

<p><u>Year 1 Odd Year start</u> <u>Art</u></p>	<p><u>Once upon a Time</u> Gruffalo Y1 Autumn</p>	<p><u>Childhood through time</u> Andy Warhol Pop art Y1 Spring</p>	<p><u>Growing</u> Sunflowers Y1 Summer 1</p>
<p>What should we know?</p>	<ol style="list-style-type: none"> 1. Know the features that the Gruffalo has 2. Know how to mix colours to create different shades 3. Know how to use different sized brushes to add detail 4. Know how to blend colours together 	<ol style="list-style-type: none"> 1. Know who Andy Warhol was 2. Know some of the paintings that Andy Warhol created 3. Know how to draw an observational drawing 4. Know how to block colours using different media- pencils, paint 5. Know how to paint using printing e.g. handprints 	<ol style="list-style-type: none"> 1. Know who Van Gogh was 2. Know some of the Van Gogh paintings that Van Gogh created 3. Know the parts of a sunflower 4. Know how to blend colours together using different media 5. Know how to draw shapes e.g petals, leaves etc.
<p>What should we be able to do?</p>	<ul style="list-style-type: none"> ○ Observe and draw observational details such as eyes & nose. ○ Use techniques such as colour blending ○ Create different shades by mixing colours ○ Sketch an outline of the Gruffalo, including all features ○ Use different sized brushes for different purposes 	<ul style="list-style-type: none"> ○ Compare some Andy Warhol artwork ○ Discuss the processes used to create artwork in this style ○ Use a variety of materials e.g. pencils, paints ○ Print using my hands ○ Accurately paint around an object using paintbrushes 	<ul style="list-style-type: none"> ○ Compare some Van Gogh artwork ○ Discuss the processes used to create artwork in this style ○ Use a variety of materials e.g. pencils, oil pastels, chalk pastels ○ Blend colours together to create a shaded effect <p>Draw an observational picture of a sunflower</p>
<p>Vocabulary we should be familiar with</p>	<p>Mixing, blending, shades, shading, detail, features, observational painting, sketch, outline, watercolour</p>	<p>shades, shading, detail, features, observational drawing, outline, darker, lighter, tone</p>	<p>Mixing, blending, shades, shading, detail, features, observational drawing, chalk pastels, oil pastels, sketch, outline, crayon, darker, lighter, tone</p>

<p><u>Year 1 Even Year start</u> <u>Art</u></p>	<p>All about me/People who help us Picasso Selfies Y1 Autumn 1</p>	<p>Space Van Gogh Starry Night Y1 Spring</p>	<p>New beginnings Monet Waterlilies Y1 Summer</p>
<p>What should we know?</p>	<ol style="list-style-type: none"> 1. Know who Picasso was 2. Know some of the paintings that Picasso created 3. Know how to draw facial features 4. Know how to cut with accuracy 5. Know how to create a collage 	<ol style="list-style-type: none"> 1. Know who Van Gogh was 2. Know some of the paintings that Van Gogh created 3. Know how to blend colours together using chalk / oil pastels 4. Know how to add different shades of the same colour to create the desired effect 	<ol style="list-style-type: none"> 1. Know who Claude Monet was 2. Know some of the paintings that Claude Monet created 3. Know how to blend colours together using paints and watercolours 4. Know how to add different shades of the same colour to create the desired effect
<p>What should we be able to do?</p>	<ul style="list-style-type: none"> ○ Compare some Picasso artwork ○ Discuss the processes used to create artwork in this style ○ Use a variety of materials e.g. pencils, paper, card, scissors ○ Cut with accuracy ○ Draw facial features 	<ul style="list-style-type: none"> ○ Compare some Van Gogh artwork ○ Discuss the processes used to create artwork in this style ○ Use a variety of materials e.g. pencils, paints, oil pastels, chalk ○ Use a range of shades to add detail to my artwork ○ Blend colours together 	<ul style="list-style-type: none"> ○ Compare some Monet artwork ○ Discuss the processes used to create artwork in this style ○ Draw accurate representations of a bridge, water lily, pond and trees ○ Use a variety of materials e.g. pencils, paints, watercolours ○ Use a range of shades to add detail to my artwork <p>Blend colours together</p>
<p>Vocabulary we should be familiar with</p>	<p>Curved, straight, zig zag, eyes, nose, ears, eyebrow, eyelashes, hair, head, neck, collage, position</p>	<p>shades, shading, detail, features, outline, darker, lighter, tone</p>	<p>shades, shading, blend, mix, detail, features, outline, darker, lighter, tone</p>

<p style="text-align: center;"><u>Year 2</u> <u>Art</u></p>	<p style="text-align: center;"><u>Conquerors and Castles</u> Paul Klee Castle and Sun Y2 Autumn 1</p>	<p style="text-align: center;"><u>Titanic Sketching</u> Y2 Spring 2</p>	<p style="text-align: center;"><u>Amazing Africa</u> Tinga Tinga Tiles Y2 Summer 2</p>
<p>What should we know?</p>	<ol style="list-style-type: none"> 1. About the artist Paul Klee <ul style="list-style-type: none"> - When he lived - What inspired his artwork. 2. Know the names of different media. 3. How to use oil pastels 4. How to blend oil pastels 5. How to use water colour paints in different ways to produce different effects. 6. The names of shapes Paul Klee uses in his artwork. 7. How to hold and draw around a template. 8. How to colour within the lines if a shape. 9. How to hold oil pastels and paint brushes. 	<ol style="list-style-type: none"> 1. How to hold a pencil to sketch 2. To hold a pencil with a light grip 3. The different grades of sketching pencil – H/B 4. How to blend shades to create a 3D effect. 5. How to use a pencil to create light and dark shades of ‘colour’. 6. To draw by using simple shapes. 7. To use a rubber effectively. 	<ol style="list-style-type: none"> 1. That we can use clay to create a range of shapes and objects 2. That we can decorate clay items once they have dried 3. That clay can be manipulated into different shapes using our hands or tools 4. Different techniques to join clay together 5. Different ways to creates different effects using tools 6. Some facts about Edward Saidi Tinga Tinga
<p>What should we be able to do?</p>	<ul style="list-style-type: none"> ○ Say what we like and dislike about a piece of artwork and give reasons for our opinions. ○ Layer different materials ○ Mix colours ○ Use blending techniques with oil pastels. ○ Experiment with shape, line and colour ○ Name a selection of ○ Draw around shapes accurately. ○ Colour within the lines of a shape. ○ Recognise different types of paint – watercolour and poster paint. ○ Add water to water colours to increase the transparency and thickness. ○ Develop ideas based on practise ○ Reflect and evaluate my art work saying what went well, and what didn’t. 	<ul style="list-style-type: none"> ○ Say what we like and dislike about a piece of artwork. ○ Draw for a sustained period of time from real objects, including single and grouped objects. ○ Experiment with the visual elements; line, shape, pattern, texture and colour. ○ Use their sketchbook to record and develop ideas ○ Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> ○ Say what I like and dislike about a piece of artwork and gives reasons. ○ Use my sketch book to practise and develop my ideas. ○ Draw a range of patterns. ○ Choose tools that are appropriate in size to create the desired outcome. ○ Join two pieces of clay together. ○ Use tools to carve patterns into the clay. ○ Mould the clay into different shapes using my hands. ○ Paint my tile carefully, following the shapes of the clay and using detail. ○ Design an African Tinga Tinga Tile based on patterns, animals and colours I have seen. ○ Create a template of my design. ○ Evaluate my work and say what went well and what didn’t. ○ Make links between my work and that of Edward Saidi Tinga Tinga
<p>Vocabulary we should be familiar with</p>	<p>Oil Pastels Water colour Paints Wash Shape Line Texture Space Blending Shading</p>	<p>Pencil Sketching Shading Tones 3D line texture pattern H/B pencil observational Smudging Sticks</p>	<p>Sculpture Form Join Materials Carving Tools Engrave Score Cross – Hatching Slab Roll Pinch Smooth Stretch Coil Press Print Scratch Pull Squeeze Mould Cut Measure Fold Carve Texture Line Slip Relief</p>

<p style="text-align: center;"><u>Year 3/4</u> <u>Art</u> <u>Odd Year Start</u></p>	<p style="text-align: center;"><u>Around the World</u> Brazil – Rousseau Rainforest Y34 Autumn</p>	<p style="text-align: center;"><u>Around the World</u> Antarctica – Exploded penguins Y34 Spring</p>	<p style="text-align: center;"><u>Around the World</u> Egypt – Canopic jars, Papyrus Y34 Summer</p>
<p>What should we know?</p>	<ol style="list-style-type: none"> 1. Who Henri Rousseau is. <ul style="list-style-type: none"> - Where did he come from? - What was his job? - What was his family life like? 2. Know where Henri Rousseau got his inspiration from. 3. Know what other artists thought of Rousseau’s work. 4. How to successfully blend oil pastels. 5. Some of the key plants, leaves, flowers Henri Rousseau used in his paintings. 	<ol style="list-style-type: none"> 1. Understand and use key vocabulary related to penguins and art techniques, including collage and composition. 2. Know how to split paper in alternative ways. 3. Know how to draw a penguin shape. 4. Know how to create an interesting composition using a collage technique. 5. Know some famous artists who have contributed to collage and modern artistic expressions. 	<ol style="list-style-type: none"> 1. Canopic jars were typically made from alabaster, limestone, or pottery and were placed in tombs alongside the mummy. 2. Each Canopic jar was dedicated to one of four protective goddesses, known as the Four Sons of Horus, each responsible for guarding a different organ. 3. The ancient Egyptians believed that the soul of the deceased would need the organs in the afterlife, so they were carefully preserved. 4. How to use clay modelling techniques to create the head of a god that is recognisable.
<p>What should we be able to do?</p>	<ul style="list-style-type: none"> ○ Create a fact file for Henri Rousseau. ○ Use an oil pastel to colour in a shape. ○ Use two oil pastels to blend colour effectively. ○ Closely replicate a small part of a Rousseau painting. ○ Practise drawing flowers and leaves in the style of Rousseau. ○ Create own jungle art in the style of Rousseau. ○ Evaluate own work and the work of classmates. 	<ul style="list-style-type: none"> ○ Develop cutting skills following a variety of different lines. ○ Demonstrate skills in cutting and assembling an image into strips while leaving gaps. ○ Create their own penguin artwork using a collage technique, experimenting with texture and pattern. ○ Discuss their artwork, explaining the choices they made in terms of colour, composition, and how they represented the penguin. ○ Appreciate the work of famous artists who have contributed to collage and modern artistic expressions. 	<ul style="list-style-type: none"> ○ Explain what Canopic jars are and understand their purpose in ancient Egyptian culture. ○ Identify the four sons of Horus and their roles in protecting the organs of the deceased. ○ Demonstrate the technique of decoupage to decorate a container creatively. ○ Understand the basics of hieroglyphics and be able to draw simple symbols. ○ Create a clay model of an Egyptian god to serve as a lid for their decorated container. ○ Reflect on the cultural significance of ancient Egyptian beliefs about the afterlife and how art played a role in their practices.
<p>Vocabulary we should be familiar with</p>	<p>Artist impressionist blending</p>	<p>Style collage exploding image gaps composition expression pattern strip</p>	<p>Canopic Jars Decoupage Hieroglyphics Pharaoh Clay Sarcophagus Mummy Gods Symbol Decoration Qebhsenuf Imsety Duamutef Hapy Horus lungs intestines stomach liver</p>

<p style="text-align: center;"><u>Year 3/4</u> <u>Art</u> <u>Even Year Start</u></p>	<p style="text-align: center;"><u>Stone Age</u> Cave Paintings Y34 Autumn</p>	<p style="text-align: center;"><u>Romans</u> Mosaics Y34 Spring</p>	<p style="text-align: center;"><u>Vikings</u> Longboat Figurehead Y34 Summer</p>
<p>What should we know?</p>	<ol style="list-style-type: none"> 1. That some Stone Age people drew on the walls of caves. 2. That cave art was a way of communicating and story telling 3. That Stone Age people used natural resources to do this, such as coloured rocks, charcoal, animal blood, and berries. 4. That Stone Age people often drew animals and hunting scenes on walls 5. That some of the best preserved cave paintings are in Lascaux in France. 	<ol style="list-style-type: none"> 1. Roman mosaics were often made using tiny pieces of coloured stone (tesserae) and glass. 2. Some famous Roman mosaics include the 'Alexander Mosaic' and elaborate floor designs from Pompeii. 3. Mosaics were not just for decoration; they also showed wealth and status. 4. You can still find ancient Roman mosaics in ruins across Europe, North Africa, and the Middle East! 	<ol style="list-style-type: none"> 1. That dragons were an important part of Viking mythology – names of key dragons and their stories 2. That many Viking longboats had dragons on the front of them 3. Viking longboats could carry up to 30 men and could be used in shallow waters, allowing them to land directly on beaches. 4. The figurehead on a longboat was believed to bring good luck and protect the crew during voyages. 5. Viking ships were built using a technique called "clinker building", which involved overlapping wooden planks for strength and flexibility. 6. The word 'Viking' comes from the Old Norse word 'vikingr', which refers to a pirate or raider.
<p>What should we be able to do?</p>	<ul style="list-style-type: none"> ○ Make observations about Stone Age cave paintings – what are they showing? Why do we think they painted? What can we learn? ○ Draw independently from a sustained period of time ○ Generate own ideas for a replica cave painting ○ Design own cave painting ○ Use charcoal to draw ○ Find and assess the use of natural materials for our own paintings ○ Annotate our plans and experimentation in sketch book ○ Use skills developed to create a final piece based on Stone Age cave paintings ○ Evaluate own and each-others work 	<ul style="list-style-type: none"> ○ Understand what a mosaic is and its significance in Roman culture. ○ Identify the techniques and materials used in creating mosaics. ○ Create their own simple mosaic design on paper. ○ Make small clay tiles and understand the process of assembling them. ○ Paint their completed mosaic, discussing colour choices and symbolism within their designs. ○ Reflect on the importance of craftsmanship in art and how it relates to both ancient and modern art practices. 	<ul style="list-style-type: none"> ○ Explain why dragons were significant to the Vikings ○ Identify features of Viking figureheads – anything the same across them all? Any features that don't seem very common? ○ Select ideas to use in own work ○ Copy a section of figurehead in pencil ○ Understand the significance of Viking longboats and their use in exploration and trade. ○ Identify the features of a Viking longboat and the purpose of a figurehead. ○ Research and explore Norse mythology to inspire their own figurehead designs. ○ Create a detailed sketch of a Viking longboat figurehead using charcoal, demonstrating skills in shading and design. ○ Discuss the cultural impact of the Vikings on Britain, including their craftsmanship and artistic expressions.
<p>Vocabulary we should be familiar with</p>	<p>Artist impressionist blending</p>	<p>Mosaic Tile Design Pattern Colour Craftsmanship Ancient Texture Roman Empire Symbolism</p>	<p>Viking Longboat Figurehead Charcoal Sketch Design Culture Norse Mythology Craftsmanship</p>

<p style="text-align: center;"><u>Year 5/6</u> <u>Art</u> <u>Odd Year Start</u></p>	<p style="text-align: center;"><u>WW2</u> Blitz Skylines Y56 Autumn</p>	<p style="text-align: center;"><u>Darwin</u> Observational drawings Portraits Y56 Spring</p>	<p style="text-align: center;"><u>Ancient Greece</u> Clay pots and vases Y56 Summer</p>
<p>What should we know?</p>	<ol style="list-style-type: none"> 1. That artists can use their artworks to communicate a message. That the purpose of a war artist goes beyond creating art. 2. That photography is a form of art 3. The Shelter drawings of Henry Moore 4. The iconic photograph of St Pauls in the Blitz by Herbert Mason 5. That the relative sizes of items in the foreground and background affect the perspective created. 6. That the use of light and dark adds depth to an image 	<ol style="list-style-type: none"> 1. That Portraits are a popular form of art and can be produced in a variety of styles 2. Some famous artist known for portraits 3. That there are different grades of sketching pencil and the differences between each. 4. The basic proportions of the human face 	<ol style="list-style-type: none"> 1. That Greek pottery was popular and that many examples still exist today 2. The key features that identify Greek pottery – colours, designs, shapes 3. That often the artwork on Greek pottery told a story 4. How to use slip for joining pieces of clay 5. How to shape a simple pot – using pinch or coil technique 6. That some clay needs to be fired and other clay can be air-dried 7. How to glaze to make decoration more permanent
<p>What should we be able to do?</p>	<ul style="list-style-type: none"> ○ Explain what an artist might be trying to communicate to their audience through their work. ○ Use chalk pastels to create a variety of effects through the way marks are made and shaded. ○ Evaluate similar pieces of work which have used the same inspiration. ○ Use a sketchbook to develop ideas using a variety of source material for their work ○ Sketch skylines paying attention to shape and relative size to create distinctive silhouettes ○ Consider the composition of the picture in order to achieve maximum impact in its communicated message. ○ Use the foreground and background effectively to create perspective ○ Work in an independent and sustained manner on final pieces based on research and imagination. 	<ul style="list-style-type: none"> ● Name some famous portraits and artists ● Select different sketching pencils according to the effect desired when drawing and shading ● Be able to follow step by step guides to support the drawing of facial features ● Divide up the proportions of the human face in order to draw features in perspective ● Add shading and tone to create depth and dimension to the face 	<ul style="list-style-type: none"> ● State the key features that identify Ancient Greek pottery ● Name some shapes of Greek pots and their purposes ● Use clay to shape and mould a pot shape ● Join pieces of clay using slip ● Paint in the style of Ancient Greek pottery, including where possible typical patterns ● Use glaze ● Critically evaluate the finished product
<p>Vocabulary we should be familiar with</p>	<p>Propaganda artist photographer communicate message audience iconic foreground background blend smudge shade blur light dark skyline horizon silhouette composition</p>	<p>Feature proportion sketch shade grade hard soft blend portrait</p>	<p>Hydra amphora kylix oenochoe psykter clay kiln slip glaze</p>

<p style="text-align: center;"><u>Year 5/6</u> <u>Art</u> <u>Even Year Start</u></p>	<p style="text-align: center;"><u>The Island</u> Monotone Landscapes Y56 Autumn</p>	<p style="text-align: center;"><u>The Island</u> Anglo Saxon Illuminated Letters Y56 Spring</p>	<p style="text-align: center;"><u>The Island</u> Perspective Y56 Summer 1</p>	<p style="text-align: center;"><u>The Island</u> Printing and logos Y56 Summer 2</p>
<p>What should we know?</p>	<ol style="list-style-type: none"> 1. The difference between tones, tints and shades and how to mix these. 2. That paint manufacturers use these to create a huge variety of colours for interior decoration. 3. How the use of tones and tints can be used to create depth in a picture 4. How the choice of colour can add warmth or coldness to a picture 	<ol style="list-style-type: none"> 1. That Saxon manuscripts were handwritten by skilled crafts people 2. That most manuscripts were written on vellum 3. That prior to the invention of printing this was the only way people could access written texts, including the bible. 4. How to mix ink from Brusho crystals 5. Combinations of complimentary and contrasting colours that create vibrant effects. 6. How to 'space-fill' using patterns and ornaments 7. That inspiration was taken from nature and from Celtic patterns. 8. How the choice of a font affects readability. 	<ol style="list-style-type: none"> 1. How to draw a cube with one point or two point perspective and from a variety of vantage points. 2. How to use a horizon line and vanishing points 3. That when drawing buildings the uprights on doors and windows etc. must stay vertical and parallel. 4. How to create realistic looking bricks, stone walls and roof tiles. 5. The role of architects in designing buildings and the importance of accuracy and precision in doing so. 6. That architects can often create stand-out buildings with specific purposes. 	<ol style="list-style-type: none"> 1. How symmetry can be used to create patterns. 2. How translation/reflection and rotation skills in maths can create interest with line and shape within patterns. 3. How primary colour combinations are affect by the layering of printing ink 4. How screen printing is used either as a barrier to colour by using templates or as an opening for colour through the use of stencils. 5. How to use a screen to print on to fabric and the associated equipment (squeegee). 6. Some examples of artists using screen printing – notably Andy Warhol. 7. That the impact of tourism and associated merchandise and branding can be significant to the economy.
<p>What should we be able to do?</p>	<ul style="list-style-type: none"> o create tones, tints and shades when using paint. o be able to recreate colours when required o appraise similar work by artists and give personal opinions and express preferences o Use a variety of source material for their work and identify artists who have worked in a similar way to their own work, collecting and recording ideas and inspiration in a sketchbook. o experiment with colour when designing, expressing preferences and adapting to feedback. o select ideas for use in a final design o Work in sustained and independent way from observation and imagination 	<ul style="list-style-type: none"> o Describe the ornamental nature of Saxon illuminated letters o Describe some of the skills that the crafts people of the time would have employed o Mix Brusho ink to create depths of colour and alternative shades (wet media) o Draw with precision and accuracy o Paint with increasing levels of accuracy o Carry out preliminary studies, test media and materials. o Select and record ideas from research and imagination, to explore a final design. 	<ul style="list-style-type: none"> o Select and record from first hand observation, experience and imagination. o Use sketch book to collect and experiment with ideas o manipulate line and form to suit the space being designed for. o Demonstrate a variety of ways to make different marks with dry media. o Work in a sustained and independent way from observation, experience and imagination. 	<ul style="list-style-type: none"> o Select and record from first hand observation, experience and imagination, and explore ideas for effective tourist merchandise o Select and adapt ideas for use in their designs following feedback and survey info regarding popularity. o Experiment with the use of line, pattern, colour and shape within a print design. o Print on fabric and paper/card o Layer-up repeated prints and colours to achieve desired effect when screen printing. o Make necessary modifications to achieve desired effect. o Reproduce print more than once o Suggest ways that the design can be developed – eg. to other products or different techniques.
<p>Vocabulary we should be familiar with</p>	<p>Tone tint shade monochrome monochromatic warm cold contrasting complimentary depth perspective distance illusion composition foreground</p>	<p>Vellum manuscript parchment ink Lindisfarne Gospels font Celtic tangled contrasting complimentary depth tone tint shade Primary Secondary</p>	<p>Purpose design one point perspective two point perspective base top side elevation horizon horizon line vanishing point horizontal vertical perpendicular parallel architect</p>	<p>Translate reflect reflective rotate rotation line design angle symmetry stencil template layer primary secondary complementary contrasting squeegee screen ink merchandise modify</p>