



CRC Article 17: All children have the right to information.  
CRC Article 28: All children have the right to a good quality education.  
CRC Article 29: All children have the right to develop their talents and abilities to the full.

## Art Curriculum Overview

Our Art and Design Overview promotes curiosity and empowers children to be independent and resilient artists, who are able to express themselves fluently, creatively and confidently in a variety of ways. Art and Design teaching at Timothy Hackworth Primary School instils an appreciation and enjoyment of Art. The children are given opportunities to explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of Art, they can explore the impact it has had on different periods and cultures and on contemporary life. We strive to ensure that our pupils have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners.

The sequencing of the units incorporates developmental progression, ensuring that key skills are focused on within each year group, to support the children with building on and extending prior knowledge.

### EYFS:

In the EYFS there are three **characteristics of effective teaching and learning:**

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Early Learning Goals:

#### Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### Children aged 3-4 will be learning to:

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.

### Children in Reception will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

### Vocabulary:

Colour, mix, paint, shapes, line, space, texture, equipment, tools, brush stroke, thick, thin, stamp, press, spread, cut, safe, safely, join, glue, stick

	<b>Autumn Sculpture</b>	<b>Spring Painting</b>	<b>Summer Drawing</b>
<b>Year 1</b>	<b>Land Art- Andy Goldsworthy</b>	<b>A Sense of Place Landscape Artists- Henri Rousseau and Auguste Renoir</b>	<b>Sunflowers, Van Gogh and You.</b>
	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use <b>sculpture</b> to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Construct, safely, using a range of media.</li> <li>Experiment with a range of <b>malleable media</b> such as clay, salt dough and play dough.</li> <li>Use materials to make <b>different shapes-</b> stones, leaves, sticks, flowers.</li> <li>Develop <b>pinching</b> into simple sculptures.</li> <li><b>Scrunch, roll, shape</b> materials to make a 3D form.</li> <li>Evaluate the work of <b>Andy Goldsworthy</b> (structures and designs inspired by nature), making links between Andy Goldsworthy and their own work</li> <li><b>Andy Goldsworthy- sculptural and land artist inspired by nature, children to explore work by Andy Goldsworthy to create their own interpretation</b></li> </ul> <p><b>Suggested Art- Andy Goldsworthy sculptures- 'Holes', 'Millennium Cairn' and his work using flowers, leaves and sticks</b></p> <p><b>Vocab:</b> construct, safety, pinching, sculpture, scrunch, roll, shape, 3D, scrunch, roll, shape, malleable, clay, salt dough, play dough, designer, Andy Goldsworthy, natural, nature, environment.</p>	<p><b>NC Ref:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use <b>painting</b> to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Develop skill and control when painting. Are they holding the tools correctly?</li> <li>Experiment with paint media using a range of tools- <b>different brush sizes, hands, feet, rollers and pads.</b></li> <li>Paint on different surfaces with a range of media.</li> <li>Paint with <b>expression.</b></li> <li>Learn about <b>The Colour Wheel</b> and its significance.</li> <li>Develop correct language of colours and groupings (primary and secondary colours), <b>moving towards predicting colours mixed</b></li> <li>Working in and exploring <b>colour spectrums</b></li> <li>Use primary and secondary colours</li> <li>Explore techniques such <b>as lightening and darkening paint</b> without the use of black or white</li> <li>Explore similarities and differences of both artists</li> <li>Explore landscape work of Renior (impressionist) in comparison to Rousseau (post-impressionist)- colours, shapes, styles</li> </ul> <p><b>Suggested Art- landscape art by Henri Rousseau and Auguste Renior</b></p> <p><b>Vocab:</b> colour spectrum, colour wheel, predict, expression, control, primary and secondary colours, rollers, similarities, differences, different brush sizes, pads, predicting, prediction, lightening, darkening, Henri Rousseau, Auguste Renoir, landscape, post-impressionist, impressionist</p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use <b>drawing</b> to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Explore mark making, experiment with drawing lines and use 2D shapes to draw- relate parts of drawing to 2D shapes</li> <li><b>Experiment</b> with a variety of media; <b>pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk</b></li> <li>As control improves, develop tonal work using a <b>pencil</b> and experiment with different techniques, such as: <b>scribbling, dots and dashes</b> to create light/dark lines.</li> <li>Expand and revisit materials used, developing skills.</li> <li>Use some control when drawing,</li> <li>Draw on different surfaces.</li> <li>Evaluate the work of 'Sunflowers' by Van Gogh, describing the techniques used and feelings created in comparison to a real sunflower.</li> <li>To know about the work of Van Gogh and to learn facts about him as an artist.</li> </ul> <p><b>Suggested Art- 'Sunflowers' by Van Gogh</b></p> <p><b>Vocab:</b> feelings, ideas, objects, people, representations, thoughts, line, drawing, tone, blending, dots, dashes, artist, mark-making, names of 2D shapes, crayons, pastels, felt-tips, charcoal, pen, chalk, tone, tonal, scribbling, light and dark lines, control, surfaces, artist, Van Gogh, sunflower, petal, stem, leaf. shade, seeds, appreciation, colour, evaluate</p>
<b>Year 2</b>	<b>From a Different Point of View - Viewfinders</b>	<b>Colour Creations- Paul Klee and Andy Warhol</b>	<b>Super Sculptures Alexander Calder (structure) and Henry Moore(figure)</b>
	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use <b>drawing</b> to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> <p><b>Topic specific intent:</b></p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use <b>painting</b> to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use <b>sculpture</b> to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore drawing techniques, begin to apply tone to describe form; develop skill and control with a range of drawing materials.</li> <li>• <b>Demonstrate control</b> over the types of marks made with a range of media such as <b>crayons, pastels, felt tips, charcoal, pen and chalk.</b></li> <li>• Developing intricate patterns/mark making with pencils.</li> <li>• Can they understand where they might use different grades of pencil in their drawing and why?</li> <li>• Understand <b>tone</b> through the use of different grades of pencils (<b>HB, 2B, 4B</b>)</li> <li>• Continue to investigate tone by drawing <b>light/dark lines, light/dark patterns</b> and <b>light/dark shapes.</b></li> <li>• Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</li> <li>• Begin to show some confidence with a range of different media.</li> </ul> <p><b>Vocab:</b> light/dark tone, form, space, texture, shading, grade, shapes, space, skill, pattern, HB, 2B, 4B, viewfinder, artefact, media.</p>	<p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>• Further improve <b>skill</b> and <b>control</b> when painting.</li> <li>• Paint with creativity and expression.</li> <li>• Show confidence when <b>mixing</b> and <b>predicting</b> colours.</li> <li>• To develop an understanding of the <b>colour wheel</b> and <b>colour spectrums.</b></li> <li>• Understand how to make <b>tints</b> using white and <b>tones</b> by adding black to make <b>darker</b> and <b>lighter</b> shades.</li> <li>• Experiment with <b>watercolour</b> techniques to create different effects.</li> <li>• Use a <b>suitable brush</b> to produce marks appropriate to work- small brush for small marks.</li> <li>• Begin to control the types of marks made in a range of painting techniques- layering, mixing media and adding texture.</li> <li>• Explore the similarities and differences of both artists.</li> <li>• To evaluate the work of Paul Klee (Swiss born artist, influenced by movement in art)</li> <li>• To evaluate the work of Andy Warhol (American artist, visual art-pop art)</li> </ul> <p><b>Suggested Art-</b> range of colourful work from both artists</p> <p><b>Vocab:</b> watercolour, mixing, tints, tones, darker, lighter, skill, creativity, brush, marks, layering, mixing, suitable.</p>	<p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>• To be aware of how to stay safe when using artistic tools and equipment.</li> <li>• Be confident in <b>shaping</b> and <b>modelling</b> materials from both <b>observation</b> and <b>imagination</b></li> <li>• <b>Mould, form, shape and bond</b> a range of materials to create a 3D form- <b>clay, playdough, straws, wire, papier mâché</b></li> <li>• Use a range of materials to create an <b>imaginary or realistic</b> form- <b>figure, structure</b></li> <li>• To know about the artist Alexander Calder (American sculptor) and their work (known for creating innovative mobiles)</li> <li>• To know about the artist Henry Moore (English Artist) and their work (semi-<u>abstract</u> monumental bronze sculptures)</li> </ul> <p><b>Suggested Art-</b> 'Lobster Trap and Fish Tail' and any other examples- <b>Alexander Calder. Look at bronze sculptures by Henry Moore.</b></p> <p><b>Vocab:</b> shaping, modelling, observation, mould, form, bond, smooth, sculptural Structure, imaginary, realistic, figure, structure, straws, wire, papier-mâché.</p>
Year 3	Investigating Patterns	Prehistoric Art- Linking to the Stone Age (Cave Artists)	Sculpting Vases Ronan and Rowan Bouroullec- Brothers

	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including <b>drawing</b> with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li><b>Develop</b> drawing skills by drawing from direct observation, applying and using <b>geometry</b> and <b>tonal shading</b>.</li> <li>Use a range of different materials (e.g. <b>pastels, charcoal, pencil and pen</b>) in their drawing.</li> <li>Create texture by adding <b>dots</b> and <b>lines</b>.</li> <li>Shading in one direction, creating smooth, neat, even tones, leaving no gaps and ensuring straight edges.</li> <li>Begin to show perspective and depth in their drawing (<b>line, tone and colour</b>).</li> <li>Begin to show confidence in the choice of pencil grade they use.</li> <li>Discover how different shapes can make interesting patterns</li> <li>Explore, create and manipulate a range of different patterns</li> </ul> <p><b>Vocab:</b> direct observation, applying, one direction, geometry, tonal shading, perspective, depth, smooth, neat, even, perspective, depth</p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including <b>painting</b> with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Increase skill and control when painting.</li> <li>Apply <b>greater expression</b> and <b>creativity</b> to own paintings.</li> <li>Develop <b>colour mixing</b> and <b>matching skills</b>.</li> <li>Use <b>a range of brushes</b> to demonstrate <b>increasing control</b> with the types of marks made and experiment with different <b>effects and textures</b>- blocking in colour, washes, thickened paint to create textural effects.</li> <li>Use items other than a paintbrush to create different effects (e.g. feathers, fingers, card).</li> <li>Mix different <b>tints</b> and <b>tones</b> with increasing confidence.</li> <li>Explore a wider range of <b>paint types</b> and <b>techniques</b>- watercolours, poster paints, spread, dry brush, blocking in, wet on wet, splatter.</li> <li>Identify which colours work well together.</li> <li>Create a background using a wash.</li> <li>Begin to work more <b>abstractly</b>.</li> <li>Experiment with <b>mood</b> using colour.</li> <li>To understand the origins, purpose and methods of cave painting</li> <li>Cave paintings as a focus- discuss that they were used to communicate and some had a religious meaning and powerful spirits</li> <li>Link to Stone Age- children will have the opportunity to explore what cave paintings tell us about life in the Stone Age</li> </ul> <p><b>Suggested reading- Julia Donaldson Cave Baby</b> <b>Suggested Artwork- Range of different cave paintings</b></p> <p><b>Vocab:</b> control, lighten, darken, abstract, mood, matching, range, control, tints, mood, creativity, effect, blocking, blocking in, wash, washes, thickened, poster paint, spread, dry brush, wet on wet, splattering, abstract, abstractly</p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including <b>sculpture</b>, with a range of materials [for example, pencil, charcoal, paint, clay].</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li><b>Begin</b> to show confidence in modelling forms and structures.</li> <li><b>Begin</b> to investigate <b>carving</b>- playdough and clay</li> <li><b>Begin</b> to show an awareness of objects having a third dimension and perspective</li> <li>Join two parts successfully</li> <li>Produce larger ware using <b>pinch/slab</b></li> <li>Use the correct terminology.</li> <li>Add layers onto their work to create texture and shape.</li> <li>Add detail to a piece of work - <b>pattern work, carving tools</b>.</li> <li>Add texture to a piece of work- <b>using roller tools, carving tools</b>.</li> <li>Secure work so that you can come back to it at a later date.</li> <li>To evaluate a range of vases to consider design and style etc.</li> <li>Ronan and Rowan Bouroullec- brothers (from France) known for their design work (featured in museums)</li> </ul> <p><b>Suggested Art- Range of vases designed and made by the brothers</b></p> <p><b>Vocab:</b> investigate, carving, tactile, visual, pinch, slab, carving, rolling, layering, tools</p>
Year 4	Melting Clocks- Salvador Dali	Every Picture Tells a Story! Exploring how artists tell stories in their work- Fiona Rae	Take a Seat!

	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including <b>drawing</b> with a range of materials (for example, pencil, charcoal, paint, clay)</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Draw still life from observation, applying and using <b>geometry</b> and <b>mathematical proportion</b> when drawing.</li> <li>Experiment with choosing materials from a range provided- thinking about what will work best (<b>charcoal, different grades of pencil, pen, pastels</b>)</li> <li>Show tone and texture using <b>hatching</b> and <b>cross hatching</b>.</li> <li>Develop use of perspective, distance and depth in their drawing (<b>line, tone and colour</b>).</li> <li>Evaluate the work of 'the persistence of memory' by Salvador Dali, describing the techniques used and the meaning of the melting clocks.</li> <li>To know about the work of Salvador Dali and to learn facts about him as an artist. E.g. The Persistence of Memory' famous melting clocks and the meaning behind it- to confuse the viewers eye, to make us wonder what is real?</li> </ul> <p><b>Suggested Art- 'The Persistence of Memory' Salvador Dali</b></p> <p><b>Vocab:</b> still life, proportion, mathematical proportion, range, hatching, cross hatching, distance, mathematical proportion, charcoal, grades, pastels, tone, texture, hatching, cross hatching, Salvador Dali.</p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including <b>painting</b>, with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Develop skill and control when painting</li> <li>Paint with <b>expression, creativity and meaning</b></li> <li>Analyse painting by artists</li> <li><b>Predict</b> what colour will be mixed and recreate it later (remembering technique)</li> <li>Purposefully select brush techniques (<b>dry brush, splattering, dabbing, detailing and different brushes</b>) to create different effects</li> <li>Predict the effect of the <b>colour/size/texture</b> of paper will have on their painting- <b>use a range, cartridge, tissue and textured</b></li> <li>Understand the <b>different properties of different paints</b></li> <li>Create mood in a painting- through use of tones and tints</li> <li>Use shade to <b>create depth</b> in a painting</li> <li>To evaluate the work of Fiona Rae (Hong Kong born British artist)</li> <li>To develop understanding and discuss the story behind Fiona Rae's work (e.g. abstract piece- maybe you can live on the moon in the next century) Fiona Rae commented about the piece- <b>They're quite personal and have something to do with finding a way to live with authority</b></li> </ul> <p><b>Suggested Art- Range of work with a clear message. 'Maybe you can live on the moon in the next century'</b></p> <p><b>Vocab:</b> analyse, recreate, properties, , meaning, dabbing, detailing, size, prediction, Fiona Rae, cartridge, range, tissue, textured</p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including <b>sculpture</b>, with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Choose from and use a range of <b>decoration techniques- carving, pinching, coiling, patterns</b></li> <li>Begin to combine techniques to create finished pieces</li> <li>Produce more sophisticated models</li> <li>Use correct terminology to express opinions</li> <li>Take a 2D drawing into a 3D form- design/observe then make</li> <li>Combine different materials in different ways- <b>clay, wire, straws, recycled, natural, manmade</b>, to develop seat</li> <li>Secure work so that you can come back to it at a later date</li> <li>To evaluate a range of chairs to consider design and style etc.</li> </ul> <p><b>Vocab:</b> decoration, combine, sophisticated, coiling, patterns, recycled, manmade.</p>
Year 5	Objects and Meaning- Still life arrangements- linking to Georgia O'Keefe	Exploring Local Artists- Norman Cornish	Being an Architect- Arthur Timothy

	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including <b>drawing</b>, with a range of materials, [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Further develop drawing from observation.</li> <li>Draw using <b>perspective, mathematical processes, design, detail and line.</b></li> <li>Choose their own materials from a range provided to use in their drawings and explain why they selected them- understanding what will work best (<b>charcoal, H and B pencils, pastels</b>)</li> <li>With support can <b>select</b> and <b>mix</b> suitable media within a single piece</li> <li>Use <b>shading</b> and <b>tone</b> to add <b>depth</b> and <b>shape</b> to their drawings- <b>stippling, hatching, cross hatching, scribbling, tonal, smudge</b></li> <li>Understand how drawing skills can support other media- linking to painting Georgia O'Keefe – using pastel within a drawing and finishing with water colours</li> <li>Start to develop their own style using <b>tonal contrast</b> and <b>mixed media</b>- deciding what technique works best for a particular purpose.</li> <li>To evaluate the work of Georgia O'Keefe (American artist)</li> <li>To develop understanding of Georgia O'Keefe work e.g. <b>Red Canna</b> and thinking about the resources used to compose the piece.</li> </ul> <p><b>Suggested Art- Range of different drawing of enlarged flowers.</b></p> <p><b>Vocab:</b> design, detail, materials, theme, mathematical process, depth, tonal contrast, stippling, smudge, media, mixed media, technique, purpose, Georgia O'Keefe.</p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including <b>painting</b>, with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>control brush strokes and <b>apply tints</b> and <b>shades</b> when painting; confidently mixing tints and shades needed, building on previous knowledge</li> <li>Paint with greater skill and expression.</li> <li>Select different <b>colour/size/texture</b> of paper to create desired effects.</li> <li>Understand primary and secondary colours and <b>predict colour mixing</b> in their work.</li> <li>Mix and match colours to create <b>atmosphere</b> and <b>light effects.</b></li> <li>Use <b>shade</b> and <b>light</b> to <b>create depth</b> in a painting.</li> <li>Identify different painting styles and how these have influenced artists over time</li> <li>Understand how <b>different media</b> can be <b>combined</b> and work together, developing their own style.</li> <li>To evaluate the work of Norman Cornish (local artist from Spennymoor) comparing his work to Turner</li> <li>Link to aspirations and goals- discuss where the artists sell, promote and display their work, where they work and how they reached this goal.</li> <li>Use Whitewall Galleries website as a reference point</li> </ul> <p><b>Suggested Art- Range of different art via Whitewall Galleries, compare to famous art of Turner</b></p> <p><b>Vocab:</b> brush strokes, tints, shades, light effects, atmosphere, combined.</p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including <b>sculpture</b>, with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Transform 2D designs/observations into 3D models.</li> <li><b>Experiment</b> with and <b>combine materials</b> and processes to design and make 3D form- <b>clay/Modroc, wire, cardboard.</b></li> <li>Shape using a variety of mouldable materials- <b>clay.</b></li> <li><b>Interpret</b> an object in a 3D form.</li> <li>Produce work that sometimes can be both <b>visual</b> and <b>tactile.</b></li> <li>Secure work so that you can come back to it at a later date.</li> </ul> <p>Suggested Art- 'Hays Galleria@ building designed by Arthur Timothy- BBC Bitesize video.</p> <p><b>Vocab:</b> transform, interpret, visual, tactile, experiment, Modroc, Arthur Timothy.</p>
Year 6	Make my Voice Heard- Linking to Banksy and Kathe Kolwitz	Express Yourself! Explore the Artistic World of Self-Expression.	Masks From Other Cultures

	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including <b>drawing</b>, with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Exploring the themes of <b>Street Art</b> and the messages they carry.</li> <li>Learn and apply new drawing techniques such as <b>negative drawing, chiaroscuro</b> (shading to create shadow/), <b>expression</b> and <b>sketching</b>.</li> <li>Identify and explore the work of Banksy and Kolwitz within their own drawings.</li> <li>Choose their own materials from a range provided to use in their drawings and justify their selection- <b>pencil, pen, pastels, chalks</b>.</li> <li><b>Select</b> and <b>mix</b> suitable media within a single piece, thinking about each element of the piece and what would be suitable.</li> <li>Their drawings show a <b>strong understanding</b> of how to use <b>shading techniques</b> (a combination to capitalise on progressions of skills covered) to create <b>depth</b> and <b>tone, and colour</b></li> <li>Banksy- anonymous English based street artist, discuss moral messages, his right to express, should he have the right to spray paint inside a tube train (this was removed, why?) although he has the right to be heard</li> <li>Kath Kolwitz (associated with expressionism) - German artist exploring emotions and messages through art (poverty, hunger and war). Discuss how her art might make someone feel?</li> <li>Make link between artists about the messages they carry</li> </ul> <p><b>Suggested Art- Banksy creation inside tube train and emotive work of Kath Kolwitz</b></p> <p><b>Vocab:</b> Street Art, negative, chiaroscuro, sketching, justify, shading, depth, element, shading technique, moral, graffiti, spray, anti-social behaviour, freedom of expression, hidden, under cover, respect, environment.</p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including <b>painting</b>, with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>To learn about great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li>Paint with <b>greater skill</b> and <b>control</b>.</li> <li>Apply <b>tonal techniques</b> and more <b>complex colour theory</b> to own work.</li> <li>Understand <b>primary, secondary, harmonising</b> and tonal contrast and <b>predict colour mixing</b> in their work.</li> <li>Explain what their own style is.</li> <li>Use a <b>wide range of techniques</b> in their work and explain why they have chosen these techniques- building on prior knowledge- type of media they will use, painting style, type of paper, brush techniques.</li> <li>They have a strong understanding of colour theory and how to use it to create a <b>balanced painting</b>.</li> <li>Choose to use <b>a limited range of colour to produce a chosen effect</b>.</li> <li>Begin to use perspective in both <b>abstract</b> and <b>real life art</b>.</li> <li>Linking to own expression- comparing, contrasting techniques, linking to artists studied (e.g. Kath Kolwitz)</li> </ul> <p><b>Vocab:</b> harmonising, colour theory, balanced painting, control, tonal techniques, tonal contrast, real-life art.</p>	<p><b>NC ref:</b></p> <ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>To improve their mastery of art and design techniques, including, <b>sculpture</b>, with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>To learn about great artists, architects and designers in history.</li> </ul> <p><b>Topic specific intent:</b></p> <ul style="list-style-type: none"> <li><b>Shape and manipulate</b> media.</li> <li>Decorate their 3D forms drawing on a range of different media- <b>paint, collage, printing</b>.</li> <li>Select different finishes- <b>paint, polish, glaze</b>.</li> <li>Create models on a range of scales-<b>range of media</b>- clay, papier-mâché, wire.</li> <li>Create work which is open to interpretation by the audience- <b>abstract</b>.</li> <li>Include both <b>visual</b> and <b>tactile</b> elements in their work.</li> <li>They know the properties of a wide range of different sculptural materials and how to use them- <b>drawing on prior knowledge</b>.</li> <li>Secure work so that you can come back to it at a later date.</li> <li>To evaluate a range of masks from different cultures.</li> </ul> <p><b>Vocab:</b> manipulate, different scales, interpretation, visual, tactile, sculptural, collage, printing, polish, glaze.</p>
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