmaking.</p> <ol style="list-style-type: none"> 1.Introduction to photography and use photography to photograph nature. 2.Photographing texture – macro photography 3.Exploring different printmaking techniques – monoprint/block print/collagraphy. 4.Planning artwork — inspired by art studies. 5.Make final piece. 6.Evaluate artwork. 	<p>Photograph Focus Zoom Shot Macro Texture Nature Printmaking Roller Paint Ink Layers Composition Layout Edit</p>

Year 5 - Topic 1- Art Foundations

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children can confidently identify and discuss lines in artworks.</p> <p>Colour Understand colour theory and confidently be able to discuss it and the explain terms used to describe colour. Colour theory in artworks should start to be discussed.</p> <p>Value Tone/Value should be used with a growing confidence in discussions of artwork.</p> <p>Shape and Form To use geometric shapes to form more complex images and artworks.</p> <p>Texture Children understand that artists use different methods to create texture in artwork and are able to pick these out in works of art and discuss them with growing confidence.</p> <p>Space Children make intentional decisions about composition, choosing how to use the space in their work. They are able to create artworks using positive and negative spaces using silhouettes.</p> <p>Observation Confidently record what they are observing with more detail and clarity.</p> <p>Artists/Designers/Architects Give details about the style of some notable artists, artisans and designers. Confidently make links between their work and artist’s work.</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to create a detailed drawing. •Develop a key element of their work: line, tone, pattern, texture. •Use different techniques for different purposes i.e. shading, hatching within their own work. •Start to develop their own style using tonal contrast and mixed media. •Develop an awareness of composition, scale and proportion in their paintings. •Use drawing techniques to work from a variety of sources including observation, photographs and digital images. •Develop close observation skills. <p>Mark Making</p> <ul style="list-style-type: none"> •Use more difficult mediums to create different marks. <p>Printmaking</p> <ul style="list-style-type: none"> •Use tools in a safe way. Continue to gain experience in overlaying colours. •Start to overlay prints with other media. <p>Painting</p> <ul style="list-style-type: none"> •Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. •Mix and match colours to create atmosphere and light effects. •Mix colour, shades and tones with confidence building on previous knowledge. •Start to develop their own style. 	<p>Art Foundation - Mixed Media</p> <p>Understanding foundation principles of art, (line, colour, value, shape and form, texture and space)</p> <ol style="list-style-type: none"> 1. Creating continuous line pictures. 2. Building on the colour wheel by introducing tertiary colours. 3. Sketching 3D object (sphere or an apple) using tone. 4. Exploring shape by looking at artist Wassily Kandinsky. 5. Creating texture through mark making. 	<p>Line Colour Value Shape Form Texture Space Observation Line sculpture Mark making Primary colour Secondary colours Shading Crosshatch Sketch Collage Overlap Rubbings Chalk Pencil Positive Negative Silhouette Drawing Painting Chalk Tone 3D Sphere Warm colours Cool colours Tertiary colours</p>

Year 5 - Topic 1- Art Foundations

National Curriculum	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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: □ 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.</p>	<p>Line Children can confidently identify and discuss lines in artworks.</p> <p>Colour Understand colour theory and confidently be able to discuss it and the explain terms used to describe colour. Colour theory in artworks should start to be discussed.</p> <p>Value Tone/Value should be used with a growing confidence in discussions of artwork.</p> <p>Shape and Form To use geometric shapes to form more complex images and artworks.</p> <p>Texture Children understand that artists use different methods to create texture in artwork and are able to pick these out in works of art and discuss them with growing confidence.</p> <p>Space Children make intentional decisions about composition, choosing how to use the space in their work. They are able to create artworks using positive and negative spaces using silhouettes.</p> <p>Observation Confidently record what they are observing with more detail and clarity.</p> <p>Artists/Designers/Architects Give details about the style of some notable artists, artisans and designers. Confidently make links between their work and artist's work.</p>	<p>Sculpture</p> <ul style="list-style-type: none"> •Make a slip to join to pieces of clay. •Work in a safe, organised way, caring for equipment. •Show experience in combining pinch, slabbing and coiling to produce end pieces. •Develop understanding of different ways of finishing work. •Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. •Show increasing confidence to carve a simple form. •Use language appropriate to skill and technique with more confidence. <p>Critique</p> <ul style="list-style-type: none"> •Recognise the art of key artists and begin to place them in key movements or historical events. •Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. •Explore a range of great artists, architects and designers in history. •Compare the style of different styles and approaches. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Use sketchbooks Plan a sculpture through drawing and other preparatory work. •Use the sketch book to plan how to join parts of the sculpture. •Keep notes which consider how a piece of work may be developed further •Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. •Adapt work as and when necessary and explain why. 	<p>Art Foundation - Mixed Media</p> <p>Understanding foundation principles of art, (line, colour, value, shape and form, texture and space)</p> <ol style="list-style-type: none"> 1. Creating continuous line pictures. 2. Building on the colour wheel by introducing tertiary colours. 3. Sketching 3D object (sphere or an apple) using tone. 4. Exploring shape by looking at artist Wassily Kandinsky. 5. Creating texture through mark making. 	<p>Line Colour Value Shape Form Texture Space Observation Line sculpture Mark making Primary colour Secondary colours Shading Crosshatch Sketch Collage Overlap Rubbings Chalk Pencil Positive Negative Silhouette Drawing Painting Chalk Tone 3D Sphere Warm colours Cool colours Tertiary colours</p>

Y5 – Topic 2 – Outdoor Art – Sculpture and Installation

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children can confidently identify and discuss lines in artworks.</p> <p>Colour Understand colour theory and confidently be able to discuss it and the explain terms used to describe colour. Colour theory in artworks should start to be discussed.</p> <p>Value Tone/Value should be used with a growing confidence in discussions of artwork.</p> <p>Shape and Form To use geometric shapes to form more complex images and artworks.</p> <p>Texture Children understand that artists use different methods to create texture in artwork and are able to pick these out in works of art and discuss them with growing confidence.</p> <p>Space Children make intentional decisions about composition, choosing how to use the space in their work. They are able to create artworks using positive and negative spaces using silhouettes.</p> <p>Observation Confidently record what they are observing with more detail and clarity.</p> <p>Artists/Designers/Architects Give details about the style of some notable artists, artisans and designers. Confidently make links between their work and artist’s work.</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to create a detailed drawing. •Develop a key element of their work: line, tone, pattern, texture. •Use different techniques for different purposes i.e. shading, hatching within their own work. •Start to develop their own style using tonal contrast and mixed media. •Develop an awareness of composition, scale and proportion in their paintings. •Use drawing techniques to work from a variety of sources including observation, photographs and digital images. •Develop close observation skills. <p>Mark Making</p> <ul style="list-style-type: none"> •Use more difficult mediums to create different marks. <p>Printmaking</p> <ul style="list-style-type: none"> •Use tools in a safe way. Continue to gain experience in overlaying colours. •Start to overlay prints with other media. <p>Painting</p> <ul style="list-style-type: none"> •Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. •Mix and match colours to create atmosphere and light effects. •Mix colour, shades and tones with confidence building on previous knowledge. •Start to develop their own style. 	<p>Objects – Outdoor Art– Sculpture/Installation art</p> <ol style="list-style-type: none"> 1. Artist study – Claes Oldenburg – looking at his oversized sculptures. 2. Artist study – Andy Goldsworthy – looking at his installations using objects of nature. 3. Artist study – Antony Gormley – Looking at his sculptures. 4. Planning artwork – outdoor art sculpture - inspired by artist studies. 5. Make sculpture – use whatever materials available. 	<p>Sculpture Oversized Instillation art Outdoors Pop art Modern art Public art</p>

Y5 – Topic 2 – Outdoor Art – Sculpture and Installation

National Curriculum	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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: □ 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.</p>	<p>Line Children can confidently identify and discuss lines in artworks.</p> <p>Colour Understand colour theory and confidently be able to discuss it and the explain terms used to describe colour. Colour theory in artworks should start to be discussed.</p> <p>Value Tone/Value should be used with a growing confidence in discussions of artwork.</p> <p>Shape and Form To use geometric shapes to form more complex images and artworks.</p> <p>Texture Children understand that artists use different methods to create texture in artwork and are able to pick these out in works of art and discuss them with growing confidence.</p> <p>Space Children make intentional decisions about composition, choosing how to use the space in their work. They are able to create artworks using positive and negative spaces using silhouettes.</p> <p>Observation Confidently record what they are observing with more detail and clarity.</p> <p>Artists/Designers/Architects Give details about the style of some notable artists, artisans and designers. Confidently make links between their work and artist’s work.</p>	<p>Sculpture</p> <ul style="list-style-type: none"> •Make a slip to join to pieces of clay. •Work in a safe, organised way, caring for equipment. •Show experience in combining pinch, slabbing and coiling to produce end pieces. •Develop understanding of different ways of finishing work. •Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. •Show increasing confidence to carve a simple form. •Use language appropriate to skill and technique with more confidence. <p>Critique</p> <ul style="list-style-type: none"> •Recognise the art of key artists and begin to place them in key movements or historical events. •Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. •Explore a range of great artists, architects and designers in history. •Compare the style of different styles and approaches. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Use sketchbooks Plan a sculpture through drawing and other preparatory work. •Use the sketch book to plan how to join parts of the sculpture. •Keep notes which consider how a piece of work may be developed further •Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. •Adapt work as and when necessary and explain why. 	<p>Objects – Outdoor Art– Sculpture/Installation art</p> <ol style="list-style-type: none"> 1. Artist study – Claes Oldenburg – looking at his oversized sculptures. 2. Artist study – Andy Goldsworthy – looking at his installations using objects of nature. 3. Artist study – Antony Gormley – Looking at his sculptures. 4. Planning artwork – outdoor art sculpture - inspired by artist studies. 5. Make sculpture – use whatever materials available. 	<p>Sculpture Oversized Instillation art Outdoors Pop art Modern art Public art</p>

Year 5 – Topic 3 – Asian Art

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children can confidently identify and discuss lines in artworks.</p> <p>Colour Understand colour theory and confidently be able to discuss it and the explain terms used to describe colour. Colour theory in artworks should start to be discussed.</p> <p>Value Tone/Value should be used with a growing confidence in discussions of artwork.</p> <p>Shape and Form To use geometric shapes to form more complex images and artworks.</p> <p>Texture Children understand that artists use different methods to create texture in artwork and are able to pick these out in works of art and discuss them with growing confidence.</p> <p>Space Children make intentional decisions about composition, choosing how to use the space in their work. They are able to create artworks using positive and negative spaces using silhouettes.</p> <p>Observation Confidently record what they are observing with more detail and clarity.</p> <p>Artists/Designers/Architects Give details about the style of some notable artists, artisans and designers. Confidently make links between their work and artist’s work.</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to create a detailed drawing. •Develop a key element of their work: line, tone, pattern, texture. •Use different techniques for different purposes i.e. shading, hatching within their own work. •Start to develop their own style using tonal contrast and mixed media. •Develop an awareness of composition, scale and proportion in their paintings. •Use drawing techniques to work from a variety of sources including observation, photographs and digital images. •Develop close observation skills. <p>Mark Making</p> <ul style="list-style-type: none"> •Use more difficult mediums to create different marks. <p>Printmaking</p> <ul style="list-style-type: none"> •Use tools in a safe way. Continue to gain experience in overlaying colours. •Start to overlay prints with other media. <p>Painting</p> <ul style="list-style-type: none"> •Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. •Mix and match colours to create atmosphere and light effects. •Mix colour, shades and tones with confidence building on previous knowledge. •Start to develop their own style. 	<p>Asian Art – Mixed Media</p> <ol style="list-style-type: none"> 1. Investigating Indian Art – patterns, colours, etc. 2. Investigate Chinese Art – watercolour, ink 3. Compare and contrast the two culture’s artworks. 4. Planning artwork – inspired by art studies. 5. Make final piece. 	<p>Culture Traditional Pattern Ornate Delicate Watercolour Illustrative Ink Paint Clay Textiles</p>

Year 5 – Topic 3 – Asian Art

National Curriculum	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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: □ 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.</p>	<p>Line Children can confidently identify and discuss lines in artworks.</p> <p>Colour Understand colour theory and confidently be able to discuss it and the explain terms used to describe colour. Colour theory in artworks should start to be discussed.</p> <p>Value Tone/Value should be used with a growing confidence in discussions of artwork.</p> <p>Shape and Form To use geometric shapes to form more complex images and artworks.</p> <p>Texture Children understand that artists use different methods to create texture in artwork and are able to pick these out in works of art and discuss them with growing confidence.</p> <p>Space Children make intentional decisions about composition, choosing how to use the space in their work. They are able to create artworks using positive and negative spaces using silhouettes.</p> <p>Observation Confidently record what they are observing with more detail and clarity.</p> <p>Artists/Designers/Architects Give details about the style of some notable artists, artisans and designers. Confidently make links between their work and artist’s work.</p>	<p>Sculpture</p> <ul style="list-style-type: none"> •Make a slip to join to pieces of clay. •Work in a safe, organised way, caring for equipment. •Show experience in combining pinch, slabbing and coiling to produce end pieces. •Develop understanding of different ways of finishing work. •Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. •Show increasing confidence to carve a simple form. •Use language appropriate to skill and technique with more confidence. <p>Critique</p> <ul style="list-style-type: none"> •Recognise the art of key artists and begin to place them in key movements or historical events. •Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. •Explore a range of great artists, architects and designers in history. •Compare the style of different styles and approaches. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Use sketchbooks Plan a sculpture through drawing and other preparatory work. •Use the sketch book to plan how to join parts of the sculpture. •Keep notes which consider how a piece of work may be developed further •Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. •Adapt work as and when necessary and explain why. 	<p>Asian Art – Mixed Media</p> <ol style="list-style-type: none"> 1. Investigating Indian Art – patterns, colours, etc. 2. Investigate Chinese Art – watercolour, ink 3. Compare and contrast the two culture’s artworks. 4. Planning artwork – inspired by art studies. 5. Make final piece. 	<p>Culture Traditional Pattern Ornate Delicate Watercolour Illustrative Ink Paint Clay Textiles</p>

Year 6 - Topic 1- Art Foundations

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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> <ul style="list-style-type: none"> ☒ 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. 	<p>Line Children can securely use knowledge of lines, recognise them in artwork and start to suggest how using different lines would change the artwork.</p> <p>Colour Securely discuss colour theory, recognising complimentary colours, analogous colours, tints, shades and hues. Colour theory in artworks should be discussed with clear conclusions drawn.</p> <p>Value Tones/value of colour should be recognised and discussed confidently.</p> <p>Shape and Form To be able to securely use shape and form to form images that are recognisable.</p> <p>Texture Children confidently discuss texture in artwork and are able to recreate textures in their own work with success.</p> <p>Space Children confidently use the space they are given to work on, thinking about scale and negative and positive space when composing their own work.</p> <p>Observation Be able to describe what they can see, infer and summarise from details observed.</p> <p>Artists/Designers/Architects Confidently give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to develop their own style of drawing. •This style may be through the development of line, tone, pattern, texture. •Draw for a sustained period of time over a number of sessions working on one piece. •Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. •Develop their own style using tonal contrast and mixed understand why they best suit. •Begin to show awareness of representing texture through the choice of marks and lines made <p>Mark Making</p> <ul style="list-style-type: none"> •Begin to draw inspiration from different textures and is able to recreate these using different mediums. <p>Printmaking</p> <ul style="list-style-type: none"> •Demonstrate experience in a range of printmaking techniques. •Describe techniques and processes. •Adapt their work according to their views and describe how they might develop it further. •Develop their own style using tonal contrast and mixed media. 	<p>Art Foundation - Mixed Media</p> <p>Understanding foundation principles of art, (line, colour, value, shape and form, texture and space)</p> <ol style="list-style-type: none"> 1. Creating op art artwork using black and white lines. 2. Introducing complementary, analogous, hues, tints, tone, shades and monochromatic colour theory. 3. Exploring value though colour. 4. Exploring shape by looking at artist Pablo Picasso and creating shape portraits. 5. Using lines to create texture (hair/fur). 	<p>Line Colour Value Shape Form Texture Space Observation Line sculpture Mark making Shading Crosshatch Sketch Collage Positive Negative Silhouette Drawing Painting Chalk Tone 3D Sphere Primary colour Secondary colours Warm colours Cool colours Tertiary colours Complementary Analogous Hue Tints Shades Monochromatic Contour Depth</p>

Year 6 - Topic 1- Art Foundations

National Curriculum	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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: □ 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.</p>	<p>Line Children can securely use knowledge of lines, recognise them in artwork and start to suggest how using different lines would change the artwork.</p> <p>Colour Securely discuss colour theory, recognising complimentary colours, analogous colours, tints, shades and hues. Colour theory in artworks should be discussed with clear conclusions drawn.</p> <p>Value Tones/value of colour should be recognised and discussed confidently.</p> <p>Shape and Form To be able to securely use shape and form to form images that are recognisable.</p> <p>Texture Children confidently discuss texture in artwork and are able to recreate textures in their own work with success.</p> <p>Space Children confidently use the space they are given to work on, thinking about scale and negative and positive space when composing their own work.</p> <p>Observation Be able to describe what they can see, infer and summarise from details observed.</p> <p>Artists/Designers/Architects Confidently give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles</p>	<p>Painting</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade. •Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. •Mix colour, shades and tones with confidence building on previous knowledge. •Understanding which painting technique works well in their work and why. <p>Sculpture</p> <ul style="list-style-type: none"> •Work in a safe, organised way, caring for equipment. •Model and develop work through a combination of pinch, slab, and coil. •Demonstrate experience in the understanding of different ways of finishing work. •Demonstrate experience in relief and freestanding work using a range of media. •Recognise sculptural forms in the environment: Furniture, buildings. •Confidently carve a simple form. •Solve problems as they occur. •Use language appropriate to skill and technique with accuracy. <p>Photography</p> <ul style="list-style-type: none"> •Can confidently use a camera to create positive and negative space photographs. •Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). •Can confidently control focus or zoom settings or move closer composing their photograph. •Can confidently plan the use of a camera to take a specific photo or set of photos. •Can modify an image on a computer to achieve the best quality print. •Confidently can select and record images to be used in researching other artworks. •Confidently can change the camera settings such as flash, to best capture an image in low light conditions. •Confidently can use zoom to best frame an image and photograph. <p>Critique</p> <ul style="list-style-type: none"> •Discuss and review own and others work, expressing thoughts and feelings explaining their views. •Identify artists who have worked in a similar way to their own work. •Explore a range of great Artists, architects and designers in history. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. •Use the sketch book to plan how to join parts of the sculpture. •Annotate work in sketchbook. 	<p>Art Foundation - Mixed Media</p> <p>Understanding foundation principles of art, (line, colour, value, shape and form, texture and space)</p> <ol style="list-style-type: none"> 1. Creating op art artwork using black and white lines. 2. Introducing complementary, analogous, hues, tints, tone, shades and monochromatic colour theory. 3. Exploring value though colour. 4. Exploring shape by looking at artist Pablo Picasso and creating shape portraits. 5. Using lines to create texture (hair/fur). 	<p>Line Colour Value Shape Form Texture Space Observation Line sculpture Mark making Shading Crosshatch Sketch Collage Positive Negative Silhouette Drawing Painting Chalk Tone 3D Sphere Primary colour Secondary colours Warm colours Cool colours Tertiary colours Complementary Analogous Hue Tints Shades Monochromatic Contour Depth</p>

Year 6 - Topic 2 – Objects – Pop Art - Sculpture

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children can securely use knowledge of lines, recognise them in artwork and start to suggest how using different lines would change the artwork.</p> <p>Colour Securely discuss colour theory, recognising complimentary colours, analogous colours, tints, shades and hues. Colour theory in artworks should be discussed with clear conclusions drawn.</p> <p>Value Tones/value of colour should be recognised and discussed confidently.</p> <p>Shape and Form To be able to securely use shape and form to form images that are recognisable.</p> <p>Texture Children confidently discuss texture in artwork and are able to recreate textures in their own work with success.</p> <p>Space Children confidently use the space they are given to work on, thinking about scale and negative and positive space when composing their own work.</p> <p>Observation Be able to describe what they can see, infer and summarise from details observed.</p> <p>Artists/Designers/Architects Confidently give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to develop their own style of drawing. •This style may be through the development of line, tone, pattern, texture. •Draw for a sustained period of time over a number of sessions working on one piece. •Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. •Develop their own style using tonal contrast and mixed understand why they best suit. •Begin to show awareness of representing texture through the choice of marks and lines made <p>Mark Making</p> <ul style="list-style-type: none"> •Begin to draw inspiration from different textures and is able to recreate these using different mediums. <p>Printmaking</p> <ul style="list-style-type: none"> •Demonstrate experience in a range of printmaking techniques. •Describe techniques and processes. •Adapt their work according to their views and describe how they might develop it further. •Develop their own style using tonal contrast and mixed media. 	<p>Objects – Pop art – Sculpture</p> <ol style="list-style-type: none"> 1. Artist study – Wayne Thiebaud – looking at his food sculptures. 2. Artist study – Yayoi Kusama – looking at her installations and pumpkins. 3. Artist study – Jeff Koons – Looking at his balloon dog sculptures. 4. Planning artwork – inspired by artist studies. 5. Make sculpture – use whatever materials available. 6. Evaluate artwork – peer evaluations. 	<p>Pop art Modern art Contemporary Dots Sculpture Installation art Still life Food</p>

Year 6 – Topic 2 – Objects – Pop Art – Sculpture

National Curriculum	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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: □ 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.</p>	<p>Line Children can securely use knowledge of lines, recognise them in artwork and start to suggest how using different lines would change the artwork.</p> <p>Colour Securely discuss colour theory, recognising complimentary colours, analogous colours, tints, shades and hues. Colour theory in artworks should be discussed with clear conclusions drawn.</p> <p>Value Tones/value of colour should be recognised and discussed confidently.</p> <p>Shape and Form To be able to securely use shape and form to form images that are recognisable.</p> <p>Texture Children confidently discuss texture in artwork and are able to recreate textures in their own work with success.</p> <p>Space Children confidently use the space they are given to work on, thinking about scale and negative and positive space when composing their own work.</p> <p>Observation Be able to describe what they can see, infer and summarise from details observed.</p> <p>Artists/Designers/Architects Confidently give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles</p>	<p>Painting</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade. •Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. •Mix colour, shades and tones with confidence building on previous knowledge. •Understanding which painting technique works well in their work and why. <p>Sculpture</p> <ul style="list-style-type: none"> •Work in a safe, organised way, caring for equipment. •Model and develop work through a combination of pinch, slab, and coil. •Demonstrate experience in the understanding of different ways of finishing work. •Demonstrate experience in relief and freestanding work using a range of media. •Recognise sculptural forms in the environment: Furniture, buildings. •Confidently carve a simple form. •Solve problems as they occur. •Use language appropriate to skill and technique with accuracy. <p>Photography</p> <ul style="list-style-type: none"> •Can confidently use a camera to create positive and negative space photographs. •Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). •Can confidently control focus or zoom settings or move closer composing their photograph. •Can confidently plan the use of a camera to take a specific photo or set of photos. •Can modify an image on a computer to achieve the best quality print. •Confidently can select and record images to be used in researching other artworks. •Confidently can change the camera settings such as flash, to best capture an image in low light conditions. •Confidently can use zoom to best frame an image and photograph. <p>Critique</p> <ul style="list-style-type: none"> •Discuss and review own and others work, expressing thoughts and feelings explaining their views. •Identify artists who have worked in a similar way to their own work. •Explore a range of great Artists, architects and designers in history. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. •Use the sketch book to plan how to join parts of the sculpture. •Annotate work in sketchbook. 	<p>Objects – Pop art – Sculpture</p> <ol style="list-style-type: none"> 1. Artist study – Wayne Thiebaud – looking at his food sculptures. 2. Artist study – Yayoi Kusama – looking at her installations and pumpkins. 3. Artist study – Jeff Koons – Looking at his balloon dog sculptures. 4. Planning artwork – inspired by artist studies. 5. Make sculpture – use whatever materials available. 	<p>Pop art Modern art Contemporary Dots Sculpture Installation art Still life Food</p>

Year 6 - Topic 3 – Architecture - Drawing

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children can securely use knowledge of lines, recognise them in artwork and start to suggest how using different lines would change the artwork.</p> <p>Colour Securely discuss colour theory, recognising complimentary colours, analogous colours, tints, shades and hues. Colour theory in artworks should be discussed with clear conclusions drawn.</p> <p>Value Tones/value of colour should be recognised and discussed confidently.</p> <p>Shape and Form To be able to securely use shape and form to form images that are recognisable.</p> <p>Texture Children confidently discuss texture in artwork and are able to recreate textures in their own work with success.</p> <p>Space Children confidently use the space they are given to work on, thinking about scale and negative and positive space when composing their own work.</p> <p>Observation Be able to describe what they can see, infer and summarise from details observed.</p> <p>Artists/Designers/Architects Confidently give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles</p>	<p>Drawing</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to develop their own style of drawing. •This style may be through the development of line, tone, pattern, texture. •Draw for a sustained period of time over a number of sessions working on one piece. •Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. •Develop their own style using tonal contrast and mixed understand why they best suit. •Begin to show awareness of representing texture through the choice of marks and lines made <p>Mark Making</p> <ul style="list-style-type: none"> •Begin to draw inspiration from different textures and is able to recreate these using different mediums. <p>Printmaking</p> <ul style="list-style-type: none"> •Demonstrate experience in a range of printmaking techniques. •Describe techniques and processes. •Adapt their work according to their views and describe how they might develop it further. •Develop their own style using tonal contrast and mixed media. 	<p>Environment – Architecture – Drawing</p> <ol style="list-style-type: none"> 1. Investigate the architecture of Gaudi. 2. Investigate the architecture of Zaha Hadid, Norman Foster and Frank Gehry. 3. Drawing using 1 point perspective 4. Planning artwork – drawing building using perspective - inspired by artist studies. 5. Make – drawing building using perspective. 	<p>Gaudi Hadid Foster Gehry Architecture Architect Buildings Design Perspective One point perspective Horizon line</p>

Year 6 – Topic 3 – Architecture – Drawing

National Curriculum	Key Concepts	Key Skills	Topic specific knowledge	Vocabulary
<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> <ul style="list-style-type: none"> ☑ 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. 	<p>Line Children can securely use knowledge of lines, recognise them in artwork and start to suggest how using different lines would change the artwork.</p> <p>Colour Securely discuss colour theory, recognising complimentary colours, analogous colours, tints, shades and hues. Colour theory in artworks should be discussed with clear conclusions drawn.</p> <p>Value Tones/value of colour should be recognised and discussed confidently.</p> <p>Shape and Form To be able to securely use shape and form to form images that are recognisable.</p> <p>Texture Children confidently discuss texture in artwork and are able to recreate textures in their own work with success.</p> <p>Space Children confidently use the space they are given to work on, thinking about scale and negative and positive space when composing their own work.</p> <p>Observation Be able to describe what they can see, infer and summarise from details observed.</p> <p>Artists/Designers/Architects Confidently give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles</p>	<p>Painting</p> <ul style="list-style-type: none"> •Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade. •Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. •Mix colour, shades and tones with confidence building on previous knowledge. •Understanding which painting technique works well in their work and why. <p>Sculpture</p> <ul style="list-style-type: none"> •Work in a safe, organised way, caring for equipment. •Model and develop work through a combination of pinch, slab, and coil. •Demonstrate experience in the understanding of different ways of finishing work. •Demonstrate experience in relief and freestanding work using a range of media. •Recognise sculptural forms in the environment: Furniture, buildings. •Confidently carve a simple form. •Solve problems as they occur. •Use language appropriate to skill and technique with accuracy. <p>Photography</p> <ul style="list-style-type: none"> •Can confidently use a camera to create positive and negative space photographs. •Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). •Can confidently control focus or zoom settings or move closer composing their photograph. •Can confidently plan the use of a camera to take a specific photo or set of photos. •Can modify an image on a computer to achieve the best quality print. •Confidently can select and record images to be used in researching other artworks. •Confidently can change the camera settings such as flash, to best capture an image in low light conditions. •Confidently can use zoom to best frame an image and photograph. <p>Critique</p> <ul style="list-style-type: none"> •Discuss and review own and others work, expressing thoughts and feelings explaining their views. •Identify artists who have worked in a similar way to their own work. •Explore a range of great Artists, architects and designers in history. <p>Developing Ideas</p> <ul style="list-style-type: none"> •Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. •Use the sketch book to plan how to join parts of the sculpture. •Annotate work in sketchbook. 	<p>Environment – Architecture – Drawing</p> <ol style="list-style-type: none"> 1. Investigate the architecture of Gaudi. 2. Investigate the architecture of Zaha Hadid, Norman Foster and Frank Gehry. 3. Drawing using 1 point perspective 4. Planning artwork – drawing building using perspective - inspired by artist studies. 5. Make – drawing building using perspective. 	<p>Gaudi Hadid Foster Gehry Architecture Architect Buildings Design Perspective One point perspective Horizon line</p>