

~Year 3~

<u>Domains of Knowledge</u>	<u>Key Concepts</u>
<p>Generating ideas Using sketchbooks Making Skills Formal elements Knowledge of artists Evaluating and analysing</p>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>

**Year 3**

**Autumn 1**

<u>Unit title:</u>	Pioneering Peterborough	<u>Art unit title:</u>	Sculpture	<u>Unit overview:</u>	Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.
<u>Domains of Knowledge</u>	<p>Generating ideas Using sketchbooks</p>				

	<p><b>Making Skills</b></p> <p>Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>
<b><u>Key Concepts:</u></b>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>

<b><u>End points Covered:</u></b>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- To know that three dimensional forms are either organic (natural) or geometric (Mathematical shapes, like a cube).</li> <li>- To know that negative shapes show that space around and between objects.</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>
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<b><u>Knowledge Broken Down:</u></b>						
	1. WALT: learn and	2. WALT: Use materials to	3. WALT: Use materials to	4. WALT: Use materials to	5. WALT: design an	6. WALT: build an art

	appreciate artists. (Antony Caro)	create a sculpture  (Art straws)	create a sculpture  (Cardboard)	create a sculpture  (Wire)	art sculpture using artistic influence.	sculpture using artistic influence.
<b>Assessment:</b>	Assessment Grid					
<b>Cross curricular Links:</b>	DT , History and SMSC					
<b>Domains of Knowledge</b>			<b>Key Concepts</b>			
<p>Generating ideas Using sketchbooks</p> <p>Making Skills Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>			<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> </ul>			

				<ul style="list-style-type: none"> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>	
<b>Year 3</b>					
<b>Spring 1</b>					
<b><u>Unit title:</u></b>	A step in Time	<b><u>Art unit title:</u></b>	Prehistory	<b><u>Unit overview:</u></b>	Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.
<b><u>Domains of Knowledge</u></b>	<p>Generating ideas</p> <p>Using sketchbooks</p> <p>Making Skills</p> <p>Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>				
<b><u>Key Concepts:</u></b>	<p>Taking inspirations from a range of artists and crafts people</p> <p>create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</p> <p>Exploring the interplay between different media within an artwork</p> <p>Colour, form, line, pattern, shape, texture and tone</p> <p>Learn about great artists, architects and designers in history.</p> <p>Critiquing their own work and that of others.</p>				
<b><u>End points Covered:</u></b>	<p>Generate ideas from a range of stimuli and carry out simple research as part of the making process</p> <p>Use sketchbooks for a wider range of purposes e.g. recording things using drawing an annotations, planning and taking next steps in a making process.</p> <p>Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</p> <p>Exploring the interplay between different media within an artwork</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p> <p>To know that different drawing tools can create different types of lines.</p>				

	<p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>Use subject knowledge to describe and compare creative works</p> <p>Use their own experiences to explain how art works may have been made.</p> <p>Confidently explain their ideas and opinion about their own and other's artwork, giving reasons</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>					
<b><u>Knowledge Broken Down:</u></b>						
	WALT: learn about and appreciate different artists. (Andy Goldsworthy)	WALT: apply understanding of prehistoric man made art.	WALT: understand scale to enlarge drawings in different medium	WALT: explore how natural products produce pigments to make different colours.	WALT: select and apply a range of painting techniques.	WALT: apply painting skills when creating a collaborative artwork
<b><u>Assessment:</u></b>	Assessment Grid					
<b><u>Cross curricular Links:</u></b>	History, SMSC and British Values					

<u>Domains of Knowledge</u>		<u>Key Concepts</u>			
<p>Generating ideas Using sketchbooks</p> <p>Making Skills Formal elements Knowledge of artists Evaluating and analysing</p>		<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>			
<u>Year 3</u>					
<u>Spring Two</u>					
<u>Unit title:</u>	Mother Earth	<u>Art unit title:</u>	Growing Artist	<u>Unit overview:</u>	Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O'Keefe and traditional Chinese painters to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.
<u>Domains of Knowledge</u>	<p>Generating ideas Using sketchbooks</p> <p>Making Skills Formal elements</p>				

	<p>Knowledge of artists</p> <p>Evaluating and analysing</p>
<p><b><u>Key Concepts:</u></b></p>	<p>Taking inspirations from a range of artists and crafts people</p> <p>create sketchbooks to record their observations and use them to review and revisit ideas</p> <p>Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</p> <p>Using sketchbooks to record observations and plans as drawings</p> <p>Learning about how artists develop their ideas using drawings.</p> <p>Colour, form, line, pattern, shape, texture and tone</p> <p>Learn about great artists, architects and designers in history.</p> <p>Critiquing their own work and that of others.</p>
<p><b><u>End points Covered:</u></b></p>	<p>Generate ideas from a range of stimuli and carry out simple research as part of the making process</p> <p>Use sketchbooks for a wider range of purposes e.g. recording things using drawing an annotations, planning and taking next steps in a making process.</p> <p>Confidently use a range of materials, selecting and using these appropriately</p> <p>Draw with expression and experiment with gestural and quick sketching</p> <p>Developing drawing through further direct observation using tonal shading and starting to apply an understanding to shape to communicate form and proportion.</p> <p>To know that organic forms can be abstract.</p> <p>To know that different drawing tools can create different types of lines.</p> <p>To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).</p> <p>To know that the starting point for a repeating pattern is called a motif and a motif can be arranged in different ways to make varied patterns.</p> <p>To know that texture in an artwork can be real (What the surface actually feeling like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>



	<p>To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.</p> <p>Use subject knowledge to describe and compare creative works</p> <p>Use their own experiences to explain how art works may have been made.</p> <p>Confidently explain their ideas and opinion about their own and other's artwork, giving reasons</p> <p>Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>					
<b><u>Knowledge Broken Down:</u></b>						
	WALT: learn about and appreciate different artists. (Georgia O'Keeffe)	WALT: recognise how artists use shape in drawing	WALT: understand how to create tone in drawing by shading	WALT: understand how texture can be created and used to make art	WALT: apply observational drawing skills to create detailed studies.	WALT: apply an understanding of composition to create abstract drawings.
<b><u>Assessment:</u></b>	Assessment Grid					
<b><u>Cross curricular Links:</u></b>	Science, SMSC					

~year 4~

<u>Domains of Knowledge</u>	<u>Key Concepts</u>
<p>Generating ideas Using sketchbooks</p> <p>Making Skills Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>
<u>Year 4</u>	
<u>Autumn One</u>	

<b><u>Unit title:</u></b>	River Deep, mountain high	<b><u>Art unit title:</u></b>	Light and Dark	<b><u>Unit overview:</u></b>	Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.
<b><u>Domains of Knowledge</u></b>	<p>Generating ideas</p> <p>Using sketchbooks</p> <p>Making Skills</p> <p>Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>				
<b><u>Key Concepts:</u></b>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>				
<b><u>End points Covered:</u></b>	<ul style="list-style-type: none"> <li>- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</li> <li>- Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</li> <li>- Develop greater skill and control when using paint to depict forms</li> <li>- Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</li> <li>- To know that adding black to a colour creates shade</li> <li>- To know that adding white to a colour creates a tint.</li> <li>- To know that using lighter and darker tints and shades of a colour can create a 3D effect.</li> <li>- To know that the tone can be used to create contrast in an artwork.</li> <li>- Use subject vocabulary confidently to describe and compare creative works.</li> </ul>				

	<ul style="list-style-type: none"> <li>- Use their own experiences of techniques and making processes to explain how art works may have been made.</li> <li>- Critiquing their own work and that of others.</li> <li>- Build more complex vocabulary when discussing their own and other's art</li> <li>- Evaluate their work more regularly and independently during the planning and making progress</li> </ul>					
<b><u>Knowledge Broken Down:</u></b>						
	WALT: learn about and appreciate different artists. (Paul Cezanne)	WALT: investigate different ways of applying paint. To mix tints and shades of a colour.	WALT: use tints and shades to give a three-dimensional effect when painting	WALT: explore how paint can create very different effects	WALT: consider proportion and composition when planning a still-life painting	WALT: apply knowledge of colour mixing and painting techniques to create a finished piece
<b><u>Assessment:</u></b>	Assessment Grid					
<b><u>Cross curricular Links:</u></b>	Science and SMSC					

<u>Domains of Knowledge</u>	<u>Key Concepts</u>
<p>Generating ideas Using sketchbooks</p> <p>Making Skills Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>

Year 4

Spring Two

<u>Unit title:</u>	Fish and Ships	<u>Art unit title:</u>	Mega Materials	<u>Unit overview:</u>	Learning about the work of inspirational sculptors such as Sokari Douglas and Bonita Ely , children create personal responses and make choices about techniques and materials such as recycled materials and clay. Children develop their understanding of the making process to refine a finished piece.
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<p><b><u>Domains of Knowledge</u></b></p>	<p>Generating ideas Using sketchbooks Making Skills Formal elements Knowledge of artists Evaluating and analysing</p>
<p><b><u>Key Concepts:</u></b></p>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>
<p><b><u>End points Covered:</u></b></p>	<ul style="list-style-type: none"> <li>- Generate ideas from a range of stimuli, using research evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- use a sketchbook purposefully to improve understanding, develop ideas and plan for an outcome.</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Use more complex techniques to mould and form malleable materials and adding detailed surface decoration.</li> <li>- Show an understanding of appropriate finish and present work to a good standard.</li> <li>- Respond to a stimulus and begin to make choices about materials used to work in 3D</li> <li>- To know that simple structure can be made stronger by adding layers, folding and rolling</li> <li>- Use subject vocabulary confidently to describe and compare creative works.</li> </ul>

	<ul style="list-style-type: none"> <li>- Use their own experiences of techniques and making processes to explain how art works may have been made.</li> <li>- Build a more complex vocabulary when discussing their own and others' art.</li> <li>- Evaluate their work more regularly and independently during the planning and making process</li> </ul>				
<b><u>Knowledge Broken Down:</u></b>					
	WALT: learn about and appreciate different artists. (Sokari Douglas)	WALT: develop ideas for 3D work through drawing and visualisation in 2D	WALT: use more complex techniques to shape materials	WALT: explore how shapes can be formed and joined in wire	WALT: choose and join a variety of materials to make sculpture. (lesson 5)
<b><u>Assessment:</u></b>	Assessment Grid				
<b><u>Cross curricular Links:</u></b>	Science, geography and SMSC				



<u>Domains of Knowledge</u>			<u>Key Concepts</u>		
<p><b>Generating ideas</b> Using sketchbooks</p> <p><b>Making Skills</b> Formal elements</p> <p><b>Knowledge of artists</b></p> <p><b>Evaluating and analysing</b></p>			<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>		
<b><u>Year 4</u></b>					
<b><u>Summer 2</u></b>					
<b><u>Unit title:</u></b>	Early Civilisations	<b><u>Art unit title:</u></b>	Power prints	<b><u>Unit overview:</u></b>	Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print. They explore the

					way different artists approach drawing as an exploratory tool and as an end in itself.
<b><u>Domains of Knowledge</u></b>	<p>Generating ideas</p> <p>Using sketchbooks</p> <p>Making Skills</p> <p>Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>				
<b><u>Key Concepts:</u></b>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>				
<b><u>End points Covered:</u></b>	<ul style="list-style-type: none"> <li>- Generate ideas from a range of stimuli, using research evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- use a sketchbook purposefully to improve understanding, develop ideas and plan for an outcome.</li> <li>- Apply observational skills, showing greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>- Use growing knowledge of different drawing materials, combining media for effect</li> <li>- Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.</li> </ul>				

	<ul style="list-style-type: none"> <li>- To know that using lighter and darker shades of colour can create 3D effect</li> <li>- To know how to use basic shapes to form more complex shapes and patterns</li> <li>- To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing</li> <li>- To know that symmetry can be used to create repeating patterns</li> <li>- To know that patterns can be irregular and change in ways you wouldn't expect.</li> <li>- Use subject vocabulary confidently to describe and compare creative works.</li> <li>- Use their own experiences of techniques and making processes to explain how art works may have been made.</li> <li>- Build a more complex vocabulary when discussing their own and others' art.</li> <li>- Evaluate their work more regularly and independently during the planning and making process</li> </ul>					
<b><u>Knowledge Broken Down:</u></b>	WALT: learn about and appreciate different artists. (Insert one here)	WALT: draw using tone to create a 3D effect	WALT: explore proportion and tone when drawing	WALT: plan a composition for a mixed-media drawing	WALT: use shading to create pattern and contrast	WALT: work collaboratively to develop drawings into prints
<b><u>Assessment:</u></b>	Assessment Grids					
<b><u>Cross curricular Links:</u></b>	Maths					

~Year 5~

<u>Domains of Knowledge</u>		<u>Key Concepts</u>			
<p>Generating ideas Using sketchbooks</p> <p>Making Skills Formal elements Knowledge of artists Evaluating and analysing</p>		<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> </ul> <p>Critiquing their own work and that of others.</p>			
<b><u>Year 5</u></b>					
<b><u>Autumn Two</u></b>					
<u>Unit title:</u>	Greek Legacy	<u>Art unit title:</u>	Portraits	<u>Unit overview:</u>	Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.

<p><b><u>Domains of Knowledge</u></b></p>	<p>Generating ideas Using sketchbooks Making Skills Formal elements Knowledge of artists Evaluating and analysing</p>
<p><b><u>Key Concepts:</u></b></p>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>
<p><b><u>End points Covered:</u></b></p>	<ul style="list-style-type: none"> <li>- Demonstrate ideas more independently from their own research</li> <li>- Explore and record their plans, ideas and evaluation to develop their ideas towards the outcome</li> <li>- Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> <li>- Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks</li> <li>- Develop a painting from a drawing or other initial stimulus</li> <li>- Add collage to painted, printed or draw background for effect</li> <li>- Explore how collage can extend originals ideas.</li> <li>- To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</li> <li>- To know that a silhouette is a shape filled with a solid flat colour that represents an object.</li> </ul>

	<ul style="list-style-type: none"> <li>- To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</li> <li>- To know that tone can help show the foreground and background in an artwork.</li> <li>- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>- Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>- Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>					
<b><u>Knowledge Broken Down:</u></b>						
	WALT: learn about and appreciate different artists. (Vincent Van Gogh and Sonia Boyce )	WALT: explore how a drawing can be developed	WALT: combine materials for effect	WALT: identify the features of self-portraits	WALT: develop ideas towards an outcome by experimenting with materials and techniques	WALT: apply knowledge and skills to create a mixed-media self-portrait
<b><u>Assessment:</u></b>	Assessment Grid					
<b><u>Cross curricular Links:</u></b>	SMSC and British Values					

<u>Domains of Knowledge</u>		<u>Key Concepts</u>			
<p><i>Generating ideas</i></p> <p>Using sketchbooks</p> <p><i>Making Skills</i></p> <p>Formal elements</p> <p><i>Knowledge of artists</i></p> <p><i>Evaluating and analysing</i></p>		<ul style="list-style-type: none"> <li>- <i>Taking inspirations from a range of artists and crafts people</i></li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- <i>Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</i></li> <li>- <i>Using sketchbooks to record observations and plans as drawings</i></li> <li>- <i>Learning about how artists develop their ideas using drawings.</i></li> <li>- <i>Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</i></li> <li>- <i>Exploring the interplay between different media within an artwork</i></li> <li>- <i>Investigate ways to express ideas in three-dimensions.</i></li> <li>- <i>Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</i></li> <li>- <i>Developing drawn ideas into sculpture.</i></li> <li>- <i>Colour, form, line, pattern, shape, texture and tone</i></li> <li>- <i>Learn about great artists, architects and designers in history.</i></li> <li>- <i>Critiquing their own work and that of others.</i></li> </ul>			
<b><u>Year 5</u></b>					
<b><u>Spring 1</u></b>					
<b><u>Unit title:</u></b>	Early Islam	<b><u>Art unit title:</u></b>	Interactive Installation	<b><u>Unit overview:</u></b>	Taking inspiration from historical monuments and modern installations, children plan, by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.



<p><b><u>Domains of Knowledge</u></b></p>	<p>Generating ideas Using sketchbooks Making Skills Formal elements Knowledge of artists Evaluating and analysing</p>
<p><b><u>Key Concepts:</u></b></p>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>
<p><b><u>End points Covered:</u></b></p>	<ul style="list-style-type: none"> <li>- Demonstrate ideas more independently from their own research</li> <li>- Explore and record their plans, ideas and evaluation to develop their ideas towards the outcome</li> <li>- Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</li> <li>- Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks</li> <li>- Develop a painting from a drawing or other initial stimulus</li> <li>- Add collage to painted, printed or draw background for effect</li> <li>- Explore how collage can extend originals ideas.</li> <li>- To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</li> <li>- To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</li> </ul>

	<ul style="list-style-type: none"> <li>- To know that the size and scale of three-dimensional art work changes the effect of the piece.</li> <li>- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>- Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</li> <li>- Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</li> </ul>					
<b>Knowledge Broken Down:</b>						
	WALT: learn about and appreciate different artists. (Cai Guo-Qiang)	WALT: identify and compare features of art installations.	WALT: investigate the effect of space and scale when creating 3D art.	WALT: problem-solve when constructing 3D artworks.	WALT: plan an installation that communicates an idea.	WALT: apply their knowledge of installation art and develop ideas into a finished piece.
<b>Assessment:</b>	Assessment Grid					
<b>Cross curricular Links:</b>	DT, SMSC and British Values					
<b>Domains of Knowledge</b>			<b>Key Concepts</b>			
<p>Generating ideas</p> <p>Using sketchbooks</p> <p>Making Skills</p> <p>Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>			<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> </ul> <p>Critiquing their own work and that of others.</p>
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**Year 5**

**Summer 1**

<u>Unit title:</u>	One Small Step	<u>Art unit title:</u>	I Need Space	<u>Unit overview:</u>	Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.
<u>Domains of Knowledge</u>	<p>Generating ideas</p> <p>Using sketchbooks</p> <p>Making Skills</p> <p>Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>				
<u>Key Concepts:</u>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> </ul>				

	<ul style="list-style-type: none"> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>				
<b><u>End points Covered:</u></b>	-				
<b><u>Knowledge Broken Down:</u></b>	Learn about great artists, architects and designers in history.				
	WALT: learn about and appreciate different artists. (Insert here.)				
<b><u>Assessment:</u></b>	Assessment Grid				
<b><u>Cross curricular Links:</u></b>	History, SMSC and British Values				

~Year 6~

<u>Domains of Knowledge</u>		<u>Key Concepts</u>			
<p>Generating ideas Using sketchbooks</p> <p>Making Skills Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>		<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>			
<b>Year 6</b>					
<b>Autumn One</b>					
<u>Unit title:</u>	Migration	<u>Art unit title:</u>	Make my voice heard	<u>Unit overview:</u>	Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz and through the mediums of graffiti, drawing and painting, pupils create their own artworks that speak to the viewer

<p><b><u>Domains of Knowledge</u></b></p>	<p>Generating ideas Using sketchbooks Making Skills Formal elements Knowledge of artists Evaluating and analysing</p>
<p><b><u>Key Concepts:</u></b></p>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>
<p><b><u>End points Covered:</u></b></p>	<ul style="list-style-type: none"> <li>- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> <li>- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- To know that a 'monochromatic' artwork uses tints and shades of just one colour.</li> <li>- To know how an understanding of shape and space can support creating effective composition.</li> <li>- To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like in the works of Van Gogh) or in repeated shapes within a composition.</li> </ul>

	<ul style="list-style-type: none"> <li>- To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.</li> <li>- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>- Give reasoned evaluations of their own and others work which takes account of context and intention.</li> <li>- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work..</li> </ul>					
<b><u>Knowledge Broken Down:</u></b>						
	WALT: learn about and appreciate different artists. (Picasso)	WALT: create graffiti art	WALT: apply techniques to draw emotions	WALT: apply techniques to draw an impactful piece of art	WALT: apply tone to add impact to an artwork.	WALT: use inspiration from Artists to create a final piece.
<b><u>Assessment:</u></b>	Assessment Grid					
<b><u>Cross curricular Links:</u></b>	SMSC and British Values					



<u>Domains of Knowledge</u>		<u>Key Concepts</u>			
<p>Generating ideas Using sketchbooks</p> <p>Making Skills Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>		<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>			
<b>Year 6</b>					
<b>Autumn Two</b>					
<u>Unit title:</u>	Day of the Dead	<u>Art unit title:</u>	Artist Study	<u>Unit overview:</u>	Analysing and evaluating a wide range of artworks, children identify an artist that interests them. They research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working

					collaboratively, they present what they have learnt about the artist.
<b><u>Domains of Knowledge</u></b>	<p>Generating ideas</p> <p>Using sketchbooks</p> <p>Making Skills</p> <p>Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>				
<b><u>Key Concepts:</u></b>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>				
<b><u>End points Covered:</u></b>	<ul style="list-style-type: none"> <li>- Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</li> <li>- Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</li> <li>- Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.</li> <li>- Work in a sustained way over several sessions to complete a piece.</li> <li>- Analyse and describe how colour is used in other artists' work.</li> <li>- Consider materials, scale and techniques when creating collage and other mixed media pieces.</li> <li>- Create collage in response to a stimulus and work collaboratively on a larger scale.</li> <li>- To know that colours can be symbolic and have meanings that vary according to your culture or background.</li> <li>- To know that pattern can be created in many different ways</li> <li>- To know how an understanding of shape and space can support creating effective composition</li> </ul>				

	<ul style="list-style-type: none"> <li>- To know how line is used beyond drawing and can be applied to other art forms</li> <li>- Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</li> <li>- Give reasoned evaluations of their own and others work which takes account of context and intention.</li> <li>- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work..</li> </ul>					
<b><u>Knowledge Broken Down:</u></b>						
	WALT: understand how to analyse a famous painting	WALT: To understand how to find meaning in painting	WALT: apply interpretation to analyse and respond to an abstract painting	WALT: understand how art can tell stories or portray messages	WALT: develop starting points for creative outcomes	WALT: demonstrate an understanding of painting techniques to make personal choices
<b><u>Assessment:</u></b>	Assessment Grid					
<b><u>Cross curricular Links:</u></b>	History, SMSC and British values					

Domains of Knowledge	Key Concepts
<p>Generating ideas Using sketchbooks</p> <p>Making Skills Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Exploring mark making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.</li> <li>- Using sketchbooks to record observations and plans as drawings</li> <li>- Learning about how artists develop their ideas using drawings.</li> <li>- Develop painting skills including colour mixing, painting on a range of surfaces and with different tools.</li> <li>- Exploring the interplay between different media within an artwork</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> </ul> <p>Critiquing their own work and that of others.</p>

**Year 6**

**Summer Two**

<u>Unit title:</u>	Majestic Monarch	<u>Art unit title:</u>	Making Memories	<u>Unit overview:</u>	Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.
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<u>Domains of Knowledge</u>	<p>Generating ideas</p> <p>Using sketchbooks</p> <p>Making Skills</p> <p>Formal elements</p> <p>Knowledge of artists</p> <p>Evaluating and analysing</p>					
<u>Key Concepts:</u>	<ul style="list-style-type: none"> <li>- Taking inspirations from a range of artists and crafts people</li> <li>- create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- Investigate ways to express ideas in three-dimensions.</li> <li>- Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.</li> <li>- Developing drawn ideas into sculpture.</li> <li>- Colour, form, line, pattern, shape, texture and tone</li> <li>- Learn about great artists, architects and designers in history.</li> <li>- Critiquing their own work and that of others.</li> </ul>					
<u>End points Covered:</u>						
<u>Knowledge Broken Down:</u>	<p>Learn about great artists, architects and designers in history.</p>					
	<p>WALT: learn about and appreciate different artists. (Jaromir Funke)</p>					
<u>Assessment:</u>	<p>Assessment Grid</p>					

<b><u>Cross</u></b> <b><u>curricular</u></b> <b><u>Links:</u></b>	PSHE, SMSC and British Values.
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