

Art at St Alban's CE Aided Primary (v06/23)

Intention	
<p>Art, craft and design embody some of the highest forms of human creativity as well as shaping the visual fabric of our society, past, present and future.</p> <p>At St Alban's we aim to equip the pupils with the knowledge and skills with which to observe, experiment, invent and create their own works of art, craft and design. We want them to be able to see themselves as creators using their observational and imaginative abilities and to give them the freedom to experiment and discover their own creative expression.</p> <p>We aim to give the pupils the ability to think critically about art and design and understand how the visual arts have contributed to the cultural history of different periods and nations.</p> <p>We aim to provide a safe space for all pupils to engage in art, craft and design with an understanding that all expressions of the visual arts have worth and to challenge and inspire them to use their creative abilities throughout their academic career and in the workplace beyond.</p>	
Pupil approach: Working as an historian/a scientist/a computer scientist pupils will...	Learning journey structure/steps
<p>Working as an artist/designer pupils will</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording experiences • Become proficient in drawing, painting, sculpture and other art, craft and design. • Evaluate and analyse creative works using the language of art, craft and design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p><u>6 step enquiry</u></p> <ol style="list-style-type: none"> 1. Discover (hook, artist, designer, visual culture etc) 2. Collect examples 3. Explore style/technique 4. Experiment with a new skill or material 5. Produce product (after teacher modeling) 6. Evaluate
Teaching approach: non-negotiables for teachers	Key resources/documents for planning
<ol style="list-style-type: none"> 1. Try before you teach so you can troubleshoot pitfalls before they occur in the classroom. (Each teacher will be provided with their own sketch book) 2. Show examples, artist/designer and previous pupils to give them a clear point of reference. 3. Always allow the children to collect examples and explore techniques in their sketch books. (Discourage crossing out and wasteful use of paper. Model how to organise the experiments on a page) 4. Encourage exploring new techniques and materials before they tackle their finished piece. (Allow the pupils to share their experiences, things that they felt were successful and when/why things didn't turn out as expected) 5. 'Gallery walkaround' where we look at each other's work in progress is useful especially for SEND and those below ARE who find it difficult to visualise and get started. 	<p>Kapow Hyperlink *</p>

LT Plan/Overview

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Painting + Mixed Media: Colour Splash	x	Drawing: Make your Mark	x	Sculpture + 3D: Paper Play	x
Year 2	Painting and Mixed Media: Life in Colour	x	Craft + Design: Map it Out	x	Sculpture+3D: Clay Houses	x
Year 3	Sculpture+3D: Abstract Space and Shape	x	Painting +Mixed Media: Prehistoric Painting	x	Drawing: Growing Artists	x
Year 4	Painting+Mixed Media: Light and Dark	x	Craft+Design: Fabric of Nature	x	Drawing: Power Prints	x
Year 5	Painting and Mixed Media: Portraits	x	Craft +Design: Architecture	x	Sculpture: Interactive Installation	x
Year 6	Painting+Mixed Media: Artist Study	x	Drawing: Make my Voice Heard	x	Sculpture+3D: Making Memories	x

MT Plan Overview

Year 1

Unit: Colour Splash(5 Lessons)	Key Knowledge	Core resources to be used - Kapow
<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Know that the primary colours are red, yellow and blue. • Colour: Know primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple • Pattern: Know a pattern is a design in which shapes, colours or lines are repeated. • Tone: Know that there are many different shades (or 'hues') of the same colour. • Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced. <p>Making skills:</p> <ul style="list-style-type: none"> • How to combine primary coloured materials to make secondary colours. • How to mix secondary colours in paint. • How to choose suitable sized paint brushes. • How to clean a paintbrush to change colours. • How to print with objects, applying a suitable layer of paint to the printing surface. • How to overlap paint to mix new colours. • How to use blowing to create a paint effect. • How to make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. 	<p>Kapow Hyperlink *</p>

Unit: Make Your Mark (5 lessons)		Key Knowledge	Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Shape: Know a range of 2D shapes and confidently draw these. • Line: Know that drawing tools can be used in a variety of ways to create different lines. • Line: Know lines can represent movement in drawings. • Texture: Know that texture means 'what something feels like'. • Texture: Know different marks can be used to represent the textures of objects. • Texture: Know different drawing tools make different marks. <p>Making skills:</p> <ul style="list-style-type: none"> • That a continuous line drawing is a drawing with one unbroken line. • Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. • How to hold and use drawing tools in different ways to create different lines and marks. • How to create marks by responding to different stimulus such as music. • How to overlap shapes to create new ones. • How to use mark making to replicate texture. • How to look carefully to make an observational drawing. • How to complete a continuous line drawing. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists choose materials that suit what they want to make. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art is made in different ways. • Art is made by all different kinds of people. • An artist is someone who creates. 	<p>Kapow Hyperlink *</p>
Unit: Paper Play(5 lessons)		Key Knowledge	
	<ul style="list-style-type: none"> • Roll paper tubes and attach them to a base securely. • Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Shape paper strips in a variety of ways to make 3D drawings. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it. • Form: Know that three dimensional art is called sculpture. • Shape: Know paper can be shaped by cutting and folding it. <p>Making skills:</p> <ul style="list-style-type: none"> • How to roll and fold paper. • How to cut shapes from paper and card. • How to cut and glue paper to make 3D structures. 	<p>Kapow Link *</p>

	<ul style="list-style-type: none"> Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. Create a tree of life sculpture that includes several different techniques for shaping paper. Work successfully with others, sustaining effort over a time. Paint with good technique, ensuring good coverage. 	<ul style="list-style-type: none"> How to decide the best way to glue something. How to create a variety of shapes in paper, eg spiral, zig-zag. How to make larger structures using newspaper rolls. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Art is made in different ways Art is made by all different kinds of people. 	
--	---	--	--

Year 2

Unit: Life in Colour		Key Knowledge	Core resources to be used - Kapow
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix. Describe the colours and textures they see. Try different tools to recreate a texture and decide which tool works best. Show they can identify different textures in a collaged artwork. Apply their knowledge of colour mixing to match colours effectively. 	<p>Formal elements:</p> <ul style="list-style-type: none"> Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page. Shape: Collage materials can be shaped to represent shapes in an image. Pattern: Patterns can be used to add detail to an artwork. Texture: Collage materials can be chosen to represent real-life textures. Texture: Collage materials can be overlapped and overlaid to add texture. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Texture: Painting tools can create varied textures in paint. Tone: Different amounts of paint and water can be used to mix hues of secondary colours. <p>Making skills:</p> <ul style="list-style-type: none"> How to mix a variety of shades of a secondary colour. How to make choices about amounts of paint to use when mixing a particular colour. 	Kapow Hyperlink *

	<ul style="list-style-type: none"> Choose collage materials based on colour and texture. Talk about their ideas for an overall collage. Try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages. Choose materials and tools after trying them out. 	<ul style="list-style-type: none"> How to match colours seen around them. How to create texture using different painting tools. How to make textured paper to use in a collage. How to choose and shape collage materials eg cutting, tearing. How to compose a collage, arranging and overlapping pieces for contrast and effect. How to add painted detail to a collage to enhance/improve it. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Some artists create art to make people aware of good and bad things happening in the world around them. Art can be figurative or abstract. Artists try out different combinations of collage materials to create the effect they want. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to help others understand something. 	
Unit: Map it Out		Key Knowledge	Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> Sort map images into groups, explaining their choices. Draw a map of their journey to school, including key landmarks and different types of mark-making. Follow instructions to make a piece of felt that holds together and resembles their map. Decide how to place 'jigsaw' pieces to create an abstract composition. Make choices about which details from their map to include in a stained glass. 	<p>Formal elements:</p> <ul style="list-style-type: none"> Form: That 'composition' means how things are arranged on the page. Shape: Shapes can be organic (natural) and irregular. <p>Making skills:</p> <ul style="list-style-type: none"> How to draw a map to illustrate a journey. How to separate wool fibres ready to make felt. How to lay wool fibres in opposite directions to make felt. How to roll and squeeze the felt to make the fibres stick together. How to add details to felt by twisting small amounts of wool. How to choose which parts of their drawn map to represent in their 'stained glass'. How to overlap cellophane/tissue to create new colours. How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. How to try out a variety of ideas for adapting prints into 2D or 3D artworks. 	<p>Kapow Hyperlink *</p>

	<ul style="list-style-type: none"> • Cut cellophane shapes with care and arrange them into a pleasing composition. • Design a print with simple lines and shapes, making improvements as they work. • Follow a process to make and print from a polystyrene tile. • Choose a favourite artwork, justifying their choice. • Annotate their favourite artwork with relevant evaluation points. • Take an active part in decisions around how to display their artworks in the class gallery. 	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. • Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. • People make art for fun. • People make art to decorate a space. • People make art to help others understand something. 	
Unit: Clay Houses(5 lessons)		Key Knowledge	Core resources to be used
	<ul style="list-style-type: none"> • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Pieces of clay can be joined using the 'scratch and slip' technique. • Form: A clay surface can be decorated by pressing into it or by joining pieces on. • Shape: Patterns can be made using shapes. <p>Making skills:</p> <ul style="list-style-type: none"> • How to smooth and flatten clay. • How to roll clay into a cylinder or ball. • How to make different surface marks in clay. • How to make a clay pinch pot. • How to mix clay slip using clay and water. • How to join two clay pieces using slip. • How to make a relief clay sculpture. • How to use hands in different ways as a tool to manipulate clay. • How to use clay tools to score clay. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art can be figurative or abstract. • Artists can use the same material (felt) to make 2D or 3D artworks. 	Kapow Link*

		Evaluating and analysing: <ul style="list-style-type: none"> • People use art to tell stories. • People make art about things that are important to them. • People make art to share their feelings. • People make art to explore an idea in different ways. 	
--	--	---	--

Year 3

Unit: Abstract Space and Shape		Key Knowledge	Core resources to be used - Kapow
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. 	Formal elements: <ul style="list-style-type: none"> • Colour: Using light and dark colours next to each other creates contrast. • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Form: Organic forms can be abstract. • Shape: Negative shapes show the space around and between objects. • Shape: Artists can focus on shapes when making abstract art. Making skills: <ul style="list-style-type: none"> • How to join 2D shapes to make a 3D form. • How to join larger pieces of materials, exploring what gives 3D shapes stability. • How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • How to identify and draw negative spaces. • How to plan a sculpture by drawing. • How to choose materials to scale up an idea. • How to create different joins in card eg. slot, tabs, wrapping. • How to add surface detail to a sculpture using colour or texture. • Display sculpture. Knowledge of artists: <ul style="list-style-type: none"> • Artists make decisions about how their work will be displayed. Evaluating and analysing: <ul style="list-style-type: none"> • Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative, or it can have a purpose. 	Kapow Hyperlink *

	<ul style="list-style-type: none"> • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork. 	<ul style="list-style-type: none"> • People use art to tell stories and communicate. • People make art for fun and to make the world a nicer place to be. 	
Unit: Prehistoric Painting(5 lessons)		Key Knowledge	Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. • Shape: Negative shapes show the space around and between objects. • Line: Using different tools or using the same tool in different ways can create different types of lines. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. <p>Making skills:</p> <ul style="list-style-type: none"> • How to use simple shapes to scale up a drawing to make it bigger. • How to make a cave wall surface. • How to paint on a rough surface. • How to make a negative and positive image. • How to create a textured background using charcoal and chalk. • How to use natural objects to make tools to paint with. • How to make natural paints using natural materials. • How to create different textures using different parts of a brush. • How to use colour mixing to make natural colours. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Art from the past can give us clues about what it was like to live at that time. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists make decisions about how their work will be displayed. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make art in more than one way. • People use art to tell stories and communicate. 	<p>Kapow Hyperlink *</p>

		<ul style="list-style-type: none"> • People use art to help explain or teach things. • One artwork can have several meanings. 	
Unit: Growing Artists(5 lessons)		Key Knowledge	Core resources to be used
	<ul style="list-style-type: none"> • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. • Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Line: Using different tools or using the same tool in different ways can create different types of lines. • Pattern: Surface rubbings can be used to add or make patterns. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: That 'tone' in art means 'light and dark'. • Tone: Shading helps make drawn objects look realistic. • Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling. <p>Making skills:</p> <ul style="list-style-type: none"> • How to use shapes identified within in objects as a method to draw. • ow to create tone by shading. • How to achieve even tones when shading. • How to make texture rubbings. • How to create art from textured paper. • How to hold and use a pencil to shade. • How to tear and shape paper. • How to use paper shapes to create a drawing. • How to use drawing tools to take a rubbing. • How to make careful observations to accurately draw an object. • How to create abstract compositions to draw more expressively. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists experiment with different tools and materials to create texture. • Artists can work in more than one medium. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People use art to help explain or teach things. • People make art to explore big ideas, like death or nature. 	Kapow Link*

Year 4

Unit: Light and Dark (5 lessons)		Key Knowledge	Core resources to be used - Kapow
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Adding black to a colour creates a shade. • Colour: Adding white to a colour creates a tint. • Form: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. • Tone: Tone can be used to create contrast in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> • How to mix a tint and a shade by adding black or white. • How to use tints and shades of a colour to create a 3D effect when painting. • How to apply paint using different techniques e.g. stippling, dabbing, washing. • How to choose suitable painting tools. • How to arrange objects to create a still-life composition. • How to plan a painting by drawing first. • How to organise painting equipment independently, making choices about tools and materials. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists make choices about what, how and where they create art. • Artworks can fit more than one genre. • Art is influenced by the time and place it was made, and this affects how people interpret it. • Artists may hide messages or meaning in their work. 	<p>Kapow Hyperlink *</p>
Unit: Fabric of Nature(5 lessons)		Key Knowledge	Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> • Describe objects, images and sounds with relevant subject vocabulary. • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Shape: How to use basic shapes to form more complex shapes and patterns. • Pattern: Patterns can be irregular and change in ways you wouldn't expect. • Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. • Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface. • Tone: Using lighter and darker tints and shades of a colour can create a 3D effect. 	<p>Kapow Hyperlink *</p>

	<ul style="list-style-type: none"> Complete four drawings, created with confident use of materials and tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work and style. Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs. 	<p>Making skills:</p> <ul style="list-style-type: none"> To know that a mood board is a visual collection which aims to convey a general feeling or idea. To know that batik is a traditional fabric decoration technique that uses hot wax. How to select imagery and use it as inspiration for a design project. How to make a mood board. How to recognise a theme and develop colour palettes using selected imagery and drawings. How to draw small sections of one image to focus on colours and texture. How to develop observational drawings into shapes and patterns for design. How to transfer a design using a tracing method. How to make a repeating pattern tile using cut and torn paper shapes. How to use glue as an alternative batik technique to create patterns on fabric. How to use materials, like glue, in different ways depending on the desired effect. How to paint on fabric. How to wash fabric to remove glue to finish a decorative fabric piece. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Designers can make beautiful things to try and improve people's everyday lives. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Artists make choices about what, how and where they create art. Art can be created to make money; being an artist is a job for some people. Art, craft and design affect the lives of people who see or use something that has been created 	
Unit: Power Prints(5 lessons)		Key Knowledge	Core resources to be used
	<ul style="list-style-type: none"> Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil in different ways and applying different pressures. 	<p>Formal elements:</p> <ul style="list-style-type: none"> Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. Pattern: Patterns can be irregular and change in ways you wouldn't expect. 	Kapow Link*

	<ul style="list-style-type: none"> • Use charcoal and rubber to show areas of light and dark in their drawings. • Demonstrate an awareness of the relative size of the objects they draw. • Use scissors with care and purpose to cut out images. • Try out multiple arrangements of cut images to decide on their composition. • Use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. • Work co-operatively to create a joint artwork, experimenting with their methods. 	<p>Making skills:</p> <ul style="list-style-type: none"> • How to use pencils of different grades to shade and add tone. • How to hold a pencil with varying pressure to create different marks. • How to use observation and sketch objects quickly. • How to draw objects in proportion to each other. • How to use charcoal and a rubber to draw tone. • How to use scissors and paper as a method to 'draw'. • How to make choices about arranging cut elements to create a composition. • How to create a wax resist background. • How to use different tools to scratch into a painted surface to add contrast and pattern. • How to choose a section of a drawing to recreate as a print. • How to create a monoprint. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Artists evaluate what they make, and talking about art is one way to do this. 	
--	---	--	--

Year 5

Unit: Portraits (5 lessons)		Key Knowledge	Core resources to be used - Kapow
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Tone: Tone can help show the foreground and background in an artwork. <p>Making skills:</p> <ul style="list-style-type: none"> • How to develop a drawing into a painting. • How to create a drawing using text as lines and tone. 	Kapow Hyperlink *

	<ul style="list-style-type: none"> • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece. • 	<ul style="list-style-type: none"> • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one. • How to combine materials to create an effect. • How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists use self-portraits to represent important things about themselves. • Artists can choose their medium to create a particular effect on the viewer. • Artists can combine materials; for example, digital imagery, with paint or print. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • People make art to portray ideas about identity. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. 	
Unit: Architecture (5 lessons)		Key Knowledge	Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> • Sketch a house from first-hand or second-hand observation. • Use basic shapes to place key features and form the composition, measuring to work out proportions. • Notice small details to incorporate into the drawing by observing. • Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. • Follow steps to create a print with clear lines, with some smudging. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Shape: Shapes can be used to place the key elements in a composition. • Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. <p>Making skills:</p> <ul style="list-style-type: none"> • To know the steps to make a monoprint when a roller is sufficiently inked. • How to make an observational drawing of a house. • How to use shapes and measuring as methods to draw accurate proportions. • How to select a small section of a drawing to use as a print design. • How to develop drawings further to use as a design for print. • How to design a building that fits a specific brief. • How to draw an idea in the style of an architect that is annotated to explain key features. 	<p>Kapow Hyperlink *</p>

	<ul style="list-style-type: none"> • Purposefully evaluate their work, demonstrating what went well and what could be improved. • Create a building design based on a theme or set purpose. • Draw a plan view or front elevation of their building, annotating the key features. • Discuss Hundertwasser's work and recognise his style. • Create a factual presentation about Hundertwasser in a visually pleasing way. • Show understanding of what a monument is for by designing a monument that symbolises a person or event. • Describe their monument and explain their choices. • Give constructive feedback to others about their monument designs 	<ul style="list-style-type: none"> • How to draw from different views, such as a front or side elevation. • How to use sketchbooks to research and present information about an artist. • How to interpret an idea in into a design for a structure. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. • Visual designs can represent big ideas like harmony with nature or peace. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art, craft and design can be functional and affect human environments and experiences. • People make art to portray ideas about identity. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. 	
Unit: Interactive Installation(5 lessons)		Key Knowledge	Core resources to be used
	<ul style="list-style-type: none"> • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means. • Justify their opinions of installation artworks. • Evaluate their box designs, considering how they might appear as full-sized spaces. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Form: An art installation is often a room or environment in which the viewer 'experiences' the art all around them. • Form: The size and scale of three-dimensional artwork change the effect of the piece. <p>Making skills:</p> <ul style="list-style-type: none"> • How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. • How to try out ideas on a small scale to assess their effect. • How to use everyday objects to form a sculpture. • How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. • How to try out ideas for making a sculpture interactive. • How to plan an installation proposal, making choices about light, sound and display. 	Kapow Link*

	<ul style="list-style-type: none"> • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. • Justify choices made, explaining how they improve the viewer experience or make it interactive. 	<p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • How an artwork is interpreted will depend on the life experiences of the person looking at it. <p>Artists create works that make us question our beliefs.</p> <ul style="list-style-type: none"> • Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Sometimes people disagree about whether something can be called 'art'. • Art doesn't always last for a long time; it can be temporary. • People make art to express emotion. • People make art to encourage others to question their ideas or beliefs. • People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. • Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better. 	
--	--	--	--

Year 6

Unit: Artist Study(9 lessons)		Key Knowledge	Core resources to be used - Kapow
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> • Understand a narrative and use descriptive language to tell a story. • Suggest ideas for the meaning behind a picture. • Identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in finding their own meaning in a painting. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. • Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. 	<p>Kapow Hyperlink *</p>

	<ul style="list-style-type: none"> • Use their own art or personal experiences to justify their ideas. • Read a picture well and see beyond the first glance, analysing and evaluating it successfully. • Reflect on personal experiences to convey through their own piece of abstract art. • Contribute to discussions to either the class, group or talk partner. • Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. • Select an appropriate artist. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. • Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • Experiment and revisit ideas, drawing on creative experiences. • Work in a sustained way to complete a piece, making evaluations at each stage. 	<p>Making skills:</p> <ul style="list-style-type: none"> • How to use sketchbooks to research and present information. • How to develop ideas into a plan for a final piece. • How to make a personal response to the artwork of another artist. • How to use different methods to analyse artwork such as drama, discussion and questioning. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists can use symbols in their artwork to convey meaning. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it. • Artists can use materials to respond to a feeling or idea in an abstract way. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art. 	
Unit: Make your Voice Heard (5 lessons)		Key Knowledge	Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> • Collect a good range of imagery, adding annotated notes and sketches. • Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: A 'monochromatic' artwork uses tints and shades of just one colour. • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. 	<p>Kapow Hyperlink *</p>

	<ul style="list-style-type: none"> • Generate symbols that reflect their likes and dislikes, with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist choices to convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work. 	<ul style="list-style-type: none"> • Tone: That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images. <p>Making skills:</p> <ul style="list-style-type: none"> • To know gestural and expressive ways to make marks. • To know the effects different materials make. • To know the effects created when drawing on different surfaces. • How to use symbolism as a way to create imagery. • How to combine imagery into unique compositions. • How to achieve the tonal technique called chiaroscuro. • How to make handmade tools to draw with. • How to use charcoal to create chiaroscuro effects. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists can use symbols in their artwork to convey meaning. • Sometimes artists add extra meaning to what they create by working in places where they don’t have permission to work. • Artists find inspiration in other artists’ work, adapting and interpreting ideas and techniques to create something new. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Art sometimes creates difficult feelings when we look at it. • Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art doesn’t have to be a literal representation of something, it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. • Sometimes people make art to create reactions. • People use art as a means to reflect on their unique characteristics. • People can have varying ideas about the value of art. • Art can be analysed and interpreted in lots of ways and can be different for everyone. • Everyone has a unique way of experiencing art. 	
--	---	--	--

Unit: Making Memories(5 lessons)	Key Knowledge	Core resources to be used
<ul style="list-style-type: none"> • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development. 	<p>Formal elements:</p> <ul style="list-style-type: none"> • Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. • Form: The surface textures created by different materials can help suggest form in two-dimensional art work. • Shape: How an understanding of shape and space can support creating effective composition. • Line: How line is used beyond drawing and can be applied to other art forms. • Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. <p>Making skills:</p> <ul style="list-style-type: none"> • How to translate a 2D image into a 3D form. • How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). • How to manipulate cardboard to create different textures. • How to make a cardboard relief sculpture. • How to make visual notes to generate ideas for a final piece. • How to translate ideas into sculptural forms. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Artists can use symbols in their artwork to convey meaning. • Art can be a form of protest. • Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. • Artists can use materials to respond to a feeling or idea in an abstract way. • Artists take risks to try out ideas; this can lead to new techniques being developed. • Artists can make work by collecting and combining ready-made objects to create 'assemblage'. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. • Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or 	<p>Kapow Link*</p>

		<p>topical.</p> <ul style="list-style-type: none">• Sometimes people make art to create reactions.• People use art as a means to reflect on their unique characteristics.	
--	--	--	--

For Progression of Skills and Knowledge follow [hyperlink](#) *