

Year 1			
	Autumn TOPIC 1 THE GUNPOWDER PLOT	Spring TOPIC 2 NATURAL ART	Summer TOPIC 3 FAMOUS ARTIST STUDY
Prior Knowledge	<p><i>DM Expressive Arts (3-4 years) Spring Term</i> Use drawing to represent ideas like movement or loud noises</p> <p><i>DM Expressive Arts (3-4 years) Summer Term</i> Explore colour and colour-mixing</p>	<p><i>DM Expressive Arts (3-4 years) Autumn Term</i> Show different emotions in their drawings and paintings</p> <p><i>DM Expressive Arts (3-4 years) Summer Term</i> Develop their own ideas and then decide which materials to use to express them</p>	<p><i>DM Expressive Arts (3-4 years) Spring term</i> Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including detail</p>
Key Skills	<ul style="list-style-type: none"> ✔ Experiment with paint to create colour, tone and shade (fading, combination of colours). ✔ Use combinations of colours to make primary and secondary palettes. ✔ Explore the use of crayon to create shape and form (firework). ✔ Create firework imagery demonstrating colour, shape and form using mixed media. 	<ul style="list-style-type: none"> ✔ <i>Throughout each lesson within the unit, review work by Andy Goldsworthy and make links to their own work.</i> ✔ Create and combine materials to experiment with form. ✔ Create and combine materials to experiment with structure. ✔ Create and combine materials to experiment with colour and pattern. ✔ Create original pieces influenced by Andy Goldsworthy. 	<ul style="list-style-type: none"> ✔ Create a colour wheel using a combination of primary and secondary colours. ✔ Experiment with drawing to create a chosen image to print. ✔ Use different instruments to carve a printing image in the style of Andy Warhol. ✔ Learn and experiment with the technique of printing to create repeated images. ✔ Developing and amending ideas to recreate and improve the effect. ✔ Create a pop art image using printing and considering colour in the style of Andy Warhol.
Key Vocabulary <small>Intentional and related vocabulary to be taught throughout the unit</small>	brushstroke, hue, pattern, primary colours, secondary colours, tint, tone, blend, wash, palette, shade	construct, manipulate, sculptor, sculpture	engrave, pattern, pop art, print, relief, apply, transfer, stencil
NC Taught Curriculum <small>Substantive knowledge taught and covered in KOs</small>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> To develop techniques using colour.</p> <p><i>Developing and amending ideas</i> Develop and share ideas, experiences and imagination.</p>	<p><i>Responses to art and artists</i> Know a range of artists.</p> <p><i>Knowledge of materials</i> Use a range of materials to develop pattern, form and space.</p> <p><i>Developing and amending ideas</i> Make links between their own and others work.</p>	<p><i>Responses to art and artists</i> Know a range of artists.</p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i> To develop techniques using colour. To use drawing and painting.</p> <p><i>Developing and amending ideas</i></p>

			<i>Making links between their own and the work of artists.</i>
<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Mix primary colours to make secondary colours. ✔ Add white to colours to make tints. ✔ Add black to colours to make tone. ✔ Explore the use of a crayon for line and shape (firework). ✔ Experience trial and error of mixing the media of crayon and paint. 	<ul style="list-style-type: none"> ✔ Explore and describe different artwork of Andy Goldsworthy ✔ Sort and arrange materials (that have been collected). ✔ Collect and assemble different natural materials using the outdoor environment ✔ Adapt and amend initial designs 	<ul style="list-style-type: none"> ✔ Learn about a colour wheel and text paints to look at contrasting and matching colours ✔ Explore vocabulary used to describe colour wheels ✔ Learn about printed – look at different representations of art using printing ✔ Use different tools to carve into polystyrene ✔ Refine carving according to tool and detail required ✔ Test how to print- develop technique and control of paint/print ✔ Draw and observe simple observations of an object.
<p>Eco / Outdoor Learning Opportunities</p> <p>Where appropriate</p>		<p>Collect natural materials from the grounds. Create artwork in the grounds of the school.</p>	
<p>Other cross-curricular learning links</p> <p>Where appropriate</p>			
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To be able to have an understanding of colour combinations when using paint. ✔ To have an understanding of how mixed media creates different effects. ✔ To have an understanding of primary and secondary colours. 	<ul style="list-style-type: none"> ✔ To experiment with different materials to design and make products in two and three dimensions. ✔ To make structures by joining simple objects together ✔ To describe key features of a famous artists' work 	<ul style="list-style-type: none"> ✔ To make marks in print using objects and tools to create printing patterns. ✔ To explore different methods as ideas develop ✔ To have control over printing and painting tools

Year 2			
	Autumn TOPIC 1 NATURAL ART	Spring TOPIC 2 FAMOUS ARTIST STUDY	Summer TOPIC 3 CULTURAL ART STUDY
Prior Knowledge	<i>Year 1 Spring – exploring the natural art of Andy Goldsworthy.</i>	<i>Year 1 Autumn – mixing colours</i>	<i>Year 1 Autumn – mixing colour palettes</i> <i>Year 1 Summer – creating colour wheels</i>
Key Skills	<ul style="list-style-type: none"> ✔ Experiment with pencil to create tone ✔ Experiment with pencil to create pattern ✔ Explore different media (pencil and crayon) to create relief rubbings to explore textures within the natural environment. ✔ Develop, share and amend ideas to create sketches of patterns and textures from the natural environment. ✔ Create a sketch of the natural environment using pencil to create tone, pattern and texture. 	<ul style="list-style-type: none"> ✔ Experiment with mixed media to create different colours ✔ Experiment with mixed media to create different patterns and textures ✔ Experiment with drawing to create shapes to represent a chosen image in the style of Pablo Picasso. ✔ Create a collage using mixed media developing colour, pattern, texture and shape in the style of Pablo Picasso. 	<ul style="list-style-type: none"> ✔ Experiment with paint to create colours, line and shape using thick and thin brushes. ✔ Experiment with oil pastels to create colours, line and shape. ✔ Experiment with chalk to create colours, tones, line and shape. ✔ Reflect on the similarities in practices and disciplines used between the artist and own work. ✔ Create and combine media (paint, oil pastels or chalk) to create a representation of a piece of artwork studied.
Key Vocabulary <small>Intentional and related vocabulary to be taught throughout the unit</small>	draw, line, pattern, proportion, perspective, shade, still life, sketch, shade, tone, colour, smudge, blend, observation	collage, mosaic, texture, three-dimensional, overlap, composition, pattern	brushstroke, hue, pattern, primary colours, secondary colours, tint, tone, blend, wash, palette, shade
NC Taught Curriculum <small>Substantive knowledge taught and covered in Kos</small>	<p><i>Knowledge of materials</i> <i>Use a range of materials to develop colour, pattern and texture.</i></p> <p><i>Developing and amending ideas</i> <i>Developing and sharing ideas, experiences and imagination.</i></p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>To use drawing.</i></p>	<p><i>Responses to art and artists</i> <i>Know a range of artists.</i></p> <p><i>Knowledge of materials</i> <i>Use a range of materials to develop colour, pattern, texture and shape.</i></p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>To use drawings and painting.</i> <i>To develop techniques using colour.</i></p> <p><i>Developing and amending ideas</i> <i>Making links between their own and the work of artists.</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>To use drawings and painting.</i> <i>To develop techniques using colour.</i></p> <p><i>Responses to art and artists</i> <i>Describe differences and similarities in practices and disciplines.</i></p> <p><i>Knowledge of materials</i> <i>Use a range of materials to develop colour, line and shape.</i></p>

<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Explore and learn about different pencil hardest- 2h- 6b ✔ Test and try how different pencils respond when using different pressure/ sides of the lead ✔ Create simple drawings, using pencil to demonstrate shadow ✔ Create rubbings (pencil rubbings on trees, leaf rubbings) to explore patterns and textures from the natural world. ✔ Learn about different 'media' and look at different art made from mixed media ✔ Begin to create and develop sketches of a natural object ✔ Select and try different pencils for different tones ✔ Take photos to use to experiment sketching features of the natural environment. 	<ul style="list-style-type: none"> ✔ Learn about different colours including primary and secondary and how shades are created ✔ Combine paint and collage to develop texture ✔ Explore and describe different artwork of Pablo Picasso. ✔ Create sketches of art in the style of Picasso, amending and developing skills ✔ Create a final 'idea' sketch ✔ Experience trial and error of using mixed media to create a desired colour and texture. 	<ul style="list-style-type: none"> ✔ Learn about different brushes and their uses ✔ Try different brushes for different effects ✔ Explore how paint can be used with different brushes- amount of paint, holding brush in different place etc ✔ Explore how to develop control over a paintbrush ✔ Use and learn how to control oil pastels and chalk, creating shade, tone and pattern ✔ Explore the artwork "The Great Wave off Kanagawa" by Katsushika Hokusai. ✔ Explore the use of pastels and chalk for line and shape. ✔ Add white to paint colours to create tints and black to create tones.
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>	<p>Collect natural objects from the outside environment. Spend time in the grounds looking at the patterns and textures within nature.</p>		
<p>Other cross-curricular learning links</p> <p><i>Where appropriate</i></p>			
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To represent things observed and remembered using colour in two dimensions. ✔ To experiment with basic tools on rigid and flexible materials. 	<ul style="list-style-type: none"> ✔ To cut, glue and trim material to create images from a variety of media. ✔ To try out different activities and make sensible choices about what to do next. ✔ To make textured collages from a variety of media and by folding, crumpling and tearing materials. 	<ul style="list-style-type: none"> ✔ To use a variety of tools including pastels, chalk and other dry media to represent objects in lines ✔ To develop control in using paint, chalk and oil pastels ✔ To know that different artistic works are made by craftspeople from different cultures. ✔ To experiment with tones using chalk.

Year 3			
	Autumn TOPIC 1 NATURAL ART	Spring TOPIC 2 FAMOUS ARTIST STUDY	Summer TOPIC 3 SELF-PORTRAITS
Prior Knowledge	<i>Year 2 Autumn – natural art</i> <i>Year 2 Summer – cultural art</i>	<i>Year 2 Spring- collage</i>	<i>Year 2 Autumn – sketching and drawing</i>
Key Skills	<ul style="list-style-type: none"> ✔ Experiment with oil pastels and chalk to create texture and colour (cave background) ✔ Explore the use of charcoal to create line and shape (cave figures). ✔ Develop and revisit ideas to create texture, colour, line and shape through experimentation. ✔ Create and combine media (oil pastels, chalk and charcoal) to create a piece of artwork studied. 	<ul style="list-style-type: none"> ✔ Experiment with a range of materials to create patterns and textures. ✔ Experiment the use of mosaic to create patterns. ✔ Experiment and arrange materials to create a desired pattern that reflects the work of Antoni Gaudi. ✔ Create a collage using overlapping and mosaics to improve the mastery of pattern, colour, shape and texture in the style of Antoni Gaudi. 	<ul style="list-style-type: none"> ✔ Experiment with pencil using different hardness to show line, tone and texture. ✔ Explore the proportions of the face and the body parts that make up the face. ✔ Sketch lightly and use shading to show light and shadow (sketch others portraits). ✔ Use a mirror to begin to sketch features of faces. ✔ Develop and revisit ideas to improve line, tone and texture through sketching. ✔ Create a self-portrait using the shading to show light and shadow and develop line, tone and texture.
Key Vocabulary <small>Intentional and related vocabulary to be taught throughout the unit</small>	hue, pattern, primary colours, secondary colours, tint, tone, blend, palette, shade	collage, mosaic, texture, three-dimensional, overlap, composition, pattern	draw, line, pattern, proportion, perspective, shade, still life, sketch, shade, tone, colour, smudge, blend, observation
NC Taught Curriculum <small>Substantive knowledge taught and covered in KOs</small>	<p><i>Developing and amending ideas</i> <i>Develop creativity through experimentation.</i> <i>Create sketch books to review and revisit ideas.</i></p> <p><i>Responses to art and artists</i> <i>Have an awareness of different kinds of art, craft and design.</i></p> <p><i>Knowledge of materials</i> <i>Improve mastery of texture and colour with a range of materials.</i></p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improving mastery of drawing and painting.</i></p>	<p><i>Developing and amending ideas</i> <i>Develop creativity through experimentation.</i></p> <p><i>Knowledge of materials</i> <i>Improve mastery of colour, pattern, shape and texture with a range of materials.</i></p> <p><i>Responses to art and artists</i> <i>Knowledge of great artists, architects and designers in history.</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of drawing.</i></p> <p><i>Developing and amending ideas</i> <i>Develop techniques with control of materials.</i> <i>Create sketch books to review and revisit ideas.</i></p>

<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Revisit use of chalk and pastels to create line and shape ✔ Review colour palettes and learn how to create and combine colours to different tones ✔ Use charcoal to make simple sketches, amending and improving to refine ✔ Explore Lascaux Cave paintings ✔ Create sketches using different media to represent stimuli 	<ul style="list-style-type: none"> ✔ Discuss and explore vocabulary in relation to artistic pattern ✔ Review different images and representations of patterns and mosaic- consider tone, media and combination/ effect ✔ Develop sketch books using collage- reviewing ways to refine and make suggestions to improve ✔ Explore and describe different architecture by Antoni Gaudi- discuss how this effect could be created ✔ Select materials and media to represent their own ideas ✔ Experience trial and error of using a range of materials to create patterns and texture. 	<ul style="list-style-type: none"> ✔ Revise pencil hardness and ways to create tone and control using pencil ✔ Follow step by step guide to drawing body parts ✔ Refine own sketches and revisit attempts to represent body parts ✔ Use mirrors or photos to examine own and others physical features ✔ Explore use of pencil leads to add shade and tone to make sketch more realistic ✔ Consider dimension and proportion in self-portrait
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>			
<p>Other cross-curricular learning links</p> <p><i>Where appropriate</i></p>	<p><i>Year 3 Autumn Term History – Stone Age</i></p>		
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To use a sketchbook for recording observations, experimenting with techniques or planning out ideas. ✔ To create a range of effects and use these techniques in the completed piece of work. ✔ To recreate form of natural and manmade objects. 	<ul style="list-style-type: none"> ✔ To use a sketchbook for recording observations, experimenting with techniques or planning out ideas. ✔ To know about some of the great artists, architects and designers in history and describe their work. ✔ To compare and recreate form of natural and manmade objects. ✔ To be able to create a collage using overlapping and layering. 	<ul style="list-style-type: none"> ✔ To use a sketchbook for recording observations, experimenting with techniques or planning out ideas. ✔ To explore shading, using different media. ✔ To compare and recreate form of natural objects.

Year 4			
	Autumn TOPIC 1 FAMOUS ARTIST STUDY	Spring TOPIC 2 NATURAL ART	Summer TOPIC 3 FAMOUS ARTIST STUDY
Prior Knowledge	<i>Year 1 Summer – creating colour wheels</i> <i>Year 3 Autumn – Mixed media</i>	<i>Year 3 Summer – sketching</i> <i>Year 4 Autumn – warm and cool colours</i>	<i>Year 3 Spring – artist study</i>
Key Skills	<ul style="list-style-type: none"> ✔ Experiment with paint to create a colour wheel of complementary colours in shades of warm and cool (sunset and water). ✔ Experiment with charcoal to create line and shape (manmade images). ✔ Experiment with charcoal, chalk and oil pastels to create colour and texture (reflections and water). ✔ Create and combine media (charcoal, oil pastels or chalk) to create a representation of a piece of artwork studied based on the artwork of Monet. 	<ul style="list-style-type: none"> ✔ Experiment with watercolour to create mood with colour. ✔ Use watercolour paint to produce washes for backgrounds. ✔ Sketch using line and shape an environmental image for the foreground. ✔ Develop and revisit ideas to create colour and shape. ✔ Create original pieces of the natural environment influenced by Georgia O’Keeffe. 	<ul style="list-style-type: none"> ✔ Experiment with sketching to create desired images. ✔ Use different instruments to mould clay to create a desired Egyptian image. ✔ Combine colours to represent a desired image. ✔ Create a representation of an Egyptian mask using clay.
Key Vocabulary <small>Intentional and related vocabulary to be taught throughout the unit</small>	draw, line, pattern, proportion, perspective, shade, still life, sketch, shade, tone, colour, smudge, blend, observation	brushstroke, hue, pattern, primary colours, secondary colours, tint, tone, blend, wash, palette, shade	construct, cross-hatching, manipulate, relief, sculptor, sculpture, bust, figurine, casting, carving, moulding
NC Taught Curriculum <small>Substantive knowledge taught and covered in Kos</small>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of painting and drawing.</i></p> <p><i>Knowledge of materials</i> <i>Improve mastery of colour, line and shape with a range of materials.</i></p> <p><i>Responses to art and artists</i> <i>Knowledge of great artists, architects and designers in history.</i></p> <p><i>Developing and amending ideas</i> <i>Develop techniques with control of materials.</i> <i>Develop creativity through experimentation.</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of painting.</i></p> <p><i>Knowledge of materials</i> <i>Improve mastery of colour, line and share with a range of materials.</i></p> <p><i>Responses to art and artists</i> <i>Knowledge of great artists, architects and designers in history.</i></p> <p><i>Developing and amending ideas</i> <i>Create sketch books to review and revisit ideas.</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of sculpture.</i></p> <p><i>Responses to art and artists</i> <i>Knowledge of great artists, architects and designers in history.</i></p> <p><i>Developing and amending ideas</i> <i>Develop creativity through experimentation.</i> <i>Develop techniques with control of materials.</i></p>

<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Revisit colour wheel vocabulary and contrasting and matching colours ✔ Review different paint palettes (e.g. Valspar) and discuss how shades have been made (e.g. adding white, more yellow, stronger base) ✔ Combine paints to create different secondary colours, revisiting black/white for tone and shade ✔ Create a colour wheel ✔ Revisit charcoal and skills to develop control- create sketches using charcoal ✔ Explore and describe different artwork of Monet ✔ Recreate painting by revisiting attempts and refining by combining and making different paint tones 	<ul style="list-style-type: none"> ✔ Review different types of paint, combinations of colour and effects ✔ Create a colour palette with watercolour, looking at how the water impacts shade ✔ Explore and describe different artwork of Georgia O’Keeffe. ✔ Experiment with watercolour to create ‘wash’ background ✔ Explore use of different pencil lead on a sketch ✔ Develop sketch book to create and sketches for foreground ✔ Discuss and decide on final outcome piece ✔ Create wash and add foreground design 	<ul style="list-style-type: none"> ✔ Explore the sculptures and architecture of the Ancient Egyptians ✔ Use observations to control pencil to recreate shapes common to stimuli ✔ Understand how clay was/is used to develop sculpture ✔ Use clay tools to create different textures with clay ✔ Sketch and design Egyptian mask ✔ Create mask using clay ✔ Explore and use control over paint to refine final mask piece
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>		<p>Make observations and take pictures of natural environment and landscape around the grounds</p>	
<p>Other cross-curricular learning links</p> <p><i>Where appropriate</i></p>			<p><i>Summer Term History – Ancient Egypt</i></p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To understand and identify complementary colours, warm and cold colours. ✔ To describe some of the key ideas/techniques and working practices of artists. ✔ To experiment with creating movement by selecting appropriate materials. ✔ To describe the work of an influential artist 	<ul style="list-style-type: none"> ✔ To use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. ✔ To create different effects by using a variety of tools and techniques such as washes. ✔ To experiment with creating mood by selecting appropriate materials. 	<ul style="list-style-type: none"> ✔ To use taught technical skills to adapt and improve work. ✔ To plan a sculpture through drawing and other preparatory work. ✔ To develop sculpture skills using tools

Year 5			
	Autumn TOPIC 1 FAMOUS ARTIST STUDY	Spring TOPIC 2 NATURAL ART	Summer TOPIC 3 FAMOUS ARTIST STUDY
Prior Knowledge	<i>Year 1 Summer - printing</i>	<i>Year 2 Summer – use of colour, pattern, line and shape</i>	<i>Year 4 Summer – Egyptian clay masks</i>
Key Skills	<ul style="list-style-type: none"> ✔ Experiment with drawing to create a chosen image to create a stencil. ✔ Review and revisit drawings and experiment with cutting to create a stencil design. ✔ Experiment with paint to transfer the stencil. ✔ Use different instruments to carve a design into polystyrene tile (background). ✔ Learn and experiment with the technique of printing to create repeated images (background). ✔ Create an image using stencils and printing in the style of Banksy. 	<ul style="list-style-type: none"> ✔ Experiment with paint to create colour, warm and cold palettes. ✔ Experiment with instruments to create pattern using paint. ✔ Use paint to create line and shape (planet). ✔ Create planet imagery using colour, pattern, line and shape using the media of paint. 	<ul style="list-style-type: none"> ✔ Experiment with sketching to create desired images. ✔ Experiment with cross hatching and other techniques to attach clay together. ✔ Use coil technique to mould desired Greek pot. ✔ Create a representation of a Greek pot using clay.
Key Vocabulary <small>Intentional and related vocabulary to be taught throughout the unit</small>	engrave, pattern, pop art, print, relief, apply, transfer, stencil	brushstroke, hue, pattern, primary colours, secondary colours, tint, tone, blend, wash, palette, shade	construct, cross-hatching, manipulate, relief, sculptor, sculpture, bust, figurine, casting, carving, moulding
NC Taught Curriculum <small>Substantive knowledge taught and covered in KOs</small>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of drawing and painting.</i></p> <p><i>Developing and amending ideas</i> <i>Create sketch books to review and revisit ideas.</i></p> <p><i>Responses to art and artists</i> <i>Knowledge of great artists, architects and designers in history.</i> <i>Have an awareness of different kinds of art, craft and design.</i></p> <p><i>Knowledge of materials</i> <i>Improve mastery of colour, texture and shape with a range of materials.</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of drawing and painting.</i></p> <p><i>Developing and amending ideas</i> <i>Create sketch books to review and revisit ideas.</i> <i>Develop creativity through experimentation.</i></p> <p><i>Knowledge of materials</i> <i>Improve mastery of colour, pattern, line and shape with a range of materials.</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of sculpture.</i></p> <p><i>Responses to art and artists</i> <i>Knowledge of great artists, architects and designers in history.</i> <i>Have an awareness of different kinds of art, craft and design.</i></p>

<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Understand what a stencil is and how they can be used within different artwork ✔ Explore and describe different artwork of Banksy ✔ Explore the cultural messages that are spread through Banksy's artwork. ✔ Select a stimuli and use sketch book to develop ideas for stencil ✔ Revisit ideas before cutting design for stencil ✔ Review printing and experiment with tools to carve design (background) ✔ Use stencil to print – improving technique 	<ul style="list-style-type: none"> ✔ Revisit colour palette, paint and tone ✔ Revisit developing control and technique with paint/brushes ✔ Explore different instruments for pattern with paint ✔ Develop sketches of planet earth- review different perspectives and accuracy ✔ Explore the planets and the colours associated with them ✔ Develop paint palette to represent colours in final imagery 	<ul style="list-style-type: none"> ✔ Explore the sculptures and architecture of the Ancient Greeks. ✔ Develop sketches considering proportion, size and perspective ✔ Develop skills to refine sketches ✔ Learn about key clay skills – joins, base, spout etc ✔ Explore clay and tools to develop understanding of its use within structures ✔ Review and revisit initial sketches to plan out final Greek pot ✔ Make pot using clay, representing final sketches
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>			
<p>Other cross-curricular learning links</p> <p><i>Where appropriate</i></p>		<p><i>Spring Term Science</i> – Earth and Space</p> <p>Trip to Winchester Science Museum.</p>	<p><i>Summer Term History</i> – Ancient Greeks</p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To evaluate the work against the intended outcome. ✔ To research and discuss various artists and discuss their processes and explain how these are used in the finished product. ✔ To experiment with using layers and overlays to create new colours/textures. 	<ul style="list-style-type: none"> ✔ To use line, tone and shading to represent things seen, remembered or imagined. ✔ To be able to mix colours to express mood, divide foreground from background ✔ Create accurate representation of stimuli imagery ✔ Develop sketch book with accurate designs 	<ul style="list-style-type: none"> ✔ To develop skills in using clay including slabs, coils and slips ✔ Explain how different joins within pots can be strengthened ✔ Understand the use of clay tools ✔ Understand and describe the importance of pots in Greek history and architecture and how they impact today ✔ Evaluate work, suggesting ways to improve

Year 6			
	Autumn TOPIC 1 FAMOUS ARTIST STUDY	Spring TOPIC 2 NATURAL ART	Summer TOPIC 3 CULTURAL ART
Prior Knowledge	<i>Year 1 Summer – creating colour wheels</i> <i>Year 4 Spring – watercolour and washes</i>	<i>Year 2 Autumn – photography</i> <i>Year 3 Summer – sketching</i>	<i>Year 4 Summer – Egyptian masks</i> <i>Year 5 Summer – Greek pots</i>
Key Skills	<ul style="list-style-type: none"> ✔ Create a colour palette based upon colours observed in the natural or built world. ✔ Sketch (lightly) before painting to combine line and colour. ✔ Use the qualities of watercolour and acrylic paints to create visually interesting pieces. ✔ Create a personal style of painting, drawing upon ideas from other artists. 	<ul style="list-style-type: none"> ✔ Experiment with shading using pencil to create different tones. ✔ Experiment with charcoal to create different texture and effects. ✔ Sketch an environmental image for the foreground focusing on tone and proportion. ✔ Create a natural image using a chosen material that includes tone, texture and proportion, drawing upon ideas from other artists. 	<ul style="list-style-type: none"> ✔ Through sketching, represent life-like qualities and real-life proportions of a desired image. ✔ Create a colour palette based upon colours observed. ✔ Use frameworks (such as wire or moulds) to provide stability and form. ✔ Use tools to carve and add shapes, texture and pattern. ✔ Combine visual and tactile qualities to create a desired image. ✔ Create a representation of a Mayan mask sculpture using a range of mixed media.
Key Vocabulary <small>Intentional and related vocabulary to be taught throughout the unit</small>	brushstroke, hue, pattern, primary colours, secondary colours, tint, tone, blend, wash, palette, shade	draw, line, pattern, proportion, perspective, shade, still life, sketch, shade, tone, colour, smudge, blend, observation	construct, cross-hatching, manipulate, relief, sculptor, sculpture, bust, figurine, casting, carving, moulding
NC Taught Curriculum <small>Substantive knowledge taught and covered in KOs</small>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of drawing and painting.</i></p> <p><i>Knowledge of materials</i> <i>Improve mastery of colour, line and shape with a range of materials.</i></p> <p><i>Developing and amending ideas</i> <i>Develop techniques with control of materials.</i> <i>Develop creativity through experimentation.</i></p>	<p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of drawing and painting.</i></p> <p><i>Developing and amending ideas</i> <i>Develop techniques with control of materials.</i> <i>Develop creativity through experimentation.</i></p>	<p><i>Responses to art and artists</i> <i>Knowledge of great artists, architects and designers in history.</i> <i>Have an awareness of different kinds of art, craft and design.</i></p> <p><i>Knowledge of materials</i> <i>Improve mastery of colour, pattern, line and shape with a range of materials.</i></p> <p><i>Knowledge of techniques in drawing, painting and sculpture</i> <i>Improve mastery of sculpture.</i></p>

<p>Learning Experiences</p> <p><i>How will children experience the learning? What will they produce?</i></p>	<ul style="list-style-type: none"> ✔ Explore Remembrance Day and the importance of poppies ✔ Explore imagery from WW1 and stimulus artist ✔ Use watercolours to develop sketch book with palette and control ✔ Develop sketches, considering perspective and proportion ✔ Use pencil to add tone and shade 	<ul style="list-style-type: none"> ✔ Revisit different pencil leads and how these create shade or tone, developing accuracy ✔ Develop sketch books with the use of charcoal – reviewing shade and tone ✔ Recreate different stimulus using charcoal, suggesting improvements to sketches ✔ Take photos of the natural environment and use imaging software to create black and white images. 	<ul style="list-style-type: none"> ✔ Explore the sculptures and architecture of the Mayans ✔ Observe proportion and life-like qualities ✔ Create sketches, refining to improve technique and accuracy ✔ Explore different carving tools – knives, scissors etc for different materials ✔ Review joins (crosshatch and supports within sculpture ✔ Review and revisit initial sketches to plan out final Mayan mask. ✔ Create and sculpt models using wire
<p>Eco / Outdoor Learning Opportunities</p> <p><i>Where appropriate</i></p>		<p>Complete sketches in the school environment.</p>	
<p>Other cross-curricular learning links</p> <p><i>Where appropriate</i></p>	<p><i>Autumn Term History- World War 1</i></p>		<p><i>Summer Term History and English – Ancient Mayan Civilisation</i></p>
<p>Key Outcomes</p> <p><i>To be used for assessment of learning</i></p>	<ul style="list-style-type: none"> ✔ To select ideas based on first hand observations. ✔ To explain and justify preferences towards different styles and artists. ✔ To use techniques, colours, tones and effects in an appropriate way to represent things seen. ✔ To develop sketches with refined accuracy and control 	<ul style="list-style-type: none"> ✔ To select ideas based on first hand observations. ✔ To adapt final work following feedback based on preparatory ideas. ✔ To begin to develop an awareness of composition, scale and proportion in their work. ✔ To use simple perspective in their work using a single focal point and horizon. ✔ To use techniques, colours, tones and effects in an appropriate way to represent things seen. 	<ul style="list-style-type: none"> ✔ To refine use of learnt techniques. ✔ To describe the work and ideas of various artists, architects, designers, using appropriate vocabulary and referring to cultural contexts. ✔ To begin to develop an awareness of composition, scale and proportion in their work. ✔ To use different techniques, colours and textures when designing and making pieces of work and explain choices.