



# ART

## SUBJECT INTENT



# Our Curriculum Map

	Cycle A				Cycle B			
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this mega city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

# What does Art look like at Downlands?



Volume of content:

1. Each mixed-age class will complete **3** units per year.
2. Each unit will be at least **6** lessons.

Subject delivery:

Each unit should follow a **progression of skills**, building up towards a piece at the end of the unit. The focus of each lesson is on progression of skills **rather than the end product**. Art uses **formative assessment** throughout, shown through a variety of questioning, explorative tasks and reflection.

Each lesson should start with a warm up which practices a key skill you would like them to revise.

Examples include: the colour wheel, practising line, tone and texture. Recap questioning of previous skills and key artist can also be used within this time.

The main input should consist of an introduction to the area or skill being taught, a key or relevant artist, modelling of the skills and lots of opportunity for the children to be 'doing'.

Key questioning and stem sentences (see following page) can then be used throughout to assess the children's understanding and what ability they are working at.

There are **seven art areas** (**Collage**, **Digital Media**, **Drawing**, **Painting**, **Printing**, **Textiles**, **3D modelling and sculpture**) that will be covered at Downlands. All art units focus on at least one art area eg. Drawing. However, some units use key skills from more than one area. The 'progression of skills' section shows the progression across key stages for each area as well as specific vocabulary to use within teaching. Within the units, the areas may overlap which is fine as long as the key skills of each area are being covered within each key stage. The unit of lessons should build upon the skills noted in the progression overview, specific to the area and key stage.

**Sketchbooks:** all units of learning should be evidenced within sketchbooks. A sketchbook is used to show personal progression as well as record piece planning, exploration and key information. A sense of **individuality** should be shown within the explore areas of the sketchbooks and they should **evidence the process** of each unit rather than being used solely for 'final products'.

## Stem sentences to use within lessons:

### Question examples (to encourage self assessment):

Who can share something they have learnt about \_\_\_\_?(An artist, photomontage)  
Who would like to share something they enjoyed? Found challenging? How do they overcome a challenge?  
Who can share something they experimented with?  
What's the message in your artwork? Who can remember what the word \_\_\_ means?  
Can you use the word \_\_\_\_\_ to describe your art work?  
If you did this again, what would you change? What would you keep the same?  
Tell me about what you are doing. What have you learned?  
What will you put onto it next? Why? Is it a soft, hard, smooth or rough material?  
Tell me about what you are making. What might you add next? Why?  
What do you notice about this \_\_\_\_? What would you like to learn more about?  
Were you inspired by anything/anyone?  
Tell me about the materials/ techniques you have chosen to use. Tell me about anything you liked or enjoyed when you were creating this \_\_\_\_\_.  
What would you like to explore more or find out more about?  
What have you learned about the \_\_\_\_ process? What could you do next to improve it further?  
How do you feel about your piece? Is it what you planned? Why/why not?  
What, if anything, can you do next to improve it even more?  
Talk me through your initial sketches and planning stages that led to this piece of work. Did it turn out how you envisaged it?  
What have you discovered about \_\_\_\_ during this project? Where would you like to take your learning next?

### Feedback statements to support learning:

I like the way \_\_\_\_\_ has used \_\_\_\_\_ to create \_\_\_\_\_.  
Wow, how did you \_\_\_\_\_?  
The way you have \_\_\_\_\_ reminds me of \_\_\_\_\_.  
I'm intrigued by how you \_\_\_\_\_.  
I will take a guess that the passion or message you are sharing is \_\_\_\_\_.

### Stem sentences for pupils to use during peer assessment:

I really like the way \_\_\_\_\_ has \_\_\_\_\_.  
The colours \_\_\_\_\_ has used reminds me of \_\_\_\_\_.  
I wonder if \_\_\_\_\_ could \_\_\_\_\_ to make his art show \_\_\_\_\_ a little more.  
I think the message \_\_\_\_\_ is trying to show is \_\_\_\_\_.

# Art – progression of skills (disciplinary knowledge)



Skill	Definitions, Exploring and developing skill (FS2-Y6)
<p><b>Collage</b></p>	<p>Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface</p> <p>Children should have access to a range of different materials which could include: plain paper, coloured paper, magazine pages, sheets of newspaper, card, tissue paper, crêpe paper, wooden lolly sticks, sequins, sprinkles, glitter, beads, feathers, pipe cleaners, pom-poms, ribbon and wool. There should be lots of opportunity to experiment with these materials as they can produce very different results and layered, they can create different textures and surfaces within the collage. Children should see a range of different collages to help them develop and explore their own ideas about what they want to create. Collage is an area of art that relates closely to other areas of art and other skills in art can be developed through the medium of collage. Children will often create sketches and more detailed drawings as part of an art project leading up to their final collage.</p>
<p><b>Digital Media</b></p>	<p><i>Digital media</i> is any <i>media</i> which depends on electronic devices for its creation, viewing and storage.</p> <p>Children can explore and develop ideas by looking at artwork made by artists, craftspeople, architects and designers, and find elements which inspire them. They can look at a variety of types of source material: images on screen, images in books and websites, art work in galleries and objects in museums. They can also look at artforms beyond the visual arts: literature, drama, music, film etc. and explore how they relate to visual art forms. The children can use cameras (still and video) to help "see" and "collect" ideas to create a digital sketchbook.</p> <p>Both hardware and software tools can be used to create digital media art. Hardware can be computers, iPads, camera devices, mobile devices, electronic drawing pens, video recorders or scanners. Software and art apps can be programmes that help digitally draw, paint, edit photos and video.</p>
<p><b>Drawing</b></p>	<p>Children should have access to a range of different drawing tools such as graded sketching pencils, charcoal and colouring pencils. There should be lots of opportunity to experiment with these tools and to explore a variety of mark-making as they can produce very different results. Children should see a range of different drawings for a variety of purposes to help them develop and explore their own ideas. Children should also be exposed to the wide range of possibilities with drawing by studying the work of famous artists, these could include: Leonardo da Vinci, Michelangelo, Dürer, Rubens, Rembrandt, Van Gogh, and Poonac. Drawing is a key skill in art because it links to all the other areas in this subject. Drawing offers itself very easily to collaborative work. Children will often create sketches and more detailed drawings as part of an art project or it could make up part of their final piece.</p>
<p><b>Painting</b></p>	<p>Exploring and experimenting is important to aid in understanding the properties of different materials and how they might be used and can help children make effective choices in art and design work. They should be open-minded when experimenting and not be afraid to try things. It is important to record experiments with materials and techniques in sketch books.</p> <p>Developing ideas is part of the creative process for artists and designers. By exploring and refining ideas, effective decisions can be made about the final piece of artwork or design solution. Development is about creativity and exploring ideas in different ways. Development is about selecting ideas, visual elements, compositions and techniques from this initial work and using them in new ways. It is important that children don't become too attached to their first idea. Teach them not to worry if the work they've produced seem unresolved and isn't perfect. It is an important part of the creative process to try out new things and to make creative decisions based on what works and what doesn't. Encourage children to try something that doesn't work. Showing creativity is more important at this stage. Teach them that they can refine their work and produce a more finished result for the sustained project in their sketch books</p>

# Art – progression of skills (disciplinary knowledge)



Skill	Definitions, Exploring and developing skill (FS2-Y6)
<b>Printing</b>	<p>Printing is an exciting art form which enables you to take an image or idea and, through a number of techniques, to produce unique prints, most often, on paper or fabric.</p> <p>Children are often fascinated by pattern and printmaking, with its emphasis on colour, shape and line. In EYFS it can be used as a means of mark-making and provides opportunities to make repeats of the same image. Children are able to explore texture, pattern and colour by printing with shapes and found objects. The process grows in complexity when children explore different methods of printing and creating printing tiles and using a variety of techniques and materials. Children should have lots of opportunities to look at printed pieces of artwork and learn about the inspiration behind a piece alongside the techniques used to create them. Print making links well with other areas of the art particularly textiles and can play an important role in mixed media pieces.</p>
<b>Textiles</b>	<p>Textile art generally, but not exclusively, involves fabric and fibres and includes activities like weaving, embroidery, and sewing. Textile art may be a rug, a wall hanging, an item of clothing, or even a sculpture made with fabric of some form.</p> <p>Children should have access to a range of different fabrics, yarns, threads and embellishments when working in their sketch books. There should be lots of opportunity to touch and experiment with these materials as they all behave in different ways. Children should see a range of different textile art, either actual pieces like rugs and embroidery (often available at charity shops), or large-scale pictures which show the detail of this work. Textile art is closely linked to collage and sculpture work and children should have the opportunity to experiment with and select textile materials when developing their ideas. Children should have the opportunity to closely scrutinise fabrics to help them develop an understanding of how they are produced e.g. looking at some embroidery under a magnifying glass or microscope. They should have the opportunity to unpick examples in order to examine structure e.g. a woven piece.</p>
<b>3D modelling and sculpture</b>	<p>3D modelling and sculpture is the art of making a three-dimensional representative or abstract form. It includes the moulding of materials (such as clay, plaster, wire, and card) for a specific purpose—a design or an idea. Within 3D modelling and sculpture, children explore shape, form and scale through techniques such as bending, twisting, joining, moulding, carving and cutting.</p> <p>The progression of 3D modelling is a skill that begins in the early years. As children progress to Year one, the focus begins to move into the realm of sculpture. Children can build on their existing knowledge to embed skills and develop these throughout their primary years. All areas of the art curriculum are inextricably linked and children can develop their ideas from the 2D to the 3D combining sketching skills, textiles, painting and digital. Children can share ideas and explore materials to discover their properties, working collaboratively or on an individual level.</p>

# Art – progression of skills (disciplinary knowledge)



Area	FS2	End of KS1	End of LKS2	End of UKS2
Collage	<p><b>Explore materials-</b> Explore a range of materials such as pasta, shells, rice, tissue, paper, string, fabric and begin to respond to different textures.</p> <p>Begin to choose materials with different textures, colours and shapes to collage.</p> <p><b>Technique-</b> Place materials and move them around. Begin to stick them in position.</p> <p><b>Vocabulary-</b> smooth, shiny, hard, soft, bumpy, rough Feel, soft, hard, round</p> <p><b>Talk-</b>Talk about what they are doing.</p>	<p><b>Explore materials-</b>Select from a range of materials and say why they have been chosen. Explore materials in a playful and open-ended manner. Try out a range of materials &amp; recognise they have different qualities. Sort materials for different purposes.</p> <p><b>Technique-</b> Begin to enjoy using materials in different ways. Begin to manipulate materials when exploring them e.g. through cutting and tearing to create different effects.</p> <p><b>Vocabulary-</b> shiny, colourful, feel, look, sound, size, cut, tear, Purpose, qualities,</p> <p><b>Talk-</b> Talk about the different materials and their properties. Talk about the way that different materials can be used in artwork.</p>	<p><b>Explore materials-</b> Consider how best to attach materials to the collage. Use materials with a growing sense of purpose to achieve particular results. Express themselves as developing artists as they explore materials and collage techniques.</p> <p><b>Technique-</b> Develop techniques of tearing and cutting of materials (e.g. paper) to create textures and tonal detail by overlapping and adding layers. Further manipulate materials when exploring them e.g. through ripping, curling, scrunching to create more effects.</p> <p><b>Vocabulary-</b> overlap, layer, fix, attach, ideas, rip, twists, curls, scrunch, feel, emotions, techniques, purpose.</p> <p><b>Talk-</b>Talk about what they think the artist’s intention was. Share their opinion about a particular collage they are looking at.</p>	<p><b>Explore materials-</b> Experiment with a range of materials and make decisions about which materials are most suited to the collage created.</p> <p>Look at collages by other (famous) artists and explore ideas from these in their own work. Apply knowledge and understanding of other artists’ work into their own work.</p> <p>Continue to explore different materials for use in their own work.</p> <p><b>Technique-</b> Decorate using a variety of techniques, including drawing, painting, and/or printing on top of the collaged materials. Learn about different techniques and styles in collage (e.g. Cubism). Learn how to attach materials, including fabric and those embellished with decorative pieces (such as sequins or beads) using stitching and appliqué techniques.</p> <p><b>Vocabulary-</b> printing, drawing, painting, overlay, collage techniques, geometric shapes, embellish, decorative, appliqué,</p> <p><b>Talk-</b>Talk about artists and the purpose of collage, with growing confidence. Talk about famous artists’ work and their collages and how these have influenced their own collage work.</p>
Digital Media	<p><b>Pattern and texture-</b> Use a simple paint program to explore creating various patterns and textures.</p> <p><b>Vocabulary-</b> computer, click, iPad, photo, print, cut out, collage, view, image, camera, screen</p> <p><b>Colour-</b> Use a simple program to explore the use of colour when creating images.</p> <p><b>Line-</b> Use a simple paint program to explore the use of tools and the different types of line that can be achieved.</p> <p><b>Shape, form and space-</b> Use a simple paint program to explore the tools needed to create shapes. Use iPads to take photographs.</p>	<p><b>Pattern and texture-</b> Continue to use a simple paint program and explore a wider variety of features when exploring pattern and texture</p> <p><b>Vocabulary-</b> edit, view, image, sound, video, keyboard, mouse, camera, internet, screen, program, instructions, file, save, re-open, film, still photo, create, record, discuss, text, web page, video, animation, search, keywords, crop</p> <p><b>Colour-</b>Use a simple graphics package to create images using a wider range of tools and colour effects. Manipulate pictures using a simple program with a focus on colour. Use digital media (film and still photos) to create records of artwork. Use documenting the artwork as an opportunity for discussion.</p> <p><b>Line-</b> Use a simple graphics package to create images and various effects with lines, shapes, colour and texture. Manipulate pictures using a simple program. Use digital media (film and still photos) to create records of artwork. Use documenting the artwork as an opportunity for discussion.</p> <p><b>Shape, form and space-</b> Identify and recognise examples of photography as a visual tool and an art form. Use an iPad/camera to take photographs and video. Select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). Control focus, or zoom settings or move closer when composing photographs. Use digital media (film and still photos) to create records of artwork. Use documenting the artwork as an opportunity for discussion.</p>	<p><b>Pattern and texture-</b> Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</p> <p><b>Vocabulary-</b> sound, information, camera, internet, screen, speakers, printer, program, instructions, search, keywords, file, internet, app, mobile device, stop frame animation, function tool. content, multimedia, microphone, retrieve, select,</p> <p><b>Colour/line -</b> Edit and manipulate photos using a simple program. Use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.</p> <p><b>Shape, form and space-</b> Use a digital and video camera. Edit and manipulate photos using a simple program. Print results and use to create collage and other art work. Use digital media to make animations from the drawings that move. Edit and manipulate photos using a simple program. Record, collect and store visual information digitally. Present recorded visual images using software e.g. PowerPoint. Use a graphics package to create images and effects with shapes to manipulate and create images. Take photographs and videos and use digital media as a way to re-see work.</p>	<p><b>Pattern and texture-</b> Use a graphics package to import or create/manipulate images. Use software packages to create pieces of digital art. Create a piece of art which can be used as part of a wider presentation and project.</p> <p><b>Vocabulary-</b> content, multimedia, microphone, retrieve, select, import, mobile device, collect, analyse, present, evaluate, application</p> <p><b>Colour-</b> Use software packages to create pieces of digital art with a focus on colour.</p> <p><b>Line-</b> Use software packages to create pieces of digital art with a focus on different qualities of line</p> <p><b>Shape, form and space-</b> Take digital photos and use software to develop, alter and adapt them into work with meaning. Create digital images with animation and sometimes incorporate sound to communicate ideas. Take photos of work made so that a record can be kept, to be added to a digital folder to capture progression. Use a graphics package to import or create/manipulate images. Explore ideas using digital sources i.e. internet, iPads. Record, collect and store visual information digitally. Present recorded visual images using software e.g. PowerPoint.</p>

# Art – progression of skills (disciplinary knowledge)



Area	FS2	End of KS1	End of LKS2	End of UKS2
<p><b>Drawing</b></p>	<p><u>Line &amp; mark-making and Tonal detail/ Shading</u> - Begin to make choices in which drawing tools to use. Begin to develop fine motor skills to make marks on the page, as well as in other forms in EYFS e.g. foam, sand, water, rice trays. Explore different textures.</p> <p><u>Purpose/ Detail</u>- Begin to use drawings to tell a story.</p> <p>Begin to use enclosed shapes to represent people or objects and include some features such as circles for eyes, lines for hair and limbs for people. Draw from memory.</p> <p><u>Vocabulary</u>- marks/lines, straight, lines, wavy lines, big/large small/little, dots, light/ dark, storyboard, people, shapes.</p>	<p><u>Line &amp; mark-making and Tonal detail/ Shading</u> – Use a variety of drawing tools to create different marks and lines. Produce a variety of marks, lines and symbols. Explore different textures. Experiment with drawing tools and different surfaces. Draw a way of recording experiences and feelings. Discuss the use of shadows, light and dark.</p> <p><u>Purpose/ Detail</u>- Observe and draw landscapes. Observe patterns. Observe and record basic anatomy (faces, limbs). Look carefully at the subject that is being drawn. Add further detail in their drawings of people including facial features (eye brows, eye lashes, ears, nose). Sketch to make quick records. Develop an awareness in drawing people – particularly their faces. Consider where the eyes/ ears /mouth need to go (in relation to each other) on a face. Create initial sketches as a preparation for painting.</p> <p><u>Vocabulary</u>- up/down, side to side, dashes, continuous, lighter /darker, observe, landscapes, portraits, patterns. narrow/ thick, long/short, rotations, diagonal, different directions, bold/ bolder lines, shade, shadow, experience, observe, feelings, sketch</p>	<p><u>Line &amp; mark-making and Tonal detail/ Shading</u> – Experiment with the potential of various pencils. Explore close observation and draw both the positive and negative shapes. Experiment using various drawing tools and use wax resist to make marks and lines on the page and overlap with paint.</p> <p>Identify and draw the effect of light.</p> <p><u>Purpose/ Detail</u>- Develop an awareness in drawing people – particularly their faces. Consider where the eyes/ ears /mouth need to go (in relation to each other) on a face. Create initial sketches as a preparation for painting. Begin to look at scale and proportion in other artist’s work. Create computer-generated drawings. Experience experimental drawing, following the children’s own interests/affinities. Increase children’s confidence by providing an opportunity for them to have ownership of their drawing by increased choice-making in their work.</p> <p><u>Vocabulary</u>- continuous, cross-hatching, lighter/ darker, smooth/jagged, variety, effect, blurring lines, smudged lines, graded pencils – accuracy (in portraits), positive and negative shapes.</p>	<p><u>Line &amp; mark-making and Tonal detail/ Shading</u> – Begin to see the effect light has on objects and people from different directions. Interpret the texture of a surface. Observe the effect of light on objects and people from different directions. Interpret the texture of a surface. Produce increasingly accurate drawings of people. Explore the concept of perspective. Start to learn about the effect of light and shadow when drawing people.</p> <p><u>Purpose/ Detail</u>- Create accurate drawings of whole people including proportion and placement.</p> <p>Start to explore the concept of perspective. Create digital drawings using IT skills. Starts to work on a variety of scales. Produce increasingly accurate drawings of people. Use mark-making and other drawing techniques to interpret the texture of an object with increasing accuracy.</p> <p><u>Vocabulary</u>- graded pencils - all, soft/ hard marks shading effects, gradual, fading /accentuating, proportion, scale. precision, decisive marks, mood, interpretation.</p>
<p><b>Painting</b></p>	<p><u>Pattern and texture</u>- Explore paint using a wide variety of tools, e.g. hands/fingers/ straws/ cars/sponges/twigs/ vegetables and fruit</p> <p>Create irregular painting patterns.</p> <p>Create artwork with simple symmetry. (Vocabulary- rough, smooth, pat, Stamp, roll)</p> <p><u>Colour</u>- Provide opportunities to explore, experiment and communicate ideas through colour and mark-making, using a variety of materials and tools.</p> <p>Explore how colours can be changed and begin to use vocabulary, such as, light dark, colour names and change. (vocabulary- light, dark, colour names, change)</p> <p><u>Line</u>- Use simple lines. Use lines to enclose shapes. (Vocabulary- line, simple)</p>	<p><u>Pattern and texture</u>- In KS1 the focus shifts – children begin to represent the visual world as accurately as possible and control their materials (to get them to do exactly what they want them to do). Discover the interplay between materials e.g. wax resistance and water colour. Explore with different textures such as sawdust, sand, corn flour etc. Create repeating patterns. Demonstrate an awareness of and discuss different patterns. Create patterns with symmetry. Explore painting on different surfaces, such as, fabric and using different scales. Create and experiment with regular and irregular patterning. Create natural and manmade patterns. Discuss the difference between regular and irregular patterns. (Vocabulary-symmetry, rough, soft, bumpy, dry/wet, resistance, waxscale, Size, regular pattern, irregular pattern, natural pattern, manmade pattern, Fabric, textile)</p> <p><u>Colour</u> - Learn to recognize primary colours and use an experiential approach to simple colour mixing to discover secondary colours. harmonious / complimentary colours, colour mixing. Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project. Discuss harmonious and complementary colours. (Vocabulary- primary colours, secondary colours, colour mixing, media.)</p> <p><u>Line</u>- Use straight and geometric lines. Use curved lines (Vocabulary- straight lines, geometric lines. curved, wavy, wobbly.)</p> <p><u>Shape, form and space</u>- Begin to work on different scales. Explore making prints using plasticine, ink and rollers. Explore the concept of negative / positive. Work on a range of scales e.g. large brush on large paper using the entirety of the page. Start exploring with a thin brush on a small picture. (Vocabulary- positive, negative, small / big scale. size, paper, brush.)</p>	<p><u>Pattern and texture</u>- Apply and build on pre- knowledge acquired in colour and mark making in EYFS and KS1. Explore different effects and textures – e.g. clay washes and thickened paint. Improve knowledge of using a range of tools including acrylic paints, oil paints, water colours, several different sized and shaped brushes, a spatula, a sponge or a toothbrush to create different patterns and texture. Create patterns using tessellation. (vocabulary- thick, runny, lumpy, thin brush, thick brush, spatula, toothbrush, toothpick, apply, base, tessellate)</p> <p><u>Colour</u>- Begin demonstrating a secure knowledge of primary and secondary, warm and cold, complementary and contrasting colours. Explore how certain colour ranges/combinations affect the outcome of a project. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Associate colour with different emotions e.g. Blue – sadness, green – jealousy, red – anger/love, yellow – calm/happiness etc. Make tints and shades by adding white and black to existing colours. Use more specific colour language e.g. tint, tone, shade, hue. (vocabulary- tertiary colours, hue, warm colours, cold colours. tint, tone, shade, hue. tone, dark, light, emotion, style)</p> <p><u>Line</u>- Use a variety of lines. They can be horizontal, vertical or diagonal, straight, curved or free-form. They can be thick or thin, light or dark. Lines can be described in many ways — dashed, dotted, rough, smooth, zig-zag, implied. Use lines to not only define objects but also determine the composition of the painting. (vocabulary-curved, horizontal, diagonal, free-form. eye of viewer, contrasting lines, round / curvy, free-form,diagonal)</p> <p><u>Shape, form and space</u>- Work confidently on a range of scales e.g. thin brush on small picture etc. Choose appropriate media suited to the project. Combine artforms such as collage, painting and printmaking in mixed media projects. Begin to choose appropriate media to work with. (Vocabulary- paper, ink, paint (oil / water), pastel (oil), powder)</p>	<p><u>Pattern and texture</u>- Apply paint to even more different surfaces (e.g. stone, fabric, walls, floors) and work collaboratively with peers to produce images in new contexts (team pieces of art over a few weeks, adding to them and developing the outcome). Develop observational drawing skills and introduce new media, for example, ink and foambord. Choose appropriate paint, paper and implements to adapt and extend artwork. Carry out preliminary studies, test media and materials. Work from a variety of sources. Show an awareness of how paintings are created (composition). (Vocabulary- emotion, symbolize, represent, tone, pastel, ink, contrast emotion / feelings, foreground, background, pattern (repeated or random))</p> <p><u>Colour</u>-Select and mix colours with confidence to depict own thoughts, feelings and intentions as well as to create atmosphere. Use dark or light paint to make pictures look as if there is light shining within them, or to make them look as if objects, people or places are in shadow. Use tone and colour to create a certain feeling such as sombre, sadness, eerie or happy. Start to develop a personal style using different tones and mixed media. Begin to recreate colours used by impressionist painters. Mix colours after studying, testing and choosing appropriate materials (Vocabulary- tone, dark, light, emotion, style, shading, mixed media. explore, materials, select, Impressionist.)</p> <p><u>Line</u>-Use a variety of lines. Jagged lines might suggest chaos, while smooth, fluid lines might evoke serenity.</p> <p>Focus on accurately reflecting objects in a still life composition. Increase the use of round and organic lines when depicting nature. (vocabulary- jagged, edgy , smooth, fluid)</p> <p><u>Shape, form and space</u>-Use a variety of marks: dots, lines, swirls, curves, wavy lines and mix/ blend colour and tone to show the shape and form of buildings, trees or sky. Work at different scales, alone or in a group. (vocabulary- dot, mix, blend, swirl, line.)</p>



# Art – progression of skills (disciplinary knowledge)



Area	FS2	End of KS1	End of LKS2	End of UKS2
<p><b>Printing</b></p>	<p><b>Pattern and texture-</b> Enjoy taking rubbings: leaf, brick, coin. Develop simple patterns by using objects. Create simple pictures and patterns by printing with a variety of objects. Imprint into dough or clay. (Vocabulary- print, rough, smooth, stamp, pattern, repeating)  <b>Colour-</b> Name colours used when printing and describe patterns made. Print with block colours. (vocabulary-light, dark, colour, mix, colour names, (primary and secondary))  <b>Line-</b> Use stencils to create a picture. (vocabulary-line, shape, up, down, across, straight.)  <b>Shape, form and space-</b> Print simple pictures by printing from objects. Print using 3D shapes and explore the different faces of shapes. (vocabulary-2D shape names.)</p>	<p><b>Pattern and texture-</b> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Explore printing in relief to create simple patterns. Print using impressed images and begin to understand the notion of positive and negative. Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. To explore pattern and texture and demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. (Vocabulary- hard, soft, spongy, press, imprint, objects. rolling, stamping, rubbing, impression, relief.)  <b>Colour-</b> Explore colour contrast created by printing and introduce the notation of positive and negative. Experiment with overprinting motifs and colour. (Vocabulary- primary colours, secondary colours, positive, negative. complimentary colours, contrast.)  <b>Line-</b> Demonstrate experience of line through impressed printing: drawing into ink, printing from objects. Explore line by printing in relief: string and card. Demonstrate experience of line through impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Use lines to create simple prints i.e. mono-printing. Make simple marks on rollers and printing palettes. (Vocabulary- curved, wiggly, spiral.,clean, sharp.)  <b>Shape, form and space-</b> Explore shape through creating simple prints and pictures. Begin to produce a clean printed image with different objects and shapes. Consider shape, form and space when designing and printing. Produce a clean printed image with different objects. (Vocabulary- 2D shape names, positive, negative., over printing, Impression, mono printing.)</p>	<p><b>Pattern and texture-</b> Demonstrate experience in combining prints taken from different textured or shaped objects to produce an end piece. Continue to experience in combining prints taken from different objects to produce an end piece. Create more complex repeating patterns. Demonstrate experience in fabric printing. (Vocabulary- combine, multiple, texture, layer, reprint. contrast, complex, random)  <b>Colour-</b> Demonstrate experience in 3 colour printing. Mix colours by overlapping colour prints. Increase experience in multiple colour printing (Vocabulary- tertiary colours, warm, cold.)  <b>Line-</b> Continue to explore line through both mono-printing and relief printing. Demonstrate an increased awareness of mono and relief printing. (Vocabulary-horizontal, vertical, freehand/free-form, diagonal.)  <b>Shape, form and space-</b> Print simple pictures using different printing techniques. Combine prints taken from different objects. Combine prints taken from different objects to produce an end piece showing awareness of shape, form and space.</p>	<p><b>Pattern and texture-</b> Start to overlay prints with other media exploring texture and pattern. Demonstrate experience of exploring pattern and texture through a range of printmaking techniques. Describe techniques and processes they have used (including texture and pattern). (vocabulary- overlay, mixed media. technique, process, collograph, hammering)  <b>Colour-</b> Continue to gain experience in overlaying colours. Develop style using tonal contrast and mixed media.  <b>Line-</b> Show experience in a range of mono print techniques.  <b>Shape, form and space-</b> Start to overlay prints with other media exploring shape, form and space. See positive and negative shapes</p>
<p><b>Textiles</b></p>	<p><b>Pattern and texture-</b> Have access to a wide range of textured fabrics and opportunities to begin weaving using a range of materials. (vocabulary-rough, smooth, soft, frame, over, under, weaving)  <b>Colour-</b> Investigate naming different colours using fabric swatches, yarn etc. Experiment with the effects of using contrasting and complimentary colours. (vocabulary- colours names including some colours that aren't in the rainbow, Light and dark.)  <b>Line-</b> Practise threading large plastic needles and following marked lines on binca. (vocabulary- straight line, curved line.)  <b>Shape, form and space-</b> Begin to cut fabric and thread/yarn to use as shape and form within a picture.</p>	<p><b>Pattern and texture-</b> Experiment with twisting and spinning different types of thread together. Investigate the technique of weaving and experiment producing woven effects showing an understanding of colour and texture. Use simple over/under weaving, looping and knotting techniques. Attach fabric to a frame in different ways. Continue to develop weaving skills weaving on different looms and combining various warp and weft materials. (vocabulary- warp (lengthwise threads on a loom), weft (crossways threads passed over and under), loom, knot, direction)  <b>Colour-</b> Investigate ways to change the colour of fabrics using natural dyes (beetroot/onion skins/eucalyptus leaves/nettles). Use a variety of materials including paint, dye, PVA, oil pastel etc. to change the colour of different types of fabric. Dip dye fabrics: Investigate how different fabrics take up dye in different ways. Experiment with different colours and how they can be combined in woven work – Closely observe how dyes spread across different fabrics and are taken up by the threads. (vocabulary- primary &amp; secondary colours, colour mixing, contrasting, complimentary. warm, cool colours, dip dye, fold, half, quarter, triangle, concertina, absorb)  <b>Line-</b> Investigate cutting fabrics to make different shapes. Continue to practise using a needle and thread. Develop skills using needle and thread to create lines and curves. (vocabulary- swirl, spiral, horizontal, diagonal, vertical)  <b>Shape, form and space-</b> Experiment with a range of weaving techniques to create 3D forms. Experiment with weaving in larger pieces of fabric to create 3D forms. Practise attaching embellishments using appropriate techniques.</p>	<p><b>Pattern and texture-</b> Use resist techniques (a coating applied to a surface during dying process) such as paste resist to create different patterns. (vocabulary- repeated, resist: a coating applied to a surface during dying process. printing, block print.)  <b>Colour-</b> Explore images of fabrics with repeated patterns and create own repeated patterns. Continue to experiment with different dying techniques e.g. tie dying. Make choices about combining different colours, drawing on knowledge of mixing colours when painting. Draw on learning from printing units. (vocabulary- tertiary colours, hue , warm colours, cool colours. tint, tone, shade hue, plate (a sheet bearing an image from which multiple prints can be made).  <b>Line-</b> Make linear markings in natural forms. Print thick and thin lines on fabric. Continue to develop skills creating line with needle and thread through embroidery work. (vocabulary- cross hatched)  <b>Shape, form and space-</b> Experiment incorporating a range of 3D forms. Use mixed media to create 3D sculptures e.g. using dowel or other materials to attach textiles to. (vocabulary- mixed media)</p>	<p><b>Pattern and texture-</b> Investigate techniques. Design and develop intricate weaving skills using finer materials such as yarns and thread. Create patterns and textures with embroidery work.  <b>Colour-</b> Develop and transpose linear designs on to relief print blocks and dyed backgrounds. Develop more intricate designs.  <b>Line-</b> Investigate how images can be created with fabric  <b>Shape, form and space-</b> Continue to develop needle skills as a way of creating lines including cross stitch and other embroidery techniques. Experiment with felt making for 3D forms. Knit and crochet to create 3D forms</p>

# Art – progression of skills (disciplinary knowledge)



Area	FS2	End of KS1	End of LKS2	End of UKS2
<p><b>3D modelling and Sculpture</b></p>	<p><b>Pattern and texture-</b> Explore pattern and texture through the use of clay and dough (salt dough/ play dough). Provide children with a range of tools and objects to cut, mold, squeeze, pinch, pull and manipulate the dough. This can be completed through continuous provision. (vocabulary- squeeze, cut, print, build, construct, mold, form, line, pinch, pull, colour, block.)</p> <p><b>Colour-</b> Begin to use coloured blocks to construct forms and relate them to colour.</p> <p><b>Line-</b> Begin to link 3D modelling with natural forms that have been foraged, for example, leaves, sticks etc. Create 3D pictures using these natural forms to create lines and forms.</p> <p><b>Shape, form and space-</b> Introduce the concept of junk modelling and create a new form or shape using a range of materials and pre-existing forms.</p>	<p><b>Pattern and texture-</b> Continue to develop the use of creating texture in dough. Introduce the concept of creating an image using patterns and textures created using different tools. Begin to look at the concept of repeating pattern. Explore how to add texture to 3D surfaces. This can be done in a range of ways. For example, children could create a 3D form and then paint the surface using textured paints made using mixed sand/ glue/ colour. This can also be explored in a natural way. For example, children can explore the outdoors and forage different materials. Children can then create ‘outdoor textures’ using mixed mud, water, sand, grass, scrunched leaves and use these to add texture to surfaces. (vocabulary- pattern, texture, repeating pattern, coiling, surface, natural colour, space, scale.)</p> <p><b>Colour-</b> In conjunction with other sculptural work, begin to learn about applying colour to clay and how this can be done. Explore painting surfaces and sealing paint using PVA glue/ varnish. Begin to observe the properties of different colours and how these behave when painted onto clay. Begin to explore the natural colours around us and associate these with children’s own sculpture work. Investigate colour combinations that link to the seasons and discover the use of natural dyes to colour children’s sculptural work.</p> <p><b>Line-</b> Use linear forms such as lolly pop sticks to begin to create 3D forms based on objects around the children. Explore the concept of the linier form within nature. For example, by studying trees/ plants. Use different materials to replicate these forms.</p> <p><b>Shape, form and space-</b> Build upon modelling skills in EYFS to begin to create own forms and shapes using objects around the children as molds. This can be completed through papier mâché, molding clay, coiling clay. Etc. Build upon prior knowledge to start to create own versions of basic forms and shapes. Begin to acquire a knowledge of space and scale, becoming aware of size</p>	<p><b>Pattern and texture-</b> Begin to categorise different surface textures and how they are made. Begin to explore the properties of different materials and how they can be instrumental in creating different texture and pattern affects. Explore natural and manmade products such as wood, leaves, metal, foam... Explore casting different patterns and textures. Explore texture and pattern further through casting different surfaces and incorporating these into the children’s own sculptural work. (vocabulary- manipulate, shadow, light, contrast, imprint, casting, colour blocking, tone.)</p> <p><b>Colour-</b> Begin to develop use of colour and sculpture by thinking about light and dark, along with shadow. Begin to develop the use of colour through blocking colours. This is the idea of grouping solid colour together to create blocks of one colour. Apply colour blocking to artwork and link this to the use of pattern and texture.</p> <p><b>Line-</b> Begin to link the concept of line with shape, form and space. How are they related? Develop an understanding of how the linier relates to all objects. Continue to develop their understanding of the linier being linked to shape by constructing both using materials such as wire, tissue, modroc, clay and plaster.</p> <p><b>Shape, form and space-</b> Use a material that is easy to manipulate- such as clay, to develop knowledge of shape and learn how to form specific shapes. Explore the use of molds and various clay techniques such as cutting, slab building. Create own molds and use materials such as plaster to create a specific shape. Begin to explore how different materials can influence shape and form. For example, children can combine materials using their knowledge of shape, form and space. Use materials such as wire and mod roc.</p>	<p><b>Pattern and texture-</b> Use paper and card to create 3D patterns and textures. Begin to explore the possibilities of manipulating cards and papers to produce 3D sculptural patterns and textures. Explore producing more intricate patterns and textures. Combine techniques of texture and pattern to create specific effects for the purpose of their sculpture. (vocabulary- organic form purpose)</p> <p><b>Colour-</b> Explore the idea of neutral colours and how these naturally occurring shades can be used to create a neutral effect. Emphasise that using neutral colours can also allow children to focus more on the idea of form. Learn to select colour for purpose that relates to the intention of the artwork. Children should draw upon their knowledge of colour and select appropriate palettes that relate to the themes of their sculpture.</p> <p><b>Line-</b> Begin to link the linier with structural purpose. For example, do different linier forms create a stronger sculpture with a different effect? Refine concept of linier use, within the children’s artwork- selecting specific structures for purpose</p> <p><b>Shape, form and space-</b> Begin to explore natural and organic forms, such as, the human body. Explore the use of materials, such as clay, to begin to create shape and form relating to naturally occurring objects. Use knowledge of form and shape, to begin to design a form or shape and relate it to a particular space. For example, there may be a particular place within school where children could design and build a sculpture for the purpose of displaying it. They will need to think about what shape and form would be effective in this space.</p>

# Art– EYFS Learning Steps



		EYFS = ELG	FS	Vocabulary
Cycle A	Autumn	Explore all seven key areas of art within continuous provision.	Children to leave EYFS being able to draw a person including features.	<u>3D modelling and sculpture</u> - squeeze, cut, print, build, construct, mold, form, line, pinch, pull, colour, block.
	Spring	Vocabulary should be modelled and encouraged within art based activities.  An array of art materials is always available in provision to support creativity, innovatively and independence.	Techniques of how to join materials are modelled and supported in provision. Junk modelling to create builds.	<u>Textiles</u> - rough, smooth, soft, frame, over, under, weaving, colours names including some colours that aren't in the rainbow, Light and dark, straight line, curved line <u>Printing</u> - print, rough, smooth, stamp, pattern, repeating, light, dark, colour, mix, colour names, (primary and secondary), line, shape, up, down, across, straight, 2D shape names
	Summer	Opportunities for frequency, repetition and depth of experiences which are fundamental to their progress in interpretation and appreciating what they hear, respond to and observe.	Explore a range of materials and fabrics to explore the concept of simple weaving.	<u>Painting</u> - rough, smooth, pat, stamp, roll, light, dark, colour names, change, line, simple <u>Drawing</u> - marks/lines, straight, lines, wavy lines, big/large small/little, dots, light/ dark, storyboard, people, shapes.
Cycle B	Autumn	Opportunities for frequency, repetition and depth of experiences which are fundamental to their progress in interpretation and appreciating what they hear, respond to and observe.	Be given the opportunity to explore and use a range of materials to produce a collage.	<u>Digital Media</u> - computer, click, iPad, photo, print, cut out, collage, view, image, camera, screen
	Spring		Explore photography using iPad's. Digital painting and mark making through different apps.	<u>Collage</u> - smooth, shiny, hard, soft, bumpy, rough Feel, soft, hard, round
	Summer		Have understanding of different colours and colour mixing to paint with. Select appropriate brush sizes for different purposes.	
			Explore printing using a variety of natural and man made objects.	



# Art – curriculum map – KS1 – cycle A

Textiles

Drawing

Painting



	Autumn 1	Autumn 2	Spring
Unit	Shrimply the best TEXTILES- weaving a product Key artist- <b>Gunta Stolzl</b>	Arts week 'Discrete unit'	Why don't penguins need to fly? DRAWING and PAINTING animals Key artist- <b>Eric Carle</b>
Skills (disciplinary knowledge)	<ul style="list-style-type: none"> <li>Understand the concept of weaving –over and under</li> <li>Explore weaving using a variety of materials- natural objects, on fencing, on hoops</li> <li>Create a loom</li> <li>Understand the meaning of warp, weft and loom</li> <li>Understand what decoration and embellishment are used for</li> <li>Explore a range of materials and use to create a woven product.</li> <li>Discuss who Gunta Stolzl was and how she inspires their practice</li> <li>Investigate ways to change colour of materials and use a variety of materials to add colour to product</li> </ul>	<ul style="list-style-type: none"> <li>Exploring <b>all elements</b> of art linked to the weeks theme (theme changes yearly and is adopted by the whole school)</li> <li>Look at local artists relevant to theme</li> <li>Provide opportunities to meet local artists, have relevant visitors or school trips to venues or gallery's (cultural capital)</li> <li>Lots of opportunities to explore skills within the children's sketchbook</li> </ul> <p><b>Introduction to Collage, digital media, and printing covered here</b></p>	<ul style="list-style-type: none"> <li>Discuss Eric Carle and the relevance of illustration</li> <li>Collaboratively and independently explore line, shape, form, space and colour</li> <li>Use initial sketches to inform painting</li> <li>Use a variety of drawing tools and paint to create different marks, lines and textures on a variety of surfaces</li> <li>Observe techniques and patterns in relevant artwork and replicate in quick sketches</li> <li>Select and mix colours with confidence</li> <li>Start to develop a personal style using different tones and mixed media, with inspiration drawn from Eric Carle's style</li> </ul>
Knowledge (substantive knowledge)	<p>Explore and create a paper placemat to practice and embed the weaving skill, adding relevant embellishment with appropriate techniques.</p>  <p>Create a woven tapestry using fabric (collaborative or individual) following the skills of Gunta Stolzl. Adding relevant embellishment with appropriate techniques.</p>	<p>Children should have opportunities to explore a range of art areas. Outcomes will vary depending on theme and activities given.</p> <p>Arts week will allow the children to explore all art areas in a variety of ways. Their work can be recorded in their sketch book as they are introduced to a variety of artistic skills, artists and opportunities.</p>	<p>Explore the 'Eric Carles Book of Amazing Animals' to draw inspiration.</p> <p>Explore the skills required for both drawing and painting.</p> <p>Use mixed media – layering paint and drawing mediums to create animals in the style of Eric Carle.</p> 
Learning Objectives	<ul style="list-style-type: none"> <li>I can explore how to weave using different materials.</li> <li>I can use materials creatively to make a product.</li> <li>I can use ideas from the work of artists and craft makers in my own work.</li> <li>I can use materials creatively to decorate and embellish a product</li> <li>I can explore a range of materials and understand their purpose and how they can be used to weave</li> <li>I can talk about my artistic process</li> </ul>		<ul style="list-style-type: none"> <li>I can work collaboratively to explore a range of painting and drawing mediums</li> <li>I understand who Eric Carle is and the techniques he uses</li> <li>I can explore different lines and forms within my own work</li> <li>I can create initial sketches to prepare for painting</li> <li>I can use inspiration from the artist Eric Carle within my own work</li> <li>I can produce animal drawings combining a range of techniques and materials</li> <li>I can talk about my artistic process</li> </ul>
Vocabulary	Warp- lengthwise threads on a loom Weft- crossways threads passed over and under Loom, Knot, Direction Decoration Embellishment Gunta Stolzl		straight lines, geometric lines. curved, wavy, wobbly primary colours, secondary colours, colour mixing, media symmetry, rough, soft, bumpy, dry/wet, Size, natural pattern, manmade pattern, Fabric, textile positive, negative, small / big scale. size, paper, brush up/down, side to side, dashes, continuous, lighter /darker, observe, landscapes, portraits, patterns. narrow/ thick, long/short, rotations, diagonal, different directions, bold/ bolder lines, shade, shadow, experience, observe, feelings, sketch




# Art– curriculum map – LKS2 – cycle A

Sculpture

Digital Media

Painting



	Autumn 1	Autumn 2	Spring 2
Unit	<p style="text-align: center;"><b>Sticks and Stones</b>  <b>DRAWING/PAINTING and SCULPTURE- Lion Man models</b>  <b>Key text- Vincent's Starry Night and other stories by Michael Bird</b></p>	<p style="text-align: center;"><b>We built this mega city on rock and roll!</b>  <b>DIGITAL MEDIA- Stop motion animation</b>  <b>Key Artist- Aardman animations</b></p>	<p style="text-align: center;"><b>National parks</b>  <b>PAINTING- nature painting</b>  <b>Key Artist- Monet, Paul Oakley</b></p>
Skills (disciplinary knowledge)	<ul style="list-style-type: none"> <li>Begin to categorise different surface textures and how they are made.</li> <li>Continue to develop their understanding of the liner being linked to shape by constructing both using materials such as wire, tissue, modroc, clay and plaster.</li> <li>Use the the lion man story from the text 'Vincent's Starry Night and other stories by Michael Bird' to inspire work.</li> <li>Use a material that is easy to manipulate- such as clay, to develop knowledge of shape and learn how to form specific shapes.</li> <li>Work on preliminary studies to test media and materials.</li> <li>Experiment with the potential of various pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Use digital media to make animations</li> <li>To use storyboards to plan ideas</li> <li>To work collaboratively to share and plan ideas, producing an outcome</li> <li>To use different mediums within their animation</li> <li>Look at and understand how Aardman animations create their films and draw inspiration</li> </ul>	<ul style="list-style-type: none"> <li>Explore close observation and draw both the positive and negative shapes.</li> <li>Experiment using various drawing tools and paint techniques</li> <li>Identify and draw the effect of light.</li> <li>Explore the movement impressionism</li> <li>Compare a classic painter like 'Monet' with modern local artist Paul Oakley</li> </ul>
Knowledge (substantive knowledge)	<p style="text-align: center;">Who were the first artists?</p> <p>Use the lion man story from the text 'Vincent's Starry Night and other stories by Michael Bird'. Children are going to explore drawing and painting leading to sculpture as a response to the ancient carved 'Lion Man'. Exploring the children to be curious artists thinking about: How was he made? What is he made out of? Why was it made? What was it used for? The children can respond by making observational drawings, related sketches and plans before making a animal response using clay. Children should explore making paper models to practice size and scale before making a clay model. Wire may be needed to secure. Sketchbooks should be used throughout.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>To produce a stop motion animation movie. Start by exploring and understand what stop motion animation is and its links to the art world. Explore lesson- Get all the children to make a cardboard building like a skyscraper. Using an iPad film using the time-lapse feature and get the children to add their buildings to the front-building a city.</p> <p>In groups get the children to collaboratively work together using the key skills in stop motion animation and produce a short animation. Share with the class at the end of unit.</p> <p>If time allows, get the children to edit their videos using a title or captions.</p> <p><a href="https://www.youtube.com/watch?v=uKCabppUOSE">https://www.youtube.com/watch?v=uKCabppUOSE</a></p> 	<p>Explore and develop the childrens painting skills by drawing inspiration from Monet and Oakley. Children should develop a wide range of art and design techniques in using colour and texture; to use painting to develop and share their ideas, experiences and imagination; in the context of painting a landscapes in the style of Monet and Oakley.</p>
Learning Objectives	<ul style="list-style-type: none"> <li>I can investigate the 'Lion Man' sculpture and discuss</li> <li>To make study sketches using tonal pencils</li> <li>To make observations of colour palettes and produce studies using watercolour</li> <li>To explore key clay skills and practice making forms</li> <li>To make a paper model of an animal</li> <li>To produce a clay model of an animal</li> </ul>	<ul style="list-style-type: none"> <li>To create a storyboard plan</li> <li>To produce models of building using modelling techniques</li> <li>To understand how animation is made</li> <li>To work collaboratively to produce a construction video</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the work of the artist, Monet and Oakley</li> <li>I can paint a landscape using colour and texture.</li> <li>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Monet and Oakley</li> </ul>
Vocabulary	manipulate, shadow, light, contrast. imprint, casting, colour blocking, tone, wire, clay, model, study	information, camera, internet, screen, program, instructions, search, keywords, file, internet, app, mobile device, stop frame animation, function tool. content, multimedia, retrieve, select,	tertiary colours, hue, warm colours, cold colours. continuous, cross-hatching, lighter/ darker, smooth/jagged, variety, effect, blurring lines, smudged lines, graded pencils – accuracy (in portraits), positive and negative shapes.




# Art – curriculum map – UKS2 – cycle A

3D Modelling/  
Sculpture

Textiles

Printing



	Autumn 1	Spring 1	Summer 1
Unit	<b>Hurry up, you've Benin there a while!</b> 3D MODELLING/SCULPTURE - masks Key artist- Traditional pieces	<b>What did the Romans do for us?</b> TEXTILES – roman clothing/jewellery Key artist- <b>Valentino Garavani</b>	<b>Mirror, Royal Signal, Manoeuvre</b> PRINTING- lino printing landscape Key artist- <b>Rebecca Drury</b>
Painting and drawing skills embedded throughout topics. Revision of key skills needed for sketches, and planning. See progression of skills for relevant vocabulary and skill revision.			
Skills (disciplinary knowledge)	<ul style="list-style-type: none"> <li>Use paper and card to create 3D patterns and textures.</li> <li>Begin to explore the possibilities of manipulating cards and papers to produce 3D sculptural patterns and textures. Explore producing more intricate patterns and textures.</li> <li>Combine techniques of texture and pattern to create specific effects for the purpose of their sculpture.</li> <li>Learn to select colour for purpose that relates to the intention of the artwork. Children should draw upon their knowledge of colour and select appropriate palettes that relate to the themes of their sculpture.</li> <li>Use knowledge of form and shape, to begin to design a form or shape and relate it to a particular space.</li> </ul>	<ul style="list-style-type: none"> <li>Explore all skills/methods- allow children to pick one and create a product related to that skill</li> <li>Explore traditional and natural methods of dying cloth</li> <li>Revise types of materials</li> <li>To practise and develop sewing skills to join materials and add embroidery detail to add pattern and texture</li> <li>Draw links to printing to add embellishment</li> </ul>	<ul style="list-style-type: none"> <li>Show experience in a range of mono print techniques.</li> <li>Start to overlay prints with other media exploring shape, form and space.</li> <li>See positive and negative shapes.</li> <li>Demonstrate experience of exploring pattern and texture through a range of printmaking techniques.</li> <li>Describe techniques and processes they have used (including texture and pattern).</li> <li>Use and apply skills inspired by local artist Rebecca Drury within their own work</li> </ul>
Knowledge (substantive knowledge)	Draw inspiration from a variety of traditional Benin Kingdom masks. Discuss key features and suitable methods to replicate. Explore 3D modelling and techniques using paper. Make a model plan with reference to traditional features. Plan and produce a 3D mask using traditional key features, produce using a suitable model material such as clay or paper mâché. Painting can be used as decoration, using appropriate details and colour palette. 	What did the romans wear? Design and create a piece of clothing inspired by roman fashion individually or in groups. Compare traditional Roman clothing with modern day textiles artists like Valentino Garavani and his 'Rome collection'. Discuss how textiles artists and fashion designers draw inspiration from historic movements and how fashion and art always draws inspiration from other areas. Children can practice the style of garment using newspaper, before attempting in cloth. The final group garments could then be displayed with a catwalk to link to modern fashion. 	Using Lino printing as a technique to produce a landscape piece, inspired by the views of Blandford Camp. Children should observe and be inspired by local artist Rebecca Drury and her lino prints of Dorset landscapes. They should use and comment on key elements used within Drury's work and implement into their own practice. 
Learning Objectives	<ul style="list-style-type: none"> <li>To explore making 3D paper models and joining materials</li> <li>I can draw inspiration from traditional Benin Kingdom masks</li> <li>I can practice and replicate key features drawn from traditional masks</li> <li>I can draw and annotate a plan for my own mask using an appropriate design</li> <li>I can add decoration to my mask using appropriate colours and details</li> </ul>	<ul style="list-style-type: none"> <li>To explore a variety of materials and identify their properties</li> <li>To explore different ways of dying cloth</li> <li>To practise and develop sewing and embellishment techniques</li> <li>To sketch and design a piece of roman clothing with different details</li> <li>To make a newspaper paper model of my garment</li> <li>To produce a textiles piece that a roman could wear</li> </ul>	<ul style="list-style-type: none"> <li>To explore the surrounding landscapes and make rough sketches inspired by the texture, line and colour seen</li> <li>I can explore and evaluate printing techniques</li> <li>I can plan my own Blandford camp landscape using my own and an artists techniques</li> <li>I understand the skills used to create a lino piece</li> <li>I can create my own lino landscape</li> </ul>
Vocabulary	Benin Kingdom, pattern, texture, repeating pattern, coiling. surface, natural colour, space, scale, manipulate,	Valentino Garavani- Textiles Designer Patterns, embellishment, embroidery, dying	Rebecca Drury – local artist horizontal, vertical, freehand/free-form, diagonal. clean, sharp. over printing, impression mono printing.