

# Art and Design Knowledge and Progression Map

## Richmond Hill Primary Academy



Below are the Key Strands that our whole curriculum is designed around. Our Art and Design curriculum supports children to develop Strands 1, 2, 3, 4 and 5 through creating, displaying, giving and receiving feedback about their work; analysing, thinking critically and justifying their opinion about their own and other's (including significant artists) work and studying work by a diverse range of significant artists (including environmental/sustainable art/artists).

<b>Strand 1- Developing Resilient &amp; Aspirational Learners</b>	<b>Strand 2 – Developing Self-Regulated Learners</b>	<b>Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners</b>	<b>Strand 4 – Developing Risk Assured Learners</b>	<b>Strand 5 – Developing Environmental and Sustainability Aware Learners</b>
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Ofsted's Research Review Series: Art and Design (February 2023) reports that a high quality education includes an ambitious curriculum that gives pupils 'the knowledge and cultural capital they need to succeed in life.' The guidance says that it is important for children to engage with the arts regularly and to explore a range of materials and media. This begins at EYFS with 'expressive arts and design' being a specific area of learning and development. Art and Design is a compulsory subject in Key stage 1 and 2. However, the report suggests that both the quantity and quality of art education has declined.

The report sets out 3 ways in which pupils can 'get better' at the subject:

- 1) **'Practical' knowledge** – knowing how to create art, craft and design, for example by learning the methods and techniques that artists, craft-makers and designers use (developing technical proficiency).
- 2) **'Theoretical' Knowledge** – which is the cultural and contextual content that pupils learn about artists and artwork (knowledge of the tools, materials and history of art, craft and design).
- 3) **'Disciplinary Knowledge'** – knowledge of the concept of art itself, such as the ways it is studied, discussed, judged, valued and evaluated.

These 3 forms of knowledge have been planned for here, within the context of each art and design unit covered in the Cornerstones Curriculum.

### EYFS

At Richmond Hill Primary Academy, we use 'Development Matters', to help us design an effective early years curriculum. Fine motor control and precision forms part of the prime area of learning Physical Development. Repeated and varied opportunities to explore and play with arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Within Literacy, children begin drawing freely in Nursery, adding some marks to their drawings, which they give meaning to.

The development of children's artistic and cultural awareness supports their imagination and creativity. This is planned for through Expressive Art and Design activities. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

YEAR 1		
<p><b>CYCLE 1</b></p> <p><b>Mix It! (Y1)</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• The primary colours are red, yellow and blue.</li> <li>• Secondary colours are made by mixing primary colours.</li> <li>• The secondary colours are purple, green and orange.</li> <li>• Hues are different versions of a colour</li> <li>• Art on a similar theme can be different because of the colours or style the artist uses.</li> <li>• Some artists use just primary colours. Some artists use both primary and secondary colours in their artwork.</li> <li>• A print is a shape or pattern made by pressing paint or ink from one surface to another.</li> <li>• Colours can be mixed directly on a surface by pressing, folding and printmaking.</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>• Identify and use paints in the primary and secondary colours.</li> <li>• Mix secondary colours using primary colours</li> <li>• Identify similarities and differences between two or more pieces of art.</li> <li>• Make simple prints and patterns using a range of liquids including ink and paint.</li> </ul>	<p><b>CYCLE 2</b></p> <p><b>Funny faces and fabulous features</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• A portrait is a drawing, photograph or painting of a face.</li> <li>• A self-portrait is a portrait that someone makes of themselves.</li> <li>• A collage is a picture or pattern made by sticking paper onto another surface.</li> <li>• A running stitch is made by passing a needle in and out of fabric.</li> <li>• Running stitches are made at equal distances apart.</li> <li>• Decorations can be attached to fabric by gluing, stapling or tying.</li> <li>• Identify similarities and differences between two or more pieces of art.</li> <li>• Observation means looking closely at something.</li> <li>• Collages are made by sticking or joining one material to another.</li> <li>• Art galleries are buildings where pieces of artwork are displayed.</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>• Represent the human face, using drawing, painting, sculpture or collage from observation, imagination or memory with some attention to facial features.</li> </ul>	<p><b>CYCLE 3</b></p> <p><b>Rain and Sunrays</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• Natural materials, such as grass, pebbles, sand, leaves, pinecones, seeds and flowers, can be used to make transient art.</li> <li>• Transient art is art that can be moved, changed and cleared away.</li> <li>• The best way to record transient art is by taking a photograph.</li> <li>• Soft pencils make dark lines.</li> <li>• Hard pencils make light lines.</li> <li>• Different types of line include zigzag, wavy, curved, thick and thin.</li> <li>• A texture is the feel or appearance of a surface.</li> <li>• Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).</li> <li>• A print is a shape or pattern made by pressing paint or ink from one surface to another.</li> <li>• A collagraph is a textured block that can be used to make a print.</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>• Make transient art and pattern work using a range or combination of human-made and natural materials.</li> </ul>

<ul style="list-style-type: none"> <li>• Use an appropriate sized brush to control paint placement</li> <li>• Appraise their own and other's work providing feedback</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>To think about how and why artists use colour by comparing and contrasting work by Ringgold, Van Gogh, Inness, Kandinsky, Mondrian, Picasso, Vallotton and Guy Rose.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• How does the colour make you feel?</li> <li>• What do you like about the picture?</li> <li>• How have you created that technique?</li> <li>• What would you do differently next time?</li> <li>• Why have you chosen to use that colour?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore using a range of drawing materials to create self-portraits using simple lines and shapes</li> <li>• Communicate their ideas simply before creating artwork.</li> <li>• Cut and join textiles using glue and simple stitches.</li> <li>• Use gluing, stapling or tying to decorate fabric, including buttons and sequins.</li> <li>• Appraise their own and other's work providing feedback</li> <li>• Make a collage</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>To explore portraits and styles of portraits</p> <p>Portraits can be compared. The subject, colour, form, texture or composition of portraits can be similar or different.</p> <p>To explore the work of various different artists and compare and contrast them. Thinking about the techniques use, medium used and style. Artists include Picasso, Van Gogh, Kahlo.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• Why do you think an artist would use collage as a medium?</li> <li>• Do you like the piece you have created?</li> <li>• Which technique do you prefer to use? Why?</li> <li>• Think about a piece of work as it progresses. How does it change?</li> <li>• How do you think the people in the portraits are feeling?</li> </ul>	<ul style="list-style-type: none"> <li>• Use soft and hard pencils to create different types of line and shape.</li> <li>• Identify and compare different textures.</li> <li>• Make a simple collagraph</li> <li>• Appraise their own and other's work providing feedback</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>Focus on a collagraph called 'Destiny' by American artist Amanda Snyder. The print has a range of different textures. Discuss how these textures may have been created.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• Which lines and shapes did you choose to use to create your picture? Why?</li> <li>• Which textures did you like or dislike?</li> <li>• What do you like about your picture?</li> <li>• What would you do differently next time?</li> </ul>
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## CYCLE 4

### Street View

#### Practical Knowledge:

##### ***Children will know:***

- A sketch or drawing of a place or space is called a landscape.
- Art on a similar theme can be different because of the colours or style the artist uses.
- The primary colours are red, yellow and blue (recap).
- Secondary colours are made by mixing primary colours (recap).
- The secondary colours are purple, green and orange (recap).
- Card and paper can be layered to create a 3-dimensional effect.
- 3-dimensional art is not flat like 2-dimensional art.
- Landscape art can include things that are natural and things that are human made.

##### ***Children will know how to:***

- Draw or paint a place from memory, imagination or observation.
- Identify similarities and differences between two or more pieces of art
- Identify and use paints in the primary and secondary colours.
- Mix secondary colours using primary colours
- Manipulate paper and card to create a simple form by cutting, layering and overlapping.
- Communicate their ideas simply before creating artwork.
- Make a colourful 3D picture of a building from their local landscape in the style of James Rizzi

- Appraise their own and other's work providing feedback

**Theoretical Knowledge:**

James Rizzi

American pop artist James Rizzi (1950–2011) used paint, printing and 3-D sculpting techniques to bring his work to life. He created cityscapes, portraits and posters that exuded love, happiness, joy and life. His work was brightly-coloured, busy and included comic elements, such as alien space craft, colourful birds and smiling skyscrapers.

**Disciplinary Knowledge:**

Children will be able to express an opinion about their art and others

- 'Think about the images – what do you like/dislike about the compositions?
- What are the challenges of creating 3D effects through layering?
- How successful has your final piece been?
- What would you do the same/differently?

## CYCLE 1

### Mix It (Year 2)

#### Practical Knowledge:

##### *Children will know:*

- Recap the secondary colours are orange, purple and green.
- Recap the secondary colours are made by mixing equal amounts of the primary colours.
- Recap hues are variations of a colour
- The colour wheel is a diagram that organises colours and shows their relationships.
- A primary colour wheel has three segments to show the primary colours red, blue and yellow.
- A secondary colour wheel has six segments to show the primary colours red, yellow, blue and the secondary colours, orange, purple and green.
- The secondary colours sit between the primary colours from which they are made.
- Soft materials such as clay, dough and plasticine can be used to create a block for printmaking.

##### *Children will know how to:*

- Name and mix secondary colours.
- Vary the amount of primary colours added to a mix to change the hue
- Identify similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line.
- Press objects into a malleable material to make textures, patterns and imprints.

## CYCLE 2

### Still Life

#### Practical Knowledge:

##### *Children will know:*

- A still life is a composition made up of everyday or unusual objects.
- Differences in still life art can include style, composition and use of colour.
- The secondary colours are orange, purple and green.
- A hue is a variation of a colour.
- A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.
- The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.
- Ideas and sketches can help an artist to create a final, detailed piece of artwork.

##### *Children will know how to:*

- Explain why a painting, piece of artwork, body of work or artist is important.
- Make a detailed sketch of a well-known piece
- Describe similarities and differences between artwork on a common theme.
- Name and mix secondary colours.
- Select the best materials and techniques to develop an idea.
- Make simple sketches to explore and develop ideas.
- Analyse and evaluate their own and others' work using artistic vocabulary.

#### Theoretical Knowledge:

## CYCLE 3

### Flower Head

#### Practical Knowledge:

##### *Children will know:*

- A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.
- Describe similarities and differences between artwork on a common theme.
- Shapes are created using a line to create an enclosed two-dimensional space. Shape is one of the seven elements of art.
- Texture is one of the seven visual elements of art. A texture can be described as rough, smooth, wrinkly, soft, sharp, spiky, shiny and bumpy.
- Textures can be made using materials such as tissue paper, fabric and string.
- Name and mix secondary colours.

##### *Children will know how to:*

- Make simple sketches to explore and develop ideas.
- Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail.
- Create a range of forms, shapes and textures using the properties of different types of paper and other materials.
- Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.

<ul style="list-style-type: none"> <li>Analyse and evaluate their own and others' work using artistic vocabulary.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>Investigate how artists have used both primary and secondary colours in their work (mood, atmosphere, contrast).</p> <p>To compare and contrast use of colour in artwork.</p> <p>Review work by: Faith Ringgold, Clementine Hunter, Picasso, Mondrian, Kandinsky, George Inness, Van Gogh, Felix Vallotton, Edward Lord Weeks and Guy Rose.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>Compare and contrast the colours you have made – what do you like about them?</li> <li>How are these paintings the same/different?</li> <li>Why do you think the artist gave the piece that title?</li> <li>What colours have been used to make objects stand out?</li> </ul>	<p>Still life is a piece of art showing everyday objects which can be natural or man-made. Common objects are food, skulls, flowers, vases, bottles, books, candles and shells.</p> <p>Still life allows the artists to control the objects in front of them and they create the picture by placing objects next to each other. They may contrast shapes, colours or sizes to make everyday objects looks special.</p> <p>Significant still life artists include Vincent van Gogh, Paul Cézanne, Claude Monet and Henri Matisse.</p> <p>View important works by significant artists. Evaluate and appraise still life work including: <i>Vase with Fifteen Sunflowers</i> by Vincent van Gogh, <i>The Basket of Apples</i> by Paul Cézanne, <i>Apples and Grapes</i> by Claude Monet and <i>Dishes and Fruit</i> by Henri Matisse and work by Cezanne, Gijsbrechts, Braque and Lichtenstein.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <p>Evaluate and appraise artist's work –</p> <ul style="list-style-type: none"> <li>general information (how old is it? Who painted it? Why was it created?)</li> <li>subject matter (what does the artwork show? Is it real or imaginary? Is there anything unusual? If you could name the piece – what would it be?)</li> <li>Colour (What colours have been used? Are they warm/cool? How do the colours make you feel? Which colours stand out? How has the artist used light?)</li> <li>Composition (Do you like the objects together? Which objects do you look at first? Why do you think the artist has arranged the objects like that? Would you have chosen those objects?)</li> </ul>	<ul style="list-style-type: none"> <li>Create a range of forms, shapes and textures using the properties of different types of paper and other materials.</li> <li>Colours can be used to make patterns. Pattern is one of the visual elements of art.</li> <li>Patterns can be stripy, dotty or zig-zagged.</li> <li>Analyse and evaluate their own and others' work using artistic vocabulary.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>Flowers are a natural form. They can be brightly coloured, patterned and various shapes and sizes. Because of this, many artists have used flowers as inspiration for their artwork.</p> <p>Some of the most famous artworks featuring flowers are by the artist Vincent van Gogh. He was fascinated by sunflowers and, for him, the colour yellow was a symbol of happiness and sunshine.</p> <p>Contemporary artists, such as Dale Chihuly, Takashi Murakami and Yayoi Kusama all use flowers as inspiration for their artwork although their styles are different.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>Share and compare pictures and reflect on their experience</li> <li>How successful have you been when creating different textures?</li> <li>How have the artists used texture in their work?</li> </ul>
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	<p>Would you arrange them differently? What is in the foreground/background of the piece? Where are the taller/smaller objects)</p> <ul style="list-style-type: none"> <li>• Texture (What materials have been used? Can you see the brushstrokes? Is the surface rough or smooth? Do you like the texture?)</li> <li>• Evaluation (Are any of the artworks similar/different? Which are the oldest/newest pieces and how do you know? Which is your most/least favourite?)</li> </ul>	
<p><b>CYCLE 4</b></p> <p><b>Portraits and Poses</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• A quick sketch should focus on capturing the visual elements including colour, shape, form, texture and pattern.</li> <li>• The aim of a sketch to capture the overall shape and form of a figure and not the finer details such as face and features.</li> <li>• A drawing of a portrait can be created using line only. It is called a line drawing.</li> <li>• Photographs and sketches can be used to prepare for a portrait.</li> <li>• Each type of software, such as word processing, presentation and image editing, can be used for different purposes, including writing reports and creating slide shows or posters.</li> <li>• A drawing or painting of the artist's face is called a self-portrait. Self-portraits reflect the artist's physical appearance but can also show their character, mood or interests.</li> <li>• Photographs and sketches can be used to prepare for a portrait.</li> </ul> <p><i>Children will know how to:</i></p>		

- Explain why a painting, piece of artwork, body of work or artist is important.
- Make simple sketches to explore and develop ideas
- Represent the human form, including face and features, from observation, imagination or memory.
- Use different types of software and identify their purposes.
- Analyse and evaluate their own and others' work using artistic vocabulary.

#### Theoretical Knowledge:

Historical portraits were the only way people could represent themselves to others before cameras were invented. They usually showed the monarch's power or personality rather than showing what they looked like in real life.

Hans Holbein the younger was a German artist born in 1498. He was a significant portrait painter in the Tudor period. He was Henry VIII's official portrait painter.

#### Disciplinary Knowledge:

- Why might the subject of the painting have wanted to be painted? How did they want others to view them?
- How did the artist use poses, objects, clothing and background to portray the subject?

Children will be able to express an opinion about their art and others

## YEAR 3

### CYCLE 1

#### Contrast and Complement (Y3)

##### Practical Knowledge:

##### *Children will know:*

- Watercolour paints can create interesting effects including translucency and colour washes. Bolder areas of colour can be created using layering.
- Contrasting colours, also called complementary colours are colours found on the opposite sides of the colour wheel. They provide maximum contrast to each other.
- Contrasting/complementary colours are, red and green, yellow and purple and orange and blue.
- Analogous colours are groups of colours that are next to each other on the colour wheel.
- Warm colours include red, yellow and orange.
- Tertiary colours are made by mixing equal amounts of a primary and secondary colour.
- Cool colours include blues, greens and some purples

##### *Children will know how to:*

- Use and combine a range of visual elements in artwork.
- Use and explore the properties of watercolour
- Select appropriate brushes

### CYCLE 2

#### Prehistoric Pots

##### Practical Knowledge:

##### *Children will know:*

- A coil is made by rolling clay to make long rolls which are placed one on top of another.
- Slip is a gloopy mixture of clay and water, which can be used to join pieces of clay.
- A pinch pot is a simple form of handmade pottery produced by pinching the clay with thumb and forefinger.
- Objects such as stones, shells and twigs can be used to make marks and patterns on different surfaces. Such patterns can include geometric shapes, zigzags, herringbone patterns, dots and lines.

##### *Children will know how to:*

- Explore clay using techniques by rolling coils, using slip, making pinch pots and joining clay
- practise making Bell Beaker-style patterns on clay slabs by imprinting a range of natural materials onto them
- Create a preparatory sketch for a bell beaker style pot
- Create a pot from clay using a combination of coiling and pinching
- Decorate the pot using a range of natural materials
- Appraise their own and other's work providing feedback

### CYCLE 3

#### Ammonite

##### Practical Knowledge:

##### *Children will know:*

- Hatching is an artistic technique of drawing closely spaced parallel lines to create tonal or shading effects.
- Cross-hatching is when lines are placed at an angle to one another.
- Shading is the technique artists use to create the illusion of depth or make an object three-dimensional. Hatching and cross hatching are ways of shading.
- A motif is a decorative image or design.
- A relief print is a print made by cutting away the print surface so that the image alone appears raised on the surface. The raised area of the printing surface are inked and printed, meaning the areas that have been cut away do not pick up the ink.
- A two colour print can be made by either using a two-colour roller technique or by reduction printing.
- A coil is made by rolling clay to make long rolls which are placed one on top of another.
- Slip is a gloopy mixture of clay and water, which can be used to join pieces of clay.
- Clay can be carved, coiled, rolled, scored and stretched.

##### *Children will know how to:*

- Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.
- Use nature and natural forms as a starting point for artwork.
- Use pen, pencils, fine line pens and ink

- mix and record pairs of complementary/contrasting colours in their sketchbooks.
- Use colours they have mixed to create a painting
- Make suggestions for ways to adapt and improve a piece of artwork.

### Theoretical Knowledge:

A German artist, Johann Wolfgang von Goethe, was the first to suggest that colour has an emotional effect on the human brain.

Johann Wolfgang von Goethe suggested that each colour had an effect on its viewer. For example, yellow is 'agreeable and gladdening', and orange is 'noble'.

Artists choose to use different colours to give different effects – compare the work of Monet, Van Gogh, Picasso, Matisse, Homer, Georgia O'Keefe, Ferdinand du Puigau deau and Thomas Moran

### Disciplinary Knowledge:

Children will be able to express an opinion about their art and others

- What effect does the use of colour give the painting?
- What mood do the colours portray?
- What effect does this have on the viewer?
- Do you think that this painting has a warm or cool atmosphere?
- Why do you think the artist has painted the trees in blue when the rest of the painting uses oranges and reds?

### Theoretical Knowledge:

Prehistoric pots are pieces of pottery that humans made during the Neolithic, Bronze Age and Iron Age.

One of the most famous types of prehistoric pottery is called Bell Beaker pottery, which was made at the beginning of the Bronze Age, c2500 BC. Bell Beaker pots were a completely new, more sophisticated and decorative style of pottery compared to the Neolithic pottery already made in Britain.

### Disciplinary Knowledge:

Children will be able to express an opinion about their art and others

- Which techniques did you use to make your pot?
- Did you have any problems making the form of the pot? What were they?
- Which objects and natural materials did you use to decorate your pot?
- What techniques worked well when making your pot?

Is there anything that you could improve if you made another pot?

- Use and combine a range of visual elements in artwork by creating motifs based on the Fibonacci pattern
- Make a two-colour print.
- Create a 3-D form using malleable or rigid materials, or a combination of materials.
- Make suggestions for ways to adapt and improve a piece of artwork.

### Theoretical Knowledge:

Fibonacci

Fibonacci was an Italian mathematician who discovered a special number sequence starting with 0,1,1,2,3,5,8,13,21. The pattern is continued by adding the two previous numbers in the sequence together.

Mathematicians studied Fibonacci's sequence and discovered that it appears in nature as a naturally occurring pattern. This pattern can be seen in natural objects such as fruit, flowers, leaves and shells.



### Disciplinary Knowledge:

Children will be able to express an opinion about their art and others

		<ul style="list-style-type: none"> <li>• What do you like about the piece?</li> <li>• What techniques have you used to get that effect?</li> <li>• How would you do things differently next time?</li> </ul>
<p><b>CYCLE 4</b></p> <p><b>People and Places</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• Artists can draw figures using simple, fluid lines and shapes.</li> <li>• A pose is a position a figure takes in order to be photographed, painted or drawn.</li> <li>• LS Lowry (1887–1976) was a significant yet controversial artist who painted urban landscapes of Manchester showing the people who lived and worked there. Critics called his figures ‘matchstick men’ due to their elongated form.</li> <li>• Artists famous for figure drawing LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Each artist has their own unique style.</li> <li>• Hatching is an artistic technique of drawing closely spaced parallel lines to create tonal or shading effects.</li> <li>• Cross hatching is when lines are placed at an angle to one another.</li> </ul>	<p><b>CYCLE 5</b></p> <p><b>Beautiful Botanicals</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• A loom is a piece of equipment that is used for making fabric by weaving wool or thread or other materials.</li> <li>• An embellishment is a decorative detail or feature, such as a silk flower, tassel or bow.</li> <li>• A warp thread runs vertically in a fabric.</li> <li>• A weft thread runs horizontally in a fabric.</li> <li>• Weaving involves interlacing pieces of thread or yarn or other materials.</li> <li>• A botanical artist is someone who draws and paints plants and flowers in a realistic style.</li> <li>• A unit print is when an object is inked and is pressed on a surface to leave an impression.</li> </ul> <p><i>Children will know how to:</i></p>	<p><b>CYCLE 6</b></p> <p><b>Mosaic Masters</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• Tesserae are small blocks of stone, tile, glass, or other materials used in the construction of a mosaic.</li> <li>• The visual elements are colour, line, shape, form, pattern and tone.</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>• Create sketches of mosaic designs</li> <li>• record the colours seen in the mosaic designs in small colour swatches</li> <li>• Create their own mosaic</li> <li>• Appraise their own and other’s work providing feedback</li> </ul> <p><u>Theoretical Knowledge:</u></p> <p>Mosaics are pictures or patterns made using many small pieces of coloured stone or glass called tesserae. Other materials can also be used including paper, foil, pebbles or</p>

- Shading is the technique artists use to create the illusion of depth or make an object three-dimensional. Hatching and cross hatching are ways of shading.
- An urban landscape is a picture of a town or city.

**Children will know how to:**

- Create a quick sketch of a figure using simple shapes and fluid lines in their sketch books.
- Draw figures in the style of LS Lowry
- Appraise their own and other's work providing feedback
- Compare the work of LS Lowry and other figurative artists
- Practice drawing figures in more detail
- Create a digital collage of Doncaster
- Make observations and take preparatory images to create a final piece
- Work in the style of LS Lowry to create a picture of our school considering the composition, style and colours
- Make suggestions for ways to adapt and improve a piece of artwork.

**Theoretical Knowledge:**

Artists famous for figure drawing LS Lowry, Leonardo da Vinci and Raffaello Sanzio da Urbino, known as Raphael. Each artist had their own unique style.

LS Lowry was an artist who lived from 1887 to 1976. He was famous for his simplistic, elongated figure drawings and paintings of the industrial

- Weave natural or human-made materials on cardboard looms, making woven pictures or patterns.
- Cut and join wools, threads and other materials to a loom.
- Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows.
- Use and combine a range of visual elements in artwork.
- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique before creating a final piece
- Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
- Work in the style of a significant artist – Katie Scott
- Make a two colour print using unit printing
- Make suggestions for ways to adapt and improve a piece of artwork.
- Make suggestions for ways to adapt and improve a piece of artwork.

**Theoretical Knowledge:**

Weaving has been practised for thousands of years. Evidence of weaving can be seen in the ancient civilisations of Egypt, China and even Stone Age settlements.

Traditional approaches to botanical art are mostly accurate, illustrative and sometimes scientific in style. More contemporary botanical examples can

recycled materials. Mosaics are used to decorate floors, walls, ceilings and objects.

Mosaics have been used since c3000 BC and are still used today.

Mosaics were a common sight in Roman homes and public buildings across the Roman Empire. They were highly decorative. Popular themes were everyday life, gods, gladiators, nature, animals and geometric patterns.

Islamic mosaics are made to portray geometrical patterns.

Artists often annotate their sketches to record information about important visual elements.



Columns decorated with clay cone mosaics, c3000 BC



Mosaic at Tottenham Court Road Underground station in London, 1986

**Disciplinary Knowledge:**

Children will be able to express an opinion about their art and others

- What is important to consider when designing a mosaic tile?
- What are the main visual elements used in mosaic?
- What worked well?

<p>urban landscapes of Manchester in the north of England.</p> <p>Critics called his figures ‘matchstick men’ due to their elongated form.</p> <p><i>Coming Out of School</i> is a significant artwork by LS Lowry, which is based on his memories of a school in Lancashire and shows children and parents at the end of the school day.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What can art tell us about people and places?</li> <li>• What do you like about the piece?</li> <li>• What have you found challenging about working in the style of an artist?</li> </ul>	<p>include more simplified graphic or digital representations.</p> <p>Katie Scott is an important contemporary printmaker and botanical artist.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What did you find interesting/challenging when creating your piece of work?</li> <li>• What are the common characteristics of botanical art?</li> <li>• ‘How well has your print represented the character of the fern?’</li> </ul>	<ul style="list-style-type: none"> <li>• What could be improved on?</li> </ul>
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## CYCLE 1

### Contrast and Complement (Y4)

#### Practical Knowledge:

##### *Children will know:*

- Watercolour paint creates a translucent effect called a wash.
- Watercolours can be mixed on the paper (wet on wet) or in a palette (wet on dry).
- Colours can be made bolder by layering them or adding less water.
- Analogous colours are groups of colours that are next to each other on the colour wheel.
- Complementary colours are pairs of colours which, when placed next to each other, create the strongest contrast. They are orange and blue, yellow and purple and red and green. They sit opposite each other on the colour wheel.
- Warm colours are made using mostly reds and yellows although some warm colours such as a warm green are made using yellow and a small amount of blue.
- Cool colours are made using mostly yellows and blues although some cool colours such as cool purple are made using blue and a small amount of red.

##### *Children will know how to:*

- Mix colours in a palette and on paper experimenting adding water to vary the translucency
- Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.
- Compare and contrast artwork from different times and cultures.

## CYCLE 2

### Warp and Weft

#### Practical Knowledge:

##### *Children will know:*

- Visual qualities of a yarn can include its colour, elasticity, pattern and texture.
- Weaving is a crafting technique used to make decorative and functional fabrics and artworks.
- The visual elements of line, pattern and colour are an important part of the weaving process.

##### *Children will know how to:*

- Compare and contrast artwork from different times and cultures.
- sort different yarns into groups according to visual or textural elements, for example, colour groups, textures or thickness and take samples to record in sketchbooks
- weave yarn on a cardboard loom
- Plan a simple fabric design in a sketchbook
- Create a simple shape on a cardboard loom
- Design a wall hanging considering which materials they would like to use
- Create a wall hanging
- Give constructive feedback to others about ways to improve a piece of artwork.

#### Theoretical Knowledge:

The ancient Egyptians wove cloth on horizontal looms on the floor. Iron Age weavers used vertical looms and wove colourful, patterned fabric. Roman weavers wove fabric in the shape of the clothing they wore. Anglo-Saxons and Vikings wove colourful, patterned braid on small tablet looms. Victorian looms were powered driven. Modern

## CYCLE 3

### Vista

#### Practical Knowledge:

##### *Children will know:*

- A viewfinder is a tool an artist uses to frame a view.
- A landscape is a piece of artwork, such as a painting, drawing or photograph, which represents a view of an area of land
- Atmospheric perspective in art creates the illusion of space.
- Atmospheric perspective emphasises the distance between objects. As objects recede into the distance, they become less detailed, lighter in tone, and more blurry.
- Warm colours are made using mostly reds and yellows although some warm colours such as a warm green are made using yellow and a small amount of blue.
- Cool colours are made using mostly yellows and blues although some cool colours such as cool purple are made using blue and a small amount of red.
- Composition is a term used to describe the arrangement of the visual elements in a painting

##### *Children will know how to:*

- Choose an interesting or unusual perspective or viewpoint for a landscape.
- draw a thumbnail sketch of the view in their sketchbook, focusing on relative proportion, line and shape

<ul style="list-style-type: none"> <li>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> <li>Create a final piece based on preparatory work</li> <li>Give constructive feedback to others about ways to improve a piece of artwork.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere</p> <p>To compare and contrast how artists use colour in their work. Compare and contrast pieces by Mondrian, Lichtenstein, Van Gogh, Monet, Matisse, Homer, Kandinsky, Jean-Honoré Fragonard, James McNeil Whistler, Geertgen Tot Sint Jans, Georgia O’Keefe, Ferdinand du Puigauveau and Picasso</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>How did you create the colours you have made? Do you have any tips? Was there any challenges?</li> <li>Who are these paintings by?</li> <li>What is the predominant use of colour in these two works?</li> <li>How are these paintings similar?</li> <li>How are these paintings different?</li> <li>What effect does the use of colour in these paintings have on you?</li> <li>How would you describe the mood of each painting?</li> </ul>	<p>looms use new technology to make a wide range of natural and synthetic fabrics</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>What went well?</li> <li>What did you find found difficult?</li> <li>How did you solve any problems?</li> <li>What could improve you upon in your next weaving?</li> <li>How did you create that design?</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast artwork from different times and cultures.</li> <li>Explain the significance of art, architecture or design from history and create work inspired by it.</li> <li>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</li> <li>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> <li>Create preparatory sketches of a mountain landscape and experiment using a viewfinder to develop their composition. Think about the colours that they will use</li> <li>Create a final landscape piece based on their preparatory work</li> <li>Give constructive feedback to others about ways to improve a piece of artwork.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>Landscape artists use different techniques to create their work. Some will paint a realistic representation of what they see and some will use colour or texture to create a particular mood or atmosphere.</p> <p>Compare and contrast work by significant landscape artists including Paul Gauguin, Paul Cézanne, Vincent van Gogh and Claude Monet.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <p>What can you see in the artwork? Why did the artist select the viewpoint? What is the purpose of the artwork?</p>
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<ul style="list-style-type: none"> <li>• What emotions do you think that each artist is trying to convey in their work?</li> <li>• Which painting do you prefer and why?</li> </ul>		<p>How has the artist used line, colour and pattern in the artwork?</p> <p>What do you find interesting about the artwork?</p> <p>What do you like about the artwork?</p> <p>How are the paintings the same or different?</p>
<p><b>CYCLE 4</b></p> <p><b>Animal</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• A sketch, drawing or model can be developed over time. This is a normal part of the artistic process.</li> <li>• Objects such as animals can be drawn using simple shapes. The simple shapes help the artist to focus on proportions and the relationships between its features.</li> <li>• Methods of printing include lino printing, block printing and collography.</li> <li>• Animal patterns and nature have always been a source of inspiration for artists. They combine a range of textures, colours and shapes for an artist to explore.</li> <li>• Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins.</li> <li>• An armature is an open framework on which a sculpture is moulded with clay or similar material.</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast artwork from different times and cultures.</li> <li>• Draw three animals and refine their drawing of these animals with practice</li> </ul>	<p><b>CYCLE 5</b></p> <p><b>Statues, statuettes and figurines</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• A figure drawing is a drawing of the human form in any of its various shapes and postures, using any of the drawing media.</li> <li>• Statues, statuettes and figurines are forms of three-dimensional sculpture that depict the human form.</li> <li>• An armature is an open framework on which a sculpture is moulded with clay or similar material.</li> <li>• Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins.</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>• Draw figures in different poses using different mediums (pen, pencil and charcoal)</li> <li>• Make a detailed drawing of a sculpture/statue in a sketchbook</li> <li>• make annotations next to their sketches to highlight design features of their chosen form.</li> <li>• create a wire armature for a simple standing clay figurine</li> <li>• Use clay and clay slip to build a 3-D form around an armature.</li> <li>• Give constructive feedback to others about ways to improve a piece of artwork.</li> <li>• </li> </ul> <p><u>Theoretical Knowledge:</u></p>	<p><b>CYCLE 6</b></p> <p><b>Islamic Art (Ancient Civilisations)</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• Islamic art uses geometric shapes to make patterns.</li> <li>• Clay skills include rolling, slapping, coiling, scoring and joining with slip and pins.</li> <li>• Leaving clay to dry without firing is called 'air drying';</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>• Explore geometric shapes, tessellating patterns and motifs more closely by using a range of 2-D geometric shapes to make symmetrical and repeating patterns</li> <li>• Create a geometric five or seven circle pattern</li> <li>• Design a pattern on a grid</li> <li>• Create a star pattern</li> <li>• Create a relief sculpture from clay.</li> <li>• Create a clay tile from clay</li> <li>• Decorate a clay tile using paint</li> <li>• Give constructive feedback to others about ways to improve a piece of artwork.</li> </ul> <p><u>Theoretical Knowledge:</u></p>

<ul style="list-style-type: none"> <li>• Create a design for an animal pattern and construct a block print</li> <li>• Roll, slap, coil, score and join clay with slip and pins.</li> <li>• Use clay to make a Bankura horse</li> <li>• Use a block print to create animal patterns</li> <li>• Explain the significance of art, architecture or design from history and create work inspired by it.</li> <li>• Give constructive feedback to others about ways to improve a piece of artwork.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>Animals have always been a favourite subject matter for artists. Some artists create realistic representations while some create more fantastical or abstract forms.</p> <p>Significant animal artists include George Stubbs, Leonardo da Vinci and contemporary artist, Damien Hirst.</p> <p>The ancient Aztecs and Egyptian and Pre-historic civilisations also created significant artworks about animals.</p> <p>A Bankura ghora (horse) is a terracotta horse crafted in the Panchmura Village in the Bankura District of West Bengal. The village is famous for its terracotta sculptures of horses.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What do you think the artists wanted to communicate in each of these paintings?</li> </ul>	<p>Statues, statuettes and figurines have been used throughout history to represent religious and social narratives.</p> <p>The making of statues, statuettes and figurines is an ancient craft. It was an important part of the culture of past civilisations, including ancient Sumer, ancient Egypt and the Indus Valley.</p> <p>Sculpture was important to ancient civilisations and ancient sculpture is a valuable art form today.</p> <p>Significant statues include the Statue of Liberty in the United States of America and Christ the Redeemer in Brazil.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What is the name of this sculpture?</li> <li>• Is this sculpture a statue or statuette?</li> <li>• How do you know what type of sculpture it is?</li> <li>• What do you think this sculpture is made from?</li> <li>• Why do you think the sculpture is made from that material?</li> <li>• What special artistic features do you think this sculpture has?</li> <li>• Do you like this sculpture? Why?</li> </ul>	<p>Islamic art includes all religious and secular artwork created over the last 1400 years in the Islamic world and countries that used to be part of the Islamic Empire.</p> <p>Three main aspects of Islamic art are calligraphy, arabesque and geometric patterns. Artists have used these aspects to decorate the surface of many objects and buildings.</p> <p>The star is the chosen motif for many Islamic decorations because it is believed to symbolise the light and perfection of Allah.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• How did you create your design?</li> <li>• What did you find difficult?</li> <li>• What worked well?</li> <li>• What would you do differently next time?</li> </ul> <p>Do you like your piece?</p>
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<ul style="list-style-type: none"> <li>• What do these paintings say about human relationships with animals?</li> <li>• What three words best describe each artwork?</li> <li>• How do the visual elements of shape, form and colour differ in each painting?</li> <li>• What are the main similarities and differences between these paintings?</li> <li>• How do you think the historical period in which each piece was made has influenced the artwork?</li> <li>• Which artwork shows the greatest respect and admiration for animals? What makes you say that?</li> <li>• How do the environments in each painting differ?</li> <li>• What feeling or mood do you get from each artwork?</li> <li>• What do you think the artists wanted to communicate in each of these sculptures?</li> <li>• What three words best describe each artwork?</li> <li>• How do the visual elements of shape, form and colour differ in each sculpture?</li> <li>• How do these contemporary sculptures show an experimental approach to art?</li> <li>• What are the main similarities and differences between these sculptures?</li> <li>• What do these sculptures tell you about everyday life in these ancient civilisations?</li> </ul>		
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## YEAR 5

### CYCLE 1

#### Tints, Tones and Shades

##### Practical Knowledge:

##### *Children will know:*

- Extend their understanding of colour theory (primary, secondary, tertiary)
- Understand the terms tints, tones and shades, hues
- Understand that a landscape is an artwork that represents the environment

##### *Children will know how to:*

- Mix secondary and tertiary colours (using primary/secondary colours)
- Mix tints, tones and shades with systematic accuracy
- Explore ways in which tints, tones and shades can be used in paintings to represent light, shadows and perspective
- Use preparatory drawings/paintings to explore techniques and colour in a sketch book before producing a final piece
- Create their own landscape applying their knowledge of tints, tones and shades.
- Select a range of different brushes to explore effects
- Appraise their own and other's work providing feedback

##### Theoretical Knowledge:

##### **Use of colour in landscapes**

To understand how the impressionists emphasised the use of light in their work by using tints and

### CYCLE 2

#### Taotie

##### Practical Knowledge:

##### *Children will know:*

- To know casting is an ancient method to create a sculpture which usually involves melting down a substance such as metal and then pouring it into a mould. The mould is allowed to cool, hardening the metal. Which is then removed from the mould to create a form.
- Understand simple casting techniques: silicone casting, clay casting and paper casting.
- Understand the process of piece mould casting

##### *Children will know how to:*

- Create clay moulds and use it to create a plaster of paris model of an object.
- Use silicone moulds to create plaster of paris models
- Create paper casts of objects
- Evaluate the effectiveness of the various casting techniques.
- Create preparatory sketches of taotie designs in their sketchbooks.
- Create their own taotie using the piece mould technique. 1. Create a taotie from cardboard 2. Create a mould from the taotie using clay 3. Create a final cast from plaster of paris
- Mix paint to resemble a 'bronze' effect to complete their final piece.
- Appraise their own and other's work.

##### Theoretical Knowledge:

### CYCLE 3

#### Mix Media (Linked to Groundbreaking Greeks)

##### Practical Knowledge:

##### *Children will know:*

- The term 'mixed media' describes artwork that uses more than one medium, such as paper, fabric, photographs and 3-D objects, like buttons. Collage is a type of mixed media art.
- Collage is art in which pieces of paper, photographs, fabric and other objects are arranged and stuck down onto a supporting surface or background. Collages can be abstract, surreal (bizarre) or pictorial.
- Papermaking is the manufacture of paper. Almost all paper today is made using industrial machinery. However, making handmade paper is a specialised and traditional craft.
- Paper is a flexible medium used in many different types of craftwork, including paper and mixed media collages
- Techniques used in paper craft include, folding, quilling, marbling and decoupage.
- The term 'fabric crumb' and the importance of sustainability in art.

##### *Children will know how to:*

- Make and use paper to explore traditional crafting techniques including paper folding (origami), quilling, marbling and decoupage.
- Make their own paper using traditional techniques

<p>avoided black (Vincent Van Gogh, Renoir, Pissaro, Monet, Robinson).</p> <p>To compare the work of impressionist artists with other artists who focused on the use of shade and shadow (Graham, Lieberman, Finnegan, De la pena) to create a more dramatic effect.</p> <p>To understand that some artists use a muted/tonal pallet for their work to reflect a more realistic image (Spencer, Turner, Brugel the Elder)</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What effect does the artist's use of colour have on the viewer?</li> <li>• How would you describe the use of colour in this painting?</li> <li>• How has the artist used shades/tints/tones of colour?</li> <li>• What words would you use to describe the atmosphere of the painting?</li> <li>• What do you like about the piece of art?</li> </ul>	<p><b>The use of taotie design in the Shang Dynasty</b></p> <p>To understand the importance of taotie design in ancient Chinese culture</p> <p>Taotie designs were gluttonous creatures in Chinese mythology.</p> <p>Images of taotie appear on ancient Chinese bronze artefacts such as masks and ritual vessels called 'dings'.</p> <p>The features of a Taotie design. The Taotie is easily recognised by its characteristic use of lines, patterns and forms.</p> <p>It is unclear why the Shang dynasty used taotie designs. It could have symbolised greed, warned against power/wealth or been used by priests/shamans to communicate with the dead.</p> <p>Craftspeople used a complex technique called piece-mould casting to make highly-decorated bronze vessels and objects.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What do you find interesting/unusual about the taotie designs?</li> <li>• What did you find difficult about creating your own design/mould/final piece?</li> <li>• What tips do you have to make the method you have used to make the process more effective?</li> <li>• How was the piece similar to or different from the other methods that you explored?</li> <li>• What does the piece mould technique enable you to achieve that other methods do not?</li> </ul>	<ul style="list-style-type: none"> <li>• Create their own paper collages based on one of the following visual elements: texture, line, shape or colour.</li> <li>• Create a piece of abstract art using fabric crumbs</li> <li>• Make observations about artists work – thinking about use of colour, materials and techniques</li> <li>• Create a surreal photo collage</li> <li>• Appraise their own and other's work providing feedback</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>The German artist, Kurt Schwitters, lived from 1887–1948 and is famous for his mixed media collages called 'Merz pictures'. Artists who create mixed media collages use different joining methods, including gluing, stitching and tying</p> <p>To explore some of the work by Henri Matisse who was well known for his collage art.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• How have you used the technique of collage to represent your chosen visual element (texture, line, shape colour)?</li> <li>• How effective have the techniques you have used been?</li> <li>• How do think art can be sustainable/environmentally friendly?</li> <li>• How might we improve this artwork?</li> </ul>
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	How successful have you been in using this method? Are you pleased with your cast?	
<p><b>CYCLE 4</b></p> <p><b>Expression</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• Expressionism was a significant art movement that began in Germany around 1905.</li> <li>• Expressionism is a style of art aims to express the emotions of the subject rather than physical reality.</li> <li>• In Expressionist art, the use of colour is highly intense. This means Expressionist artists typically use bright or strong colours in their artwork.</li> <li>• They use these intense colours to express their own or their subjects' extreme emotions and feelings or the mood of the scene</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>• Make quick sketches in a sketchbook to show various emotions</li> <li>• Observe and record how their facial features change</li> </ul>	<p><b>CYCLE 5</b></p> <p><b>Line, Light and Shadows.</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• Sketches that are made with one line that remains on the paper throughout the whole drawing is called a continuous line drawing.</li> <li>• Techniques for creating areas of light and shade with a pen or pencil include cross hatching, hatching, contour lines and smudging.</li> <li>• White chalk on black paper can be used to create areas of light and shade.</li> <li>• Ink can be diluted to create wash. The more water added, the light the wash. Mid-tones can also be created to add perspective and depth.</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>• Create a continuous line drawing by simplifying a complex idea.</li> </ul>	<p><b>CYCLE 6</b></p> <p><b>Nature's Art</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>• Land art, or Earth art, is art that is made within the landscape.</li> <li>• Land art is usually captured using photography because it is temporary and often made on a large scale.</li> <li>• Land art can be made from many materials. Some artists sculpt the land into pieces called earthworks. Other artists use natural materials, such as twigs and rocks, to make sculptures within the landscape.</li> <li>• Some land artists bring materials inside from the outdoor environment to create installations in galleries and exhibition spaces</li> <li>• A relief sculpture projects from a flat surface. A high relief sculpture clearly projects out of the surface and looks like it is freestanding. A low relief, or bas-relief,</li> </ul>

<ul style="list-style-type: none"> <li>• Mix appropriate tints, tones and shades to create an expressionist colour palette</li> <li>• Create preparatory work experimenting with colour, text and photos to show emotion</li> <li>• Choose appropriate brushes to create appropriate strokes</li> <li>• Experiment using and blending oil pastels</li> <li>• Choose appropriate colours to represent different emotions</li> <li>• Choose appropriate text/words to emphasise emotions</li> <li>• Create a self-portrait in an expressionist style</li> <li>• Appraise their own and other's work.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p><b>Edvard Munch</b></p> <p>Edvard Munch was an Expressionist painter. He was Norwegian.</p> <p>He was born in 1863 and he died in 1944. Many artists regard him as the Father of Expressionism.</p> <p>He produced many paintings in his lifetime, but <i>The Scream</i> has become an iconic image in the art world. <i>The Scream</i> is one of his most familiar works and depicts the artist's feelings of anxiety</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What experience is the artist portraying in this piece?</li> </ul>	<ul style="list-style-type: none"> <li>• Use pen and ink, chalk and charcoal to add perspective, light and shade to a composition or model.</li> <li>• Use techniques such as cross hatching, hatching, line drawing, contour lines and smudging.</li> <li>• Explore the properties of pen and ink in their sketch books</li> <li>• Use chalk on black card to explore light and shade</li> <li>• Use a view finder as a frame for an image</li> <li>• Create a final piece using a view finder, pencil sketch, ink wash, mid-tones and pen to add detail</li> <li>• Appraise their own work and other's work</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p><b>Pablo Picasso</b></p> <p>Pablo Picasso was a Spanish painter who lived from 1881 to 1973.</p> <p>He was a painter, sculptor, printmaker and ceramicist who is considered one of the most influential artists of the 20th century.</p> <p>He used many artistic styles, including the continuous line technique. He would take a complex subject and simplify it into one unbroken line.</p> <p><b>Rembrandt</b></p> <p>Rembrandt (1606–1669) was one of the world's most accomplished artists. In his drawings Rembrandt used pens, chalks, ink and brushes to capture light and shade, form, and shadow.</p> <p><b><u>Disciplinary Knowledge:</u></b></p>	<p>sculpture does not project far out of the surface and is visibly attached to the background.</p> <p><b><i>Children will know how to:</i></b></p> <ul style="list-style-type: none"> <li>• Explore natural materials and think about their artistic potential</li> <li>• Create preparatory sketches which show ideas for pieces of land art</li> <li>• Plan, resource and create a piece of land art to create a natural installation</li> <li>• Appraise their own and other's work</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>When making land art, most artists will use materials from the local environment.</p> <p>Some artists will enhance a natural material by adding colour (see Ugo Rondione) while some artists will use the natural textural or patterned qualities of the original material.</p> <p>Observe work by Andy Goldsworthy, Ai Weiwei, Holderieg, Robert Smithson, Rebecca Louise Law, Ugo Rondione, Jaako Pernu, Nils-Udo and untitled pieces</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What is the intention of your artwork?</li> </ul>
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<ul style="list-style-type: none"> <li>• How does the colour pallet used help portray the artists feelings and emotions?</li> <li>• How would you describe the use of brushstrokes in this piece?</li> <li>• How do you think the use of brushstrokes helps to portray the emotions in this piece?</li> <li>• How does the piece make you feel?</li> </ul>	<p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• How can technique be improved?</li> <li>• How has the artist used line in this picture?</li> <li>• How has the artist used an ink wash in this image? What effect does that have for the viewer?</li> <li>• What do you like about this piece of art?</li> <li>• How could you describe the piece?</li> </ul>	<ul style="list-style-type: none"> <li>• How have the artist used materials effectively to create the piece?</li> <li>• How has the artist used colour? Do you think it is effective?</li> </ul> <p>What are the difficulties of creating land art?</p>
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## YEAR 6

### CYCLE 1

#### Tints, Tones and Shades (Y6)

##### Practical Knowledge:

##### *Children will know:*

- A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness.
- A tone is a colour mixed with grey. The colour stays the same, only less vibrant.
- A shade is a colour mixed with black.
- Landscape paintings have a foreground, a middle ground and a background.
- The foreground shows features that are close. The middle ground and background show features in the distance.
- When drawing a landscape, the artist needs to consider where the horizon should be positioned. The horizon is where the sky meets the Earth's surface.
- Perspective is an important aspect of landscape drawing. A single line of perspective directs the viewers eye into the picture and creates the impression of depth and distance.

### CYCLE 2

#### Trailer blazers, Barrier Breakers

##### Practical Knowledge:

##### *Children will know:*

- Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others.
- Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art.
- Sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork.
- Art works can be compared by mood, emotional response and meaning as well as more obvious visual elements.
- A pastiche is an artistic work which imitates the work or style of another artist

##### *Children will know how to:*

- Research an artist who they find interesting to find and compare their work

### CYCLE 3

#### Inuit

##### Practical Knowledge:

##### *Children will know:*

- Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others.
- Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art.
- A stencil is a thin sheet of card, plastic, or metal with a pattern or letters cut out of it. Ink is applied to its surface which goes through the cut out and creates a print.
- Stencils can be reused if made from a durable material such as card or acetate. Each print will vary slightly due to factors such as colour fade, colour merging and pressure applied to either surface.
- Identify characteristics of art that signifies its Inuit origin

##### *Children will know how to:*

<p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>• Mix tints, tones and shades using watercolour</li> <li>• Sketch out ideas for a landscape composition</li> <li>• Create a piece of landscape art planning out which tints, tones and shades to use in their piece of work</li> <li>• Select appropriate paintbrushes</li> <li>• Adapt and refine artwork in light of constructive feedback and reflection.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>The impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras.</p> <p>Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue.</p> <p>The Realism movement painted scenes from everyday life using a naturalistic colour palette.</p> <p>The Pop Art movement used vibrant, bright colours. The primary colours red, yellow, and blue were prominent in many famous artworks.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What effect does the artist's use of colour have on the viewer?</li> <li>• How would you describe the use of colour in this painting?</li> <li>• How has the artist used shades/tints/tones of colour?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, compare and contrast the work of two significant artists</li> <li>• Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</li> <li>• Create a pastiche of 'No Woman, No Cry' in their sketchbooks using drawing, painting or art software and annotate with their thoughts and feelings about its messages.</li> <li>• choose a social, cultural or personal issue to explore in a piece of their own artwork, beginning by exploring ideas in their sketchbook</li> <li>• develop their compositions, improving their work as it progresses.</li> <li>• Adapt and refine artwork in light of constructive feedback and reflection.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>Introduction to significant black artists: Edmona Lewis, Henry Ossawa Tanner, Augusta Savage, Gordon Parks, Elizabeth Catlett, Yinka Shonibare, Barbara Walker, Hurvin Anderson, Turgu Bastien,. Children will find out some information about each artist's background, career and significant work. The children will spend time exploring the work of one of these artists in more detail by researching one they find of interest and presenting their thoughts and ideas about them.</p> <p>Significant artworks by black artists include Forever Free (1867) by Edmonia Lewis, The Banjo Lesson (1893) by Henry Ossawa Tanner and No Woman, No Cry (1998) by Chris Ofili. Each tells a story about aspects of Black history and social issues.</p> <p>Chris Ofili is a significant black artist whose work portrays messages about black culture and history.</p>	<ul style="list-style-type: none"> <li>• Create a montage of art to compare and contrast</li> <li>• Record preparatory sketches of Inuit inspired animal sculpture in their sketchbooks</li> <li>• Create soap carvings using Inuit art for inspiration</li> <li>• Prepare an animal stencil and practice printing using paint or ink</li> <li>• Create a stencil and use it to create a series of prints</li> <li>• Use bold colour combinations</li> <li>• Design a postage stamp</li> <li>• Adapt and refine artwork in light of constructive feedback and reflection.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p>The Inuit are indigenous people who live in the Arctic region, an area that includes Alaska, Canada and Greenland. Artwork made by the Inuit includes pictures, carvings, sculptures and prints. Animals, cultural myths and legends are the main sources of inspiration.</p> <p>Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things.</p> <p>The Enchanted Owl by Inuit artist uses striking pairs of colours to make it stand out. It was originally printed in both red and black, and in green and black. In 1970, the <i>Canada Post</i> put <i>The Enchanted Owl</i> print on a postage stamp. The stamp commemorated the centennial of the Northwest</p>
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<ul style="list-style-type: none"> <li>• What words would you use to describe the atmosphere of the painting?</li> <li>• What do you like about the piece of art?</li> <li>• What is the effect of using all tonal colours in a painting?</li> </ul>	<p>The painting <i>'No Woman, No Cry'</i> by Chris Ofili bears a phosphorescent inscription that indicates that the crying woman depicted is Baroness Lawrence of Clarendon OBE, the mother of Stephen Lawrence, who was murdered in an unprovoked racist attack in London in 1993. The photographs inside the tears in this painting are all images of Stephen.</p> <p>Art with a personal idea or theme might express the artist's feelings about social matters or their own personal experience of social issues.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• Why do you think the piece is composed like that?</li> <li>• What impact does the piece have on the viewer?</li> <li>• What was the purpose of the artwork?</li> <li>• What emotions do you think the artist was hoping for the viewers to feel?</li> <li>• Why do you think the artist chose that subject?</li> <li>• How does the lighting in the painting affect the message?</li> <li>• What message was the artist trying to convey?</li> <li>• To what problems in American society was the artist drawing attention?</li> <li>• Why did the artist design this sculpture for this location?</li> <li>• What effect does this sculpture have on the viewer?</li> <li>• How has the artist used colour?</li> <li>• What do you think the artist's intention was in creating this model?</li> <li>• How effective do you think this technique is?</li> <li>• What do you think the artist's intention was in creating this picture?</li> </ul>	<p>Territories, and it became an icon of Inuit art and a symbol of Canada.</p> <p>Observe work by significant Inuit artists include Jessie Oonark, Karoo Ashevak, David Ruben Piqtoukun, Lucy Tasseor Tutsweetak and Pitseolak Ashoona.</p> <p>Art with a personal idea or theme might express the artist's feelings about social matters or their own personal experience of social issues.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What title would you give this piece of art? Why?</li> <li>• What does Inuit art include?</li> <li>• What are sources of inspiration for Inuit artists?</li> <li>• What is an important subject for Inuit artists, and why?</li> <li>• What materials do the Inuit use for carving?</li> </ul> <p>What is the subject matter for Inuit carving?</p>
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	<ul style="list-style-type: none"> <li>What do they think is the power of art in addressing important cultural or social issues?</li> </ul>	
<p><b>CYCLE 4</b></p> <p><b>Environmental Artists</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art.</li> <li>Materials can be joined by tying, gluing, knotting, twisting and threading.</li> <li>Recycled materials such as plastic, glass, card, wire and net can be used to create visual effects in new artworks.</li> <li>Select, use and combine a variety of software, including internet services, to meet a goal.</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>Create art inspired by or giving an environmental message</li> <li>Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.</li> <li>Create a 3D piece of work which uses recycled plastic</li> <li>Appraise their own and other's work providing feedback</li> <li>A variety of software, such as word processing software, image editing software or internet services, can be selected, used and combined to meet a goal.</li> </ul>	<p><b>CYCLE 5</b></p> <p><b>Distortion and Abstraction</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>Distortion is an alteration to an original shape.</li> <li>Abstraction refers to art that doesn't depict the world realistically.</li> <li>Exaggeration is the depiction of something that is larger than in real life.</li> <li>Horizon is the line where the sky meets the land or water within a painting. The height of the horizon will affect the placement of the vanishing point as well as the scene's eye level.</li> <li>The vanishing point is the place where parallel lines appear to come together in the distance.</li> <li>How to use a viewfinder</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>Create a new piece of work by reimagining how something might look using either full abstraction or more subtle distortion</li> <li>Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.</li> <li>Create a piece with no recognisable form which uses abstraction by colour</li> <li>Create pieces which use abstraction by shape</li> <li>Create landscape art without typical perspective</li> <li>Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.</li> </ul>	<p><b>CYCLE 6</b></p> <p><b>Bees, Beetles and Butterflies</b></p> <p><u>Practical Knowledge:</u></p> <p><i>Children will know:</i></p> <ul style="list-style-type: none"> <li>Sketchbooks are a significant tool for artists to generate and reflect upon their ideas about their own work and the work of others.</li> <li>Sketchbooks can contain drawings, written work and personal thoughts and ideas about pieces of art.</li> <li>Line is a visual element that can be used to create shapes, shade, detail and texture to a drawing.</li> <li>In observational drawing, line is the key visual element.</li> <li>Embellishments such as stitching, glitter, felt and pen work can be added to a mixed media collage to add details and create interesting effects.</li> </ul> <p><i>Children will know how to:</i></p> <ul style="list-style-type: none"> <li>Gather, record and develop information from a range of sources to create a mood board, montage or annotated sketch to inform their thinking about a piece of art.</li> <li>Use knowledge of colour and colour theory to create art.</li> <li>Use line, tone or shape to draw observational detail or perspective.</li> </ul>

<p><b><u>Theoretical Knowledge:</u></b> Environmental artists use recycled materials to create their art.</p> <p>The use of recycled materials can give a message about the importance of recycling but can also portray important messages about damage to the environment or how human behaviour is impacting the world.</p> <p>Environmental art addresses social and political issues relating to natural and urban environments.</p> <p>Significant artists include: Aurora Robson, Alejandro Durán , Julia Anne Goodman, Miwa Koizumi, Caroline Saul, Mathilde Roussel-Giraudy, Robert Bradford, Anthony Heywood</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What environmental issues do artists address through their work?</li> <li>• Why do you think art is a good medium for raising awareness of environmental issues?</li> <li>• Can art be as successful in making people aware of environmental issues as other forms of communication?</li> <li>• Do the artworks raise awareness of ocean plastics?</li> <li>• What importance do you think the materials have in enhancing the environmental message of the artworks?</li> <li>• How could you improve these artworks?'</li> </ul>	<ul style="list-style-type: none"> <li>• Recreate small parts of well-known artwork using a viewfinder in their sketchbooks</li> <li>• create a piece of abstract art in the Orphism style</li> <li>• Adapt and refine artwork in light of constructive feedback and reflection.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b> Abstraction by shape is a technique artists use to represent objects using shape only.</p> <p>Abstract art uses simple shapes to represent objects and landscapes. Significant abstract artists include Wassily Kandinsky, Piet Mondrian and Marsden Hartley.</p> <p>In abstract art, colour itself can be the focus of the artwork.</p> <p>In some abstract compositions, the subject matter is represented as blocks of colour in a recognisable form.</p> <p>Artist Mark Rothko used pure colour with no recognisable form in his paintings. The colours are used to evoke a mood or a feeling.</p> <p>Guernica (1937) is a large oil painting by Spanish artist Pablo Picasso.</p> <p>Guernica is one of his best-known art works. It is regarded by many art critics as the most powerful anti-war painting in history.</p> <p>Orphism was an artistic movement started by artists Robert and Sonia Delaunay.</p> <p>Orphism was recognised as an abstract art form inspired by Cubism. Orphism focused on pure abstraction and bright colours.</p>	<ul style="list-style-type: none"> <li>• Combine the qualities of different materials including paper, fabric and print techniques to create textural effects.</li> <li>• Work in the style of Any Wahoo to create some pop art</li> <li>• combine all of what they have learned throughout their art curriculum to develop a final piece of artwork inspired by their chosen insect.</li> <li>• Appraise their own and other's work providing feedback</li> <li>• Adapt and refine artwork in light of constructive feedback and reflection.</li> </ul> <p><b><u>Theoretical Knowledge:</u></b></p> <p><b>Lucy Arnold</b></p> <p>Lucy Arnold is a contemporary artist. She creates fine art. Her artwork includes illustrations, paintings, digital art and pieces of mixed media artwork. Nature inspires the art she creates and she expresses her ideas with a bold use of colour. The subject matter of some of her artwork includes insects, such as butterflies, beetles and moths.</p> <p><b>Pop Art</b></p> <p>Pop Art was an art movement that began in the United Kingdom and United States in the mid to late 1950s. It features images of everyday objects, words or people presented using vibrant colours and bold outlines. This art movement was inspired by popular culture.</p> <p>The American artist, Andy Warhol, is one of the most recognised and influential Pop Artists of all time. He used images of everyday objects and</p>
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	<p>In conceptual art the idea or concept presented by the artist is considered more important than its appearance or execution.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• What details in the painting catch your attention?</li> <li>• Why do you think the artist chose the colours that they did?</li> <li>• Why do you think the artist chose the shapes that they did?</li> <li>• How do the visual elements contribute to the strength of the painting's message?</li> <li>• What figures did the artist include and how did they depict them?</li> <li>• How does the painting make you feel?</li> <li>• How do you think the scale of the artwork helps to create impact?</li> </ul>	<p>famous people in his work. Through his work, Andy Warhol aimed to reflect the hope, wealth, materialism and mass production of a post-war society. Iconic artwork by Andy Warhol includes images of Campbell's Soup cans and the film star, Marilyn Monroe.</p> <p><b><u>Disciplinary Knowledge:</u></b></p> <p>Children will be able to express an opinion about their art and others</p> <ul style="list-style-type: none"> <li>• Why do many artists use sketchbooks?</li> <li>• What do artists include in their sketchbooks?</li> <li>• How effective do you think this technique is?</li> <li>• What message was the artist trying to convey?</li> <li>• Why do you think the piece is composed like that?</li> <li>• Do you like the piece?</li> <li>• How could you improve these artworks?</li> </ul>
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