

Art Curriculum

Intent:

Through the art curriculum, we.....

- provide the opportunity to learn a range of skills by creating compositions using different media.
- enrich the curriculum to help reinforce the theme of belonging. Children can learn about history and culture and make connections through themes and ideas developed through art.
- will expose children to a range of artwork by studying different artists linked to various topics studied. They learn who artists were and why their art work is important.
- make sure that art develops the whole child, ensuring that emotional, social and physical skills are enhanced.
- ensure that children have the opportunity to express their views through communicating their imagination and opinion through art.

	Autumn	Spring	Summer
EYFS	ELGs that feed into Art and Design: Expressive Arts and Design <i>Creating with Materials</i> – The children can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process/es they have used. The children make use of props and materials when role playing characters in narratives and stories. <i>Being Imaginative and Expressive</i> – The children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. The children perform songs, rhymes and stories with others, and, when appropriate, try to move in time with music.		
Year 1	Toys Mark Making – sketching Collage – tearing, cutting, layering Artist - George Braque	People Who Help Us Mark making - imagination and know ideas. Colour - primary colours and secondary colours Artist - Kandinsky	In the Park Artist - Andy Warhol.
Year 2	Transport Sculpture Artist : Anthony Gormley	Dirty Beasts Printing Artist : Richard Long	The Seaside Textiles Artist : Raul Duffy
Year 3	The Stone Age / Darlington- Local Study Painting Artist : Claude Monet	The Rainforest Sketching Artist : Ruth Daniels	Ancient Egypt Sculpture Artist : Antoni Gaudi
Year 4	Ancient Greece Sculpture Artist : Henry Moore	Brazil Graffiti Artist : Eduardo Kobra	The Roman Empire Painting Artist : Robert Delaunay
Year 5	Invaders & Settlers Sculpture Artist : James Brunt	The Tudors Portraits Artist : Hans Holbein and Van Gogh	Rivers Sketching Artist : Kandinsky and Pollock
Year 6	Britain at War Sketching and perspective Artist : Mackenzie Thorpe	Early Islam Sculptures : Henna Hands	Across the Atlantic Sketching and painting Artist : Georgia O'Keeffe

		Topic: Toys	Term: Autumn	Year: 1
Foundations of previous learning: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas, experiences. To develop a wide range of art and design techniques in using texture, line and shape. To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Work from observations and known objects to create an art piece and to begin to think what materials best suit the task. Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc.). (Science link). Develop tearing, cutting and layering paper to create different effects.	Describe the work of artwork of artists such as George Braque. Sketch an art piece from a known object. Create a collage (using natural form and art materials). Use a range of materials creatively to design and make products with collage. Describe the work of artwork of artists such as George Braque.	George Braque Collage Sketch	Cut Tear Layer Create Natural Temporary
	Assessment of Skills	Assessment of Knowledge		
	I can tear, cut and layer materials to create a collage effect. I can use a known art piece to draw a simple object.	What kind of artist was George Braque? He did painting and collage. What is a collage? Create a picture by sticking materials. How can you make a collage? (tear / cut / layer) You can cut, tear and layer paper.		

SCHOOL

		Topic: People who help us	Term: Spring	Year: 1
Foundations of previous learning: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, line and shape. To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use imagination to form simple images from given starting points or a description. To recognise and name primary colours. To recognise and name secondary colours. To mix primary colours to make secondary colours.	To be able to describe the work of Kandinsky and begin to describe differences and similarities of his work. To recognise and name primary colours. To know how a secondary colour is made. To investigate a range of secondary colours. To create and design an art piece using primary colours (linked to Kandinsky). To make an art piece using primary colour (linked to Kandinsky). To make an art piece using secondary colours (linked to Kandinsky).	Kandinsky Primary colours Secondary colours	Mix Create Natural Temporary Collage Design Pattern Lines Shape Sketch
	Assessment of Skills	Assessment of Knowledge		
	I can name primary colours. I can name secondary colours I can mix primary colours to make secondary colours.	What do you like or dislike about the work from Kandinsky? Children will talk about colours and shapes. What are the primary colours? Red, yellow and blue. What are the secondary colours? Green, orange and purple. How do you make orange, purple and green? Green – blue and yellow Orange – red and yellow Purple – blue and red		

		Topic: In the Park	Term: Summer	Year: 1
Foundations of previous learning: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art. Children have learnt primary and secondary colours and how to use them to make an art piece linked to Kandinsky.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To use a range of materials creatively to design and make products. To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To begin to control lines to create simple drawings from observations. To use thick felt tip pens/chalks/charcoal/wax crayon/pastel. To colour within the line.	To be able to describe the work of Andy Warhol. To begin to develop an art design piece using line and shape. To investigate a range of mediums to introduce colour to a piece of work. To create an art piece using line and shape. To use different mediums to colour within the lines of their art piece. To describe the artwork of artists such as Andy Warhol.	Andy Warhol Mediums	Design Line Shape Colour Felt tip Chalk Charcoal Wax Crayon Pastel
	Assessment of Skills	Assessment of Knowledge		
	I can use different mediums to create a simple art drawing. I can colour within the lines.	Can you explain what parts you like or dislike about the work from Andy Warhol? Children will talk about his use of bright colours. What were Andy Warhol's famous pictures? Flowers, Coca-Cola, Campbell's Soup cans and Banana		

COMMUNITY PRIMARY
SCHOOL

		Topic: The Seaside	Term: Summer	Year: 2
Foundations of previous learning: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art. No previous links to textiles in year 1.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Weave using recycled materials, paper, carrier bags and wool. Create simple batik work. Dye fabrics using tea, red cabbage, beetroot, onion, spinach.	Textiles- To be able to use a texture to create a piece of work. Pupils will learn about the work of a craft maker and make links to their own work. Consider specific works such as Raul Duffy.	Textiles Dye fabrics Raul Duffy	Recycle Wool Paper Bags Batik Foods Tea Cabbage Onion Spinach
	Assessment of Skills	Assessment of Knowledge		
	I can weave using different materials such as plastic bags and paper. I can dye materials using food stuffs.	Who was Raul Duffy? French Artist What inspired Raul Duffy? Claude Monet Camille Pissarro What were famous works by Raul Duffy? Boats at Martigues Regatta at Cowes Street Deck with Flags Langres They will not be expected to name all.		

		Topic: The Stone Age/ Darlington- Local Study	Term: Autumn	Year: 3
Foundations of previous learning: Children have worked with primary and secondary colours and some basic colour mixing. Children have verbally discussed which art work they have liked and thought how they can improve their own pieces. The children will have added some basic detail to their art work using different tools and techniques.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Experiment with different tones using graded pencils. Include increased detail within work. Draw on a range of scales. Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink). Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).	Creating ideas: Create sketch books to record their observations. Improve their mastery of art and design techniques including drawing with a range of materials (for example, pencil, charcoal) to show understanding when working with colour. Artist: Pupils should be taught about great artists such as Monet	Monet	Sketch Detail Scales Tools Paint Chalk Pastel Pen Ink Grading Abstract
	Assessment of Skills	Assessment of Knowledge		
	I can discuss my work linked to Monet and say how I could improve it. I can experiment with different graded pencils and use them to add detail to my work. I can use a range of tools and begin to experiment with abstract colours (blue leaves).	What style of paintings did Monet paint? Started with charcoal caricatures and later he began to paint with oil. Uses natural light and explored how the light affects each area of the painting. Monet's brush stroke is a key feature of his works. The technique, improved throughout his career relies on fast brush strokes in order to show light like it was real life. Name a rule which impressionist painters followed. Impressionists strongly emphasised the effects of light in their paintings. Name some of Monet's famous works. -His largest and most impressive Water-Lilies panels can be found at Musee L'Orangerie in Paris. -Impression Sunrise -The Thames below Westminster -Haystacks		

SCHOOL

	Topic: The Rainforest		Term: Spring	Year: 3
Foundations of previous learning: Children have worked with primary and secondary colours and some basic colour mixing. Children have verbally discussed which art work they have liked and thought how they can improve their own pieces. Children have used colours and paint to paint in the lines.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Use a variety of ways to record ideas including digital cameras and iPads. Develop artistic/visual vocabulary to discuss work. Begin to suggest improvements to own work. Explore complementary and opposing colours in creating patterns.	Creating ideas: Create sketch books to record their observations and use them to review ideas. Improve their mastery of art and design techniques including painting with paint when working with colour and painting. Artist: Pupils should be taught about great artists, architects and designers in history. Look at the works of Ruth Daniels / Henri Rousseau and Carole Simms.	Ruth Daniels Carole Simms	Sketch Observe Complementary Pattern Opposing Abstract
	Assessment of Skills	Assessment of Knowledge		
	I can discuss my work linked to Ruth Daniels and say how I liked it using artistic vocabulary. I can begin to suggest how I can improve my work. I can explore complementary and opposing colours.	Why is Henri Rousseau’s rainforest work unique? He was an impressionist. How did he structure his paints? He developed his own unconventional methods of painting, applying the colours one at a time, painting in layers of content (sky first, then other background elements, finishing with foreground subjects) and working the canvas methodically from the top down.		

		Topic: Ancient Egypt	Term: Summer	Year: 3
Foundations of previous learning: Children have experimented with a range of materials and how they can be connected together to form simple structures by pinching, rolling, twisting, scratching and coiling and add details and textures using tools. Children have developed a basic understanding of 2D and 3D in terms of artwork – sculptures Children have looked at sculptures and tried to recreate them using everyday objects/range of materials.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	To begin to investigate ways of joining clay - scratch and slip. Develop confidence working with clay adding greater detail and texture and add colour. Introduce Modroc. Use the work of artists to replicate ideas or inspire own work. Introduce work by artists such as Antoni Gaudi, as well as sculptures from Ancient civilizations (sculpture).	Creating ideas: Create sketch books to record their observations and begin to use them to review and revisit ideas. Improve their mastery of art and design techniques sculpture with a range of materials. Artist: Pupils should be taught about great artists, architects and designers in history consider artists such as Antoni Gaudi.	Gaudi Modroc	Joining Scratch Slip Texture Clay Colour Detail Sculpture
	Assessment of Skills	Assessment of Knowledge		
	I can use Modroc to create a sculpture. I can use joins such as scratch and slip.	What work does Gaudi create? Buildings and places but gives them a 3D style. What is Modroc? Modroc is another name for plaster impregnated bandage, and it can be used to make sculpture. What detail can you add to Modroc? You can place different shapes on top to build a bigger sculpture, add paint colour and texture using a build-up of different materials.		

		Topic: Ancient Greece	Term: Autumn	Year: 4
Foundations of previous learning: Children have experimented with a range of materials and how they can be connected together to form simple structures by pinching, rolling, twisting, scratching and coiling and add details and textures using tools. Children have developed a basic understanding of 2D and 3D in terms of artwork – sculptures Children have looked at sculptures and try to recreate them using everyday objects/range of materials. Children have worked with Modroc.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	To use pipe cleaners/wire to create sculptures of human forms. To investigate ways of joining clay - scratch and slip. To create work on a larger scale as a group.	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques sculpture. Artist: Pupils should be taught about great artists, architects and designers in history. To use the work of artists to replicate ideas or inspire own work and link to the work of Henry Moore (sculpture). Ancient Greek sculptures	Henry Moore Sculpture Clay Scratch Slip Twist Turn Pinch Stroke Cut Mark Roll	
	Assessment of Skills	Assessment of Knowledge		
	I can create a sculpture of a human form. I can make a clay pot, vase or plate from clay.	What are the features of Henry Moore's work? Simplified and abstract. Sculpture. Usually abstractions of human figures, modernism, simplified and the figure looks abstract. What materials did Henry Moore make his sculptures from? Bronze, marble Can you discuss which parts of Henry Moore's work you like and give reasons? I like that he has used bronze and marble to create his sculpture. I like that he doesn't use much detail in his sculptures, but keeps them simplified and abstract. I like that his sculptures of human figures are abstract and different to other sculptures I have seen before as they are simple.		

SCHOOL

		Topic: Brazil	Term: Spring	Year: 4
Foundations of previous learning: Children have worked with a range of scales at a larger form and worked with colours (primary and secondary) and colour mixing as well as colouring within the lines that they have drawn.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Use sketchbooks to record drawings from observation and use a variety of brushes and experiment with ways of marking with them. To draw on a range of scales. Use of tracing. To experiment with watercolour, exploring intensity of colour to develop shades.	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including drawing and working with colours. Artist: Pupils should be taught about great artists, architects and designers in history. To use the work of artists to replicate ideas or inspire own work and link to the work of Eduardo Kobra.	Eduardo Kobra Primary Colours Secondary Colours	Line Shape Brazil Sculpture Complementary
	Assessment of Skills I can use shades of colours to paint a picture inspired by Eduardo Kobra. I can draw using graffit techniques.	Assessment of Knowledge Can you discuss the use of colour in Eduardo Kobra's work? Uses strong and contrasting colours. These have become his main calling card around the world. Kaleidoscope theme. Colour is playful and striking in comparison to the setting it is usual placed in. What are features of Eduardo Kobra's graffit work? Bright, strong colours. Creates art about important moments in history and people, Ghandi, Ann Frank etc. Draws on important messages, such as a homeless person who writes poetry, a missing child etc. Large scale What are the primary and secondary colours? Primary – red, yellow, blue Secondary – purple, orange, green		

		Topic: The Roman Empire	Term: Summer	Year: 4
Foundations of previous learning: Children have worked with a range of colours and mixed primary colours to make secondary colours (Kandinsky) and have looked at bold pictures linked to Warhol with abstract pictures. Children have looked at opposing and complementary colours.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>About great artists, architects and designers in history.</p>	<p>Develop sketch books.</p> <p>Develop artistic/visual vocabulary to discuss work.</p> <p>Begin to suggest improvements to own work.</p> <p>Experiment with a wider range of materials.</p> <p>Mix and match colours (create palettes to match images).</p> <p>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves).</p> <p>Explore complementary and opposing colours in creating patterns.</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques including painting when working with colour.</p> <p>Artist: Pupils should be taught about great artists, architects and designers in history.</p> <p>To use the work of artists to replicate ideas or inspire own work and link to the work of Robert Delaunay.</p>	Robert Delaunay	Colour Abstract Complementary Opposing Style Shape Tint Shade
	Assessment of Skills	Assessment of Knowledge		
	<p>I can mix warm colours.</p> <p>I can mix cold colours.</p> <p>I can use complementary and opposing colours in the style of Robert Delaunay.</p>	<p>Identify features of Robert Delaunay's work. Robert Delaunay's colourful and formally experimental paintings were a unique fusion of early-20th-century European artistic trends. His best-known works centred on the visually and intellectually stimulating world of Belle Époque Paris. Painting. Co-founded the Orphism movement. Strong use of colour and geometric shapes. What type of colours does Robert Delaunay use? Vibrant, generated impressions of movement and depth. What type of shapes does Robert Delaunay use? He used lots of circles. Developed into mosaic like squares, and complex geometrics which were fragmented like cubism.</p>		

		Topic: Invaders and Settlers	Term: Autumn	Year: 5
Foundations of previous learning: Children have experimented with a range of materials and how they can be connected together to form simple structures by pinching, rolling, twisting, scratching and coiling and add details and textures using tools. Children have developed a basic understanding of 2D and 3D in terms of artwork – sculptures (Y2) Children have looked at sculptures and try to recreate them using everyday objects/range of materials. Children have worked with Modroc. (Y3).				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Design and create sculpture, both small and large scale using objects around us to form sculptures (linked to James Brunt). Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with Modroc). Use the work of artists to replicate ideas or inspire own work.	Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including sculpture. Artist: Pupils should be taught about great architects and designers in history. Pupils should be taught about great artists and consider and compare work of James Brunt	James Brunt Andy Goldsworthy Contrast Sculpture Natural Symmetrical Colour Pattern	
	Assessment of Skills	Assessment of Knowledge		
	I can create a sculpture with both small and large objects. I can use wires to create forms that can be used to create a sculpture.	What material can be used to make a sculpture? Any materials that can be shaped in three dimensions can be used to create sculptures, e.g. stone, wood, metal clay, ice, materials from the environment (rocks, leaves, sticks, flowers) soap, wax, wire, papier mache, concrete, glass. Recyclable materials (bottles, card board- junk materials- bike wheels, chains) What types of sculptures did James Brunt specialise in? James Brunt is an English artist who creates land art using natural objects. He uses stones, leaves, seashells and other natural objects he finds to arrange them into mesmerizing patterns and mandalas.		

	Topic: The Tudors		Term: Spring	Year: 5
Foundations of previous learning: Children have used a range of mediums to paint colour / chalk and shade their art work. Children have drawn line sketches and coloured within them. Children have worked with primary and secondary colours.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>About great artists, architects and designers in history.</p>	<p>Select and develop ideas confidently, using suitable materials confidently.</p> <p>Improve quality of sketchbook with mixed media work and annotations.</p> <p>Select own images and starting points for work.</p> <p>Develop artistic/visual vocabulary when talking about own work and that of others.</p> <p>Begin to explore possibilities, using and combining different styles and techniques.</p>	<p>Knowledge</p> <p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve their mastery of art and design techniques including painting with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Artist:</p> <p>Pupils should be taught about great architects and designers in history.</p> <p>Pupils should be taught about great artists and consider work of Van Gogh & Hans Holbein.</p>	Hans Holbein Watercolour	Paint Portrait Shade Tone Contrast Proportion
	Assessment of Skills	Assessment of Knowledge		
	<p>I can use a range of mediums to help create a self-portrait.</p> <p>I can explain which parts of my art work I like and explain which parts I would improve if I did it again.</p>	<p>Who did Hans Holbein produce portraits of? (portraits)</p> <p>Born in Augsburg, Holbein worked mainly in Basel as a young artist, painting murals and religious works and drawing designs for stained glass and printed books. He produced the occasional portrait, and made his international mark with portraits of the famous humanist Desiderius Erasmus of Rotterdam.</p> <p>Who was Van Gogh?</p> <p>Vincent Willem van Gogh was a Dutch Post-Impressionist painter</p> <p>His work includes landscapes, still lifes, portraits and self-portraits, and are characterised by bold colours and dramatic, impulsive and expressive brushwork that contributed to the foundations of modern art. He struggled with poverty even though he was born into an upper-middle-class family, Van Gogh drew as a child and was serious, quiet, and thoughtful. As a young man, he worked as an art dealer.</p> <p>What were his famous pieces of art?</p> <p>Sunflowers, Starry night. Irises, wheatfield with cypresses, bedroom in Arles, self-portrait with bandaged ear, café terrace at night, potato eater.</p>		

		Topic: Rivers	Term: Summer	Year: 5
Foundations of previous learning: Children have looked at the work of Kandinsky (Y1) at primary and secondary colours. Children have begun to look at abstract colours (blue leaves). Children have looked at scaling drawings.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	Use first hand observations using different viewpoints, developing more abstract representations. Introduce perspective, fore/back and middle ground and replicate ideas or inspirations from own work. Investigate proportions.	Knowledge Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). Artist: Pupils should be taught about great artists and compare the work of Kandinsky and Pollock.	Kandinsky Pollock Perspective Drawing Painting Pencil Medium Abstract Proportion	
	Assessment of Skill I can create a piece of art work based on Kandinsky / Pollock. I can create perspective in a piece of art work.	Assessment of Knowledge What is bold about Kandinsky's and Pollock's art work? (Bold colours / abstract). Know what bold means- Definition of bold in relation to colour- (of a colour, design, or shape) having a strong, vivid, or clear appearance. Identify the bold features within the work of Pollock and Kandinsky. Bold colours. Blocks of colour. Clear and strong use of colour shape and design. Repetition of shapes and lines- using different sizes and colours. Artist Kandinsky was interested in researching colours and shapes within art, and used them as opportunities to experiment with those topics, alternating colours and shapes in different combinations together, in one painting after another. Both artists work is abstract in design. What does perspective mean in art work? Perspective in art is what gives your work a 3D look rather than a flat painting or drawing. It sounds complicated and boring but it is actually quite simple and is probably something you already understand but just haven't applied it to your work. Understanding perspective in art makes your work look real and in proportion.		

		Topic: Britain At War	Term: Autumn	Year: 6
Foundations of previous learning: Children have worked with colour mixing and adding detail to their work. They have looked at proportions (self-portraits year 5) and have discussed parts they like about their own work and how they could improve it if they did it again.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	To evaluate pieces of art work for meanings and how emotion is expressed. To use perspective to ensure objects within a picture are proportional in size. To blend colours for effect. To mix colours to support blending. To evaluate own art work against the intended purpose.	Pupils should be taught about great artists, architects and designers in history. A study of the works of local artist Mackenzie Thorpe and his war inspired piece 'Lest We Forget.'	Mackenzie Thorpe Lest We Forget Primary Colours Secondary Colours Perspective	Evaluate Design Paint Pattern Shadow Light Mix Blend
	Assessment of Skills	Assessment of Knowledge		
	I can sketch ideas and say which parts I like and which parts I would improve. I can blend colours for effect.	What is recognisable in Mackenzie Thorpe's art work? Mackenzie Thorpe's art work has a distinctive gradient and range of shades in both the foreground and background. Why is proportion important in artwork? Proportion is important in artwork as it allows objects to appear at different distances.		

SCHOOL

		Topic: Early Islam	Term: Spring	Year: 6
Foundations of previous learning: (spring 1) Primary and secondary colours, colour mixing, drawing in the lines, complimentary and opposing colours,		Foundations of previous learning: (spring 2) Colour mixing, bold colours, warm colours, cold colours, proportions.		
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>About great artists, architects and designers in history.</p>	<p>Henna Hand</p> <p>Create human forms showing movement. To create sketch books to record their observations and use them to review and revisit ideas. To explore primary, secondary and tertiary colours and how they complement one another. To evaluate own art work against the intended purpose and against the artist representation.</p> <p>Improve their mastery of art and design techniques including sculpture.</p>	<p>Pupils should be taught about great artists, architects and designers in history (e.g. Donatello, Auguste Rodn).</p> <p>To know which colours complement one another to make artwork vibrant.</p>	Primary Colours Secondary Colours Tertiary	Islam Celebration Henna Culture Sculpture Complimentary
	Assessment of Skills	Assessment of Knowledge		
	<p>I can show how primary, secondary and tertiary colours relate to one another.</p> <p>I can develop an approach of sculpting using correct materials.</p> <p>I can improve my work and suggest how it will be improved further if I did it again.</p>	<p>What are the primary and secondary colours? Primary Colours – blue, red and yellow. Secondary Colours – green, purple and orange. How can I make a tertiary colour? A tertiary colour is made by mixing together equal amounts of a primary colour and a secondary colour together. What colours complement each other and why? Complimentary colours are colours that are opposite each other on the colour wheel. Examples would be blue and orange, red and green and yellow and purple. Complementary colour schemes create a high amount of contrast.</p>		

		Topic: Across the Atlantic	Term: Summer	Year: 6
Foundations of previous learning: Following on from the Spring term when looking at the works of Edwardo Cobra. Children have looked at mixing colours from primary, secondary and tertiary colours. Children will be able to continue using colour skills from year 3.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.	To use shading techniques. To use complimentary colours. To use contrasting colours. To develop control of water colours.	To know and recognise the work of Georgia O'Keeffe and know facts about her. To know how to use shading techniques. To recognise and know how to use complimentary colours. To know which colours will contract against each other. To be able to use water colours with increasing confidence.	Georgia O'Keeffe harmonious neutrals	Still life Complimentary Contrasting Shading Primary secondary tertiary tone warm cold tint shade hue pastel
	Assessment of Skills	Assessment of Knowledge		
	I can recognise complimentary and contrasting colours. I can add shading to still life images. I can recognise the work of Georgia O'Keeffe	What are the features of Georgia O'Keeffe's art work? Features of Georgia O'Keeffe's art work are forms and shapes of nature, gently rounded corners, lines and curves, vibrant colours and a unique fusion of realism and abstraction. What else did she paint apart from flowers? Rivers, New York skyscrapers, New Mexico Landscape, Abstract Paintings Of Nature Why were flowers one of the most popular still life paintings that she created? The American artist Georgia O'Keeffe is best known for her close-up, or large-scale flower paintings, which she painted from the mid-1920s through the 1950s. She made about 200 paintings of flowers. One of her paintings was sold for \$44.4 million, making it the most expensive painting sold of a female artist's work as of 2014.		

National Curriculum: Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught

to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

