

At QMPS, we are ARTISTS! We believe that a high-quality art and design curriculum should engage, inspire and challenge pupils, equipping them with the basic drawing, painting and modelling skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think more critically. They should also begin to develop an understanding of how art and design is reflected in history.

## Knowledge Building

### Techniques

**Techniques** are the procedures and methods by which an artist defines themselves. Most artists will specialise in one technique, and, for some, it is this that makes their work well-known. It is by learning about and exploring these techniques that pupils become aware that art has many styles and forms, and techniques are chosen for specific purposes.

### Tools

It is by using different **tools** that artists can develop their chosen techniques. Painters require brushes and paint, photographers need cameras etc. By knowing about a range of tools used to produce art, pupils will appreciate how artists can perform certain techniques. Some tools are chosen with exacting purposes in mind, but tools can be mixed to create new techniques, styles and forms e.g. sand animation art.

### People

For tools and techniques to be used, there obviously needs to be **people** using them. These people are known as artists and architects. By being able to recognise the art produced by both **people groups** and **individuals**, pupils can then start to recognise how the cultural, geographical, historical and social backgrounds of these artists influences their work.

### Art and Design Vocabulary

The language of art and design can be broken down into different categories such as: the language of **form and technique**, for example, stippling, etching, painting, drawing, sculpture, photography; the language of **tools**, e.g. brush, camera, chisel, clay, paint, pastels; the language of **style or movements** as in cubism, abstract, expressionism and pop art. Having an expansive art and design vocabulary is important for children so they can talk about their own work, as well as art produced by skilled artists.

### Architecture

**Architecture** is an aspect of art that focuses on the design of buildings. It is included in the art curriculum so that children are aware that art and design doesn't just focus on painting or drawing. **Architecture** reflects a range of styles across different eras and developing knowledge about them will help pupils become aware of how architecture shapes landscapes, making some places easily recognisable, which links directly to human geography.

### Cultural Understanding

The production of art dates back as far as when humankind started thinking creatively. It has always been a way of displaying and interpreting the world around us. Artists have come from many different backgrounds and **cultures**. By having an **understanding** of an artist's **culture**, we can then understand what they are trying to show. It is important that pupils recognise that art can be found everywhere and is deeply subjective; what they like to look at may not be the same as their peers. They will know that artists come from across the globe, and many use their environment, culture or religion (or a combination of all three) to influence the art they produce.

## EXPLORERS - EYFS

Knowledge Building					
Techniques	Tools	People	Art and Design Vocabulary	Architecture	Cultural Understanding
EYFS Know that painting and drawing are fundamental art techniques	Know the names of basic art tools such as paintbrush, easel etc.	Know that art (design and craft) is created by skilled artists	Identify a range of colours and simple art techniques e.g. printing, painting, drawing	Name different types of buildings and some of their features e.g. roof, steeple, door	Know that art can be found in different forms everywhere
Learning Progression			Reception		
3 – 4 years			Reception		
<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Show different emotions in their drawings and painting like happiness, sadness, fear etc.</li> <li>• Explore colour and colour-mixing</li> <li>• Show different emotions in their drawings - happiness, sadness, fear etc</li> </ul>			<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul>		





# Art



## Knowledge Progression

### Explorers 1 / Nursery and Explorers 2 / Reception

#### Come Fly With Me! Asia

- To use the symbol of the elephant in Indian culture to recognise that art can be found in many places
- To know that Wassily Kandinsky was a famous artist and be able to recreate work in his style
- To know what a Pharaoh's mask is and design one of their own inspired by Egyptian art

#### Key Vocabulary

Wassily Kandinsky, concentric circles, abstract, colour, artefact, gold, mask, hieroglyphics

#### Happy to Be Me

- To know what a self-portrait is and paint their own using a mirror as a guide
- To know that portrait can be made with other materials
- To understand that art can be appreciated with senses other than sight
- To understand that small details can make a big difference to a picture
- To know that portraits can have more than one person and be able to use a range of media to recreate their own from photographs

#### Key Vocabulary

self-portrait, face, features, family portrait, photograph, media

#### No Place Like Home

- To know that some art can be useful and be able to say who would use it and how it would be used
- To understand that art can be used to suit different groups of people

#### Key Vocabulary

wallpaper, design, pattern

#### Under the Sea

- To know that art can be found everywhere and use paint to recreate it
- To know what shades are and be able to recreate some using colour cards
- To know how to use the technique of marbling
- To use imagination to create an unusual sea creature
- To be able to describe patterns they can see and use them as inspiration for their own work
- To know that other parts of the body can be used to make art

#### Key Vocabulary

pattern, stripy, tropical, shades, collage, imagination, creative, paint

### Additional Knowledge

#### Help is at Hand

- To use printing to explore patterns in fingerprints and be able to say what they see

#### Tell Us a Story

- To use a range of materials in decoration

#### What on Earth...?

- To know that art can be created without specific tools
- To know that colours can be mixed to make others



## PATHFINDERS – Year 1 and 2

Knowledge Building					
Techniques	Tools	People	Art and Design Vocabulary	Architecture	Cultural Understanding
Y1 Know which techniques are specific to printing and be able to talk them	Know which tools are specific to the use of clay and printing	Know that different cultures have different types of art such as Cesar Manrique	Understand simple vocabulary related to 3D form, colour, sculpture printing and line	Know that buildings are designed by skilled architects such as Cesar Manrique	Know that artists use their surroundings to influence their art e.g. Cesar Manrique
Y2 Know which techniques are specific to drawing and painting and be able to talk them	Know which tools are specific to the use of drawing such as pencils, pastels and charcoal	Know the historical and cultural significance of art Inukshuks	Understand simple vocabulary related to colour, 3D form, line, value and texture		Know that artists use their surroundings to influence their art e.g. Monet
Skills Progression					
Art Skills Pathfinders 1 / Y1			Art Skills Pathfinders 2 / Y2		
<p>Ar1 <i>Drawing</i> Explore the use of line, shape and colour</p> <p>Ar2 <i>Painting</i> Explore a variety of tools and techniques including the use of different brush sizes and types</p> <p>Ar3 <i>Printing</i> Make marks in print with a variety of objects, including natural and made objects</p> <p>Ar4 <i>Textiles / Collage</i> Investigate using a wide variety of media, including cards, fabric, plastic, tissue, magazines, crepe paper etc.</p> <p>Ar5 <i>3D-Form</i> Explore sculpture with a range of malleable materials</p> <p>Ar6 Recognise pattern in the environment</p> <p>Ar7 Respond to ideas</p> <p>Ar8 Make changes to their own work</p> <p>Ar9 <i>Drawing</i> Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</p> <p>Ar10 <i>Painting</i> Use different brush sizes and types</p> <p>Ar11 <i>Printing</i> Build a repeating pattern</p> <p>Ar12 <i>Textiles/Collage</i> Use a variety of techniques e.g. weaving, fabric crayons, sewing</p> <p>Ar13 <i>3D-Form</i> Manipulate clay in a variety of ways e.g. rolling, kneading and shaping</p>			<p>Ar14 Explore ideas</p> <p>Ar15 <i>Drawing</i> Experiment with the visual elements of line, shape, pattern and colour</p> <p>Ar16 <i>Drawing</i> Work out ideas for drawings in a sketch book</p> <p>Ar17 <i>Painting</i> Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones</p> <p>Ar18 <i>Printing</i> Investigate and design patterns of increasing complexity and repetition</p> <p>Ar19 <i>Textile/Collage</i> Explore texture using a variety of media</p> <p>Ar20 <i>3D-Form</i> Experiment with, construct and join recycled, natural and man-made materials more confidently</p> <p>Ar21 Observe and comment on differences in their own and other's work</p> <p>Ar22 <i>Drawing</i> Draw for a sustained period of time using real objects, including single and grouped objects</p> <p>Ar23 Observe 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</p> <p>Ar24 <i>Drawing</i> Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint</p> <p>Ar25 <i>Painting</i> Work on a range of scales e.g. large brush on large paper etc.</p> <p>Ar26 <i>Printing</i> Use a variety of techniques e.g. fabric printing, rubbings. Design patterns of increasing complexity and repetition</p> <p>Ar27 <i>Printing</i> Print using a variety of materials, objects and techniques</p> <p>Ar28 <i>Textile/Collage</i> Use a variety of techniques e.g. tie-dyeing, wax or oil resist mosaic</p> <p>Ar29 <i>3D-Form</i> Manipulate clay for a variety of purposes e.g. thumb pots, simple coil pots and models</p>		

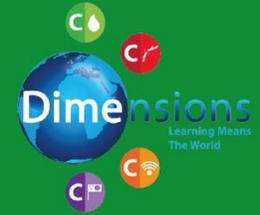


## Knowledge Progression

Year 1	Year 2
<p style="text-align: center;"><b>Zero to Hero</b></p> <p> In this unit, pupils will be introduced to the work of artist, Christy Brown, who was paralysed due to cerebral palsy and used his left foot to paint. Pupils will see that they do not always have to use their hands to create works of art and the importance of creative thinking when overcoming challenges. Pupils will use tools in ways that can seem challenging to explore a different way of painting.</p> <p><b>Painting</b> <b>Concepts</b></p> <p><b>NC</b> - To know 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</p> <ul style="list-style-type: none"> <li>To know that Christy Brown was a famous artist who could only use his left foot to draw and paint with</li> </ul> <p>To develop empathy, by understanding some of the challenges that Christy Brown must have faced</p>	<p style="text-align: center;"><b>Come Fly With Me! Arctic Circle</b></p> <p> Pupils will be introduced to the technique of collage. They will explore a range of materials and fabrics, deciding on their suitability linked to purpose. They will also be introduced, in simple terms, to the fact that art is subjective, and it can have deep cultural links. They will use stones and pebbles to recreate an Inukshuk and use their collage background to display it.</p> <p><b>3D Form / Collage</b> <b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To be able to explore a range of materials in order to add texture to a collage</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To use a range of materials creatively to design and make products</p> <p><b>NC</b> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> <li>To be able to explore a range of materials in order to add texture to a collage</li> <li>To know that Inukshuks are 3D stone figures</li> <li>To understand that Inukshuks were traditionally used by the Inuits as directional markers</li> </ul> <p>To know that Inukshuks have been transformed into symbols of hope and friendship, used by people all over the world</p>
<p style="text-align: center;"><b>Happily Ever After</b></p> <p> Pupils will be shown how to use clay to produce a useful object. They will use the techniques of rolling, moulding and smoothing to create a lidded clay pot and be encouraged to use this specific vocabulary.</p> <p><b>3D Form</b> <b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To know how to make a clay thumb pot with a lid</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><b>NC</b> - To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>To know how to make a clay thumb pot with a lid</li> <li>To know the importance of including specific features in a model or artefact, linked to a fairy tale character</li> </ul>	<p style="text-align: center;"><b>Inter-Nation Media Station</b></p> <p> Pupils will find out about the photographic work of Theresa Elvin. In this, they will see that art can be produced in many different ways, including photography, and how photos can be edited. Vocabulary, such as 'monochrome', 'black and white' and 'colour pop' will be introduced. Pupils will use simple editing software to add splashes of colour to black and white photographs they have taken themselves.</p> <p><b>Photography / Drawing / Painting</b> <b>Concepts</b></p> <p><b>NC</b> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> <li>To recognise and understand the difference between colour and black and white images</li> <li>To know that splashes of colour on a monochrome background are called 'colour pops'</li> </ul>



# Art



## Knowledge Progression

Year 1	Year 2
<p style="text-align: center;"><b>Unity in the Community</b></p> <p> In this unit, pupils will look at the work of César Manrique and understand how he used his island home of Lanzarote to inspire his artwork. Pupils will learn that art can be found anywhere, not just in a gallery, and Manrique's wind toys dotted around the island are a form of moving sculpture. Pupils will explore alternatives for making their own sculptures, for example plastic bottles and paper plates, and link some design technology skills by evaluating their work once complete.</p> <p><b>3D Form</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - To use a range of materials creatively to design and make products</p> <p><b>NC</b> - To know 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</p> <ul style="list-style-type: none"> <li>To know about the influence that César Manrique had on the Lanzarote island community</li> <li>To know that César Manrique's wind toys are examples of moving sculptures</li> </ul>	<p style="text-align: center;"><b>Land Ahoy!</b></p> <p> Pupils will be introduced to the terms 'primary' and 'secondary' when mixing colours. They will begin to understand that the choice of brush is important when painting and know how to hold a brush correctly to ensure full control. Pupils will also develop the technique of colour mixing by adding white to colours to produce tints. They will be introduced to French artist, Claude Monet, and they will focus on his seascapes, producing their own pictures using colour mixing techniques.</p> <p><b>Painting</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To develop colour mixing skills through mixing primary colours</li> <li>To develop colour mixing by adding white</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To know 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</p> <p><b>NC</b> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> <li>To develop colour mixing skills through mixing primary colours</li> <li>To learn about various techniques used for creating an image / canvas using different media</li> <li>To learn about the French artist, Claude Monet, and some of his paintings</li> </ul>
<p style="text-align: center;"><b>Going Wild</b></p> <p> Pupils will revisit the concept of pattern and printing in this unit. They will be introduced to new vocabulary with terms such as 'ink', 'roller' and 'printing plate'. Pupils will explore the techniques and tools associated with simple printing to produce repeating patterns. They will also investigate where these techniques are used elsewhere, such as in wallpaper and wrapping paper.</p> <p><b>Printing</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To make a printing plate and print a repeating pattern</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> <li>To make a printing plate and print a repeating pattern</li> <li>To identify different animal prints</li> <li>To learn some simple printing techniques</li> </ul>	<p style="text-align: center;"><b>Light Up the World</b></p> <p> The focus in this unit is the concept of working with a range of drawing mediums. Pupils will be familiar with pencils, pens and possibly chalks, but may not have come across charcoal or pastels. They will revisit observing light and dark shades within one core colour and work on recreating their own light and dark drawings using a wide range of tools. They will be introduced to the technique of cross-hatching to produce a range of shading.</p> <p><b>Drawing</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To know how to create light and dark effects by exploring the use of different drawing implements</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> <li>To know how to create light and dark effects by exploring the use of different drawing implements</li> <li>To learn about colour sequences and be able to order colours, from lightest to the darkest</li> <li>To understand that depending on how much pressure is applied, different media e.g. coloured pencils, can produce different tones and shades</li> </ul>



# Art

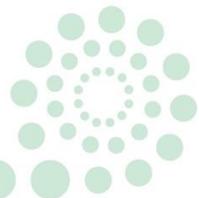


## Key Vocabulary

Year 1		Year 2	
Come Fly With Me! Arctic Circle		Zero to Hero	
Inukshuk figure	materials	Christy Brown	overcome
Inuksuit	collage	feet painting	artist
Inuit	diorama	painting	
marker	properties	challenge	
pebble	texture	shade	
stone	3D	tone	
Happily Ever After		Inter-Nation Media Station	
clay	roll	photograph	
slip	edge	black and white	
mould	marking tools	colour photograph	
cut	thumb pot	colour pop	
clay board	lid	Theresa Elvin	
pinch	smooth	stimulus	

## Key Vocabulary

Year 1		Year 2	
Land Ahoy!		Unity In the Community	
colour mixing	Claude Monet	César Manrique	artist
primary colour	Ivan Aivazovsky	Lanzarote	construct
secondary colour	marine art	moving sculpture	visual
paintbrush	seascape	folded	shaping
palette		spin	join
tint		mobile	kneading
		design	rolling



## ADVENTURERS – Year 3 and 4

Knowledge Building					
Techniques	Tools	People	Art and Design Vocabulary	Architecture	Cultural Understanding
Y3 Know how different techniques are used to create effects e.g. drawing	Know how using different art tools can create different effects e.g. grades of pencil	Know some of the key ideas, techniques and practices of artists and designers such as Jack Kirby, Afua Richardson, Julie Taymor and Michael Curry	Understand key vocabulary relating to a range of different art techniques such as modelling, sculpting and drawing		Understand that art is an identifying feature of different cultures throughout history
Y4 Know how different techniques are used to create effects e.g. relief printing and weaving	Know how using different art tools can create different effects e.g. various materials for printing	Know some of the key ideas, techniques and practices of Banksy, Van Gogh, Romero Britto and Gilbert Baker	Understand key vocabulary relating to a range of different art techniques such as relief printing and stitching, cutting and joining materials	Know that buildings are sometimes used to display art created as a political statement	Understand that art can be used as a political tool in society
Art Skills Y3			Art Skills Y4		
<p>Ar30 <i>Drawing</i> Experiment with different grades of pencil and other implements</p> <p>Ar31 <i>Painting</i> Experiment with different effects and textures e.g. blocking in colour, colour washes, thickened paint etc.</p> <p>Ar32 <i>Printing</i> Explore pattern and shape, creating designs for printing</p> <p>Ar33 <i>Textiles/Collage</i> Experiment with a range of media e.g. overlapping, layering etc.</p> <p>Ar34 <i>Modelling and Sculpting</i> Research, plan, design and make models</p> <p>Ar35 Find out about artists, architects and designers</p> <p>Ar36 <i>Drawing</i> Use their sketchbook to observe, collect and record visual information from different sources</p> <p>Ar37 <i>Printing</i> Observe and discuss the processes used to produce a simple print</p> <p>Ar38 <i>Drawing</i> Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Ar39 <i>Drawing</i> Draw independently for sustained period</p> <p>Ar40 Plan, refine and alter their work as necessary</p> <p>Ar41 <i>Painting</i> Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Ar42 <i>Painting</i> Mix a variety of colours and know which primary colours make secondary colours</p> <p>Ar43 <i>Printing</i> Print using variety of materials, objects and techniques including layering</p> <p>Ar44 <i>Textiles/Collage</i> Use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining</p> <p>Ar45 <i>Modelling and Sculpting</i> Work with a degree of independence</p> <p>Ar46 <i>Modelling and Sculpting</i> Construct a simple clay base for extending and modelling other shapes</p> <p>Ar47 <i>Modelling and Sculpting</i> Make a simple papier mache object</p> <p>Ar48 Design and create images and artefacts in response to their personal ideas</p>			<p>Ar49 <i>Drawing</i> Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media</p> <p>Ar50 <i>Painting</i> Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</p> <p>Ar51 <i>Printing</i> Research, create and refine a print using a variety of techniques</p> <p>Ar52 <i>Printing</i> Explore resist painting including marbling and silkscreen</p> <p>Ar53 <i>Textiles/Collage</i> Experiment with paste resist</p> <p>Ar54 Find out about artists, architects and designers</p> <p>Ar55 <i>Drawing</i> Use research to inspire drawings from memory and imagination</p> <p>Ar56 <i>Drawing</i> Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary</p> <p>Ar57 <i>Textiles/Collage</i> Match the correct tool to the material</p> <p>Ar58 <i>Modelling and Sculpting</i> Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed</p> <p>Ar59 <i>Drawing</i> Make informed choices in drawing including use of paper and media</p> <p>Ar60 <i>Drawing</i> Collect images and information independently in a sketchbook</p> <p>Ar61 <i>Painting</i> Make and match colours with increasing accuracy</p> <p>Ar62 <i>Painting</i> Use more specific colour language e.g. tint, tone, shade, hue</p> <p>Ar63 <i>Painting</i> Plan and create different effects and textures with paint</p> <p>Ar64 <i>Printing</i> Select broadly the kinds of material to print with in order to achieve the desired effect</p> <p>Ar65 <i>Textiles/Collage</i> Choose collage or textiles as a means of extending work already achieved</p> <p>Ar66 <i>Modelling and Sculpting</i> Show an understanding of shape, space and form</p> <p>Ar67 <i>Modelling and Sculpting</i> Plan, design, make and adapt models using a variety of materials</p> <p>Ar68 <i>Modelling and Sculpting</i> Talk about their work, understanding that it has been sculpted, modelled or constructed</p> <p>Ar69 Design and create images and artefacts for clearly defined purposes</p>		

## Knowledge Progression

Year 3	Year 4
<p style="text-align: center;"><b>"That's All, Folks!"</b></p> <p> As pupils should now be able to correctly hold and control a paintbrush, they will be introduced to a wider range of brushes and explore using them in different tasks. Pupils will develop their painting technique by using the brushes to produce different effects, including those of stippling and pointillism. Pupils will also be introduced to Jack Kirby, a famous comic artist. They should recognise some of his work and use him as an inspiration to produce their own.</p> <p><b>Painting</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p><b>NC</b> - To know about great artists, architects and designers</p> <ul style="list-style-type: none"> <li>To learn about different brushes, brush strokes and how to choose appropriate brushes for different tasks</li> <li>To identify that Jack Kirby is famous for his comic book style</li> <li>To learn that Jack Kirby was the creator of Captain America and many more Marvel characters</li> <li>To know that various methods can be used to create comic art</li> </ul>	<p style="text-align: center;"><b>A World of Difference</b></p> <p> In this unit, the pupils will see clearly that art can have deep cultural and religious connections. The cyclical design and pattern of mandalas encourage meditation and focus in the Buddhist faith. Pupils also explore the importance of geometric pattern in Islamic art, using a range of tools to create colour and vibrancy.</p> <p><b>Drawing / Painting</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To know that the mandala is a symbolic representation of the universe in Tibetan Buddhism</li> <li>To understand that the mandala is derived from the world 'circle'</li> <li>To learn that Mandalas are used as spiritual teaching tool that helps strengthen meditation and increase focus</li> <li>To understand some of the features from Islamic art</li> </ul>
<p style="text-align: center;"><b>Come Fly With Me! Africa</b></p> <p> Pupils will develop their sculpting skills through the use of another medium, papier maché. Taking inspiration from Julie Taymor's 'Lion King' masks, pupils will follow instructions to produce their own.</p> <p><b>3D Form</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To learn how to make an animal mask</li> <li>To know that Julie Taymor is famous for making all the 'Lion King' show masks / puppets</li> </ul>	<p style="text-align: center;"><b>Cry Freedom</b></p> <p> Pupils will learn about graffiti and how it is viewed in society. Looking specifically at the use of this art medium in political activism, they are introduced to Banksy, a renowned graffiti artist. They will use their sketchbooks to create images that portray slave labour which they then add a slogan to. They then create stencils which they experiment with spray or stipple painting.</p> <p><b>Mixed Media</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To learn about the role of graffiti as an artform and a political tool in society (as well as a discouraged form of vandalism)</li> <li>To learn about Banksy and how he uses graffiti to speak out on issues such as greed, poverty and slave labour</li> </ul>

## Knowledge Progression

Year 3	Year 4
<p style="text-align: center;"><b>Athens v Sparta</b></p> <p> In this unit, pupils will refine their clay moulding technique with the introduction of 'slip'. Slip will be used to join coils of clay together, in order for the pupils to make simple clay pots with lids. Pupils will also find out about the cultural importance of Greek pottery in conveying stories and messages and use original designs to inspire their own.</p> <p><b>3D Form</b> <b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To know how to make a coil pot</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To know how to make a coil pot</li> <li>To identify different variations of pottery design from the past to modern times</li> </ul>	<p style="text-align: center;"><b>Law and Order</b></p> <p> Pupils will know that lines are a key aspect of drawing and, in this unit, further explore how using a variety of line drawing techniques can be effective and eye-catching. Pupils will be encouraged to talk in more depth and with wider artistic vocabulary about their own art and that of others. Pupils will use line to draw buildings, noting some architectural features before deepening their understanding of effective drawing techniques through the 'rule of thirds' in drawing landscapes.</p> <p><b>Drawing</b> <b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To know that line can be used effectively as a visual element in drawing</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To know that line can be used effectively as a visual element in drawing</li> <li>To know the rule of thirds is a set of guidelines used to composing artwork for 2D mediums, such as photography, drawing and painting</li> <li>To know that artists use the rule of thirds when creating landscapes, but that it can also be used for subject matter, still life, figures and portraits</li> </ul>
<p style="text-align: center;"><b>Picture Our Planet</b></p> <p> Pupils will be introduced to the work of Romero Britto, a Brazilian artist who is well-known for his bright and vibrant collage-like artwork. Pupils will use his work to inspire their own colourful textile collage piece. Pupils will need to identify fabrics that would be the most suitable for their design by discussing their features. They will be introduced to the technique of layering to produce interesting art pieces.</p> <p><b>Textiles / Collage</b> <b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To know how to cut, layer and join materials</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To know about great artists, architects and designers</p> <ul style="list-style-type: none"> <li>To know how to cut, layer and join materials</li> <li>To learn about Romero Britto and discuss the key features of his work e.g. bright colours, abstract form, bold lines</li> </ul>	<p style="text-align: center;"><b>Under the Canopy</b></p> <p> Pupils will use drawing techniques developed over the course of this phase and earlier to create observational drawings using pastels as their tool. Pupils will notice that pastels can be hard to work with so will need to adapt their technique as appropriate.</p> <p>As well as drawing, pupils will explore the art of tattooing as an artform, recognising that it has a long cultural history in central America and is used as a sign of courage.</p> <p><b>Drawing / Painting</b> <b>Concepts</b></p> <p><b>NC</b> - To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To know how to make close observational drawings</li> <li>To know how to use oil pastels in drawing</li> <li>To know that body art, in the form of tattooing, was being used in the 16<sup>th</sup> century in Mexico and Central America</li> <li>To identify different methods of body and face painting</li> </ul>



# Art



## Knowledge Progression

Year 3

Year 4



### Lightning Speed

Pupils will revisit the printing techniques developed in Pathfinders and will go on to develop them by exploring the use of line to produce effective printing patterns. Pupils will also be reminded of vocabulary previously introduced to them.

Pupils will discuss the uses of printing by looking at the work of Gutenberg. They will improve their printing skills by producing book covers and using marbling techniques to make end papers.

### Printing

#### Skills Development

- To know about a range of lines and marks that create different effects when printing

#### Concepts

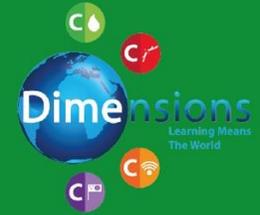
**NC** - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

- To know about a range of lines and marks that create different effects when printing
- To learn a range of printing techniques that were used from both Ancient and Modern times e.g. 'wood block'





# Art



## Key Vocabulary

Year 3			Year 4		
Come Fly With Me! Africa			A World of Difference		
Julie Taymor mask Lion King papier maché	puppet 3D design model		mandala Buddhism circle geometric calligraphy	nature pattern draw reflect artefact	shape tone texture image line
"That's All, Folks!"			Lightning Speed		
brush technique brush stroke sketchbook	character design applied technique comic art	stippling pointillism Jack Kirby layer	printing Lino press ink roller	Gutenberg stamp printing press crosshatch	relief print marbling book covers non-porous
Athens v Sparta			Law and Order		
coil pot slip clay	cross-hatching clay guide pottery		landscapes line photography	portrait rule of thirds	still life Van Gogh
Picture Our Planet			Under the Canopy		
abstract form fray	Layering Romero Britto	line	dye observational	oil painting drawing	oil pastel tattooing
			Cry Freedom		
			graffiti spray paint stipple	vandalism political activist	stencil acetate



## NAVIGATORS – Year 5 and 6

Knowledge Building					
Techniques	Tools	People	Art and Design Vocabulary	Architecture	Cultural Understanding
Y5 Know which painting, modelling and sculpting techniques to choose for specific purposes	Know which art tools to choose for painting and 3D form and how to use them safely	Know about the influence of different historical, cultural and social contexts on artists	Know and use a wide range of art and design vocabulary in critiques	Know how architecture shaped communities and landscapes in the Roman Empire	Know what art reflects and influences culture and vice versa
Y6 Know which art techniques to choose for specific purposes, e.g. stitching and drawing	Know which art tools to choose for specific purposes and how to use them safely	Know about the influence of different historical, environmental and social contexts on artists	Know and use a wide range of art and design vocabulary in critiques		Know what art reflects history and influences culture and vice versa
Skills Progression					
Art Skills Y5			Art Skills Y6		
<p>Ar70 <i>Drawing</i> Research and use a variety of source materials for their work</p> <p>Ar71 <i>Drawing</i> Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape</p> <p>Ar72 <i>Painting</i> Work on preliminary studies to test media and materials. Investigate, explore and record information to generate imaginative ideas</p> <p>Ar73 <i>Drawing</i> Work in a sustained and independent way from observation, experience and imagination</p> <p>Ar74 <i>Printing</i> Become familiar with new techniques e.g. the use of poly-blocks, relief, mom and resist printing</p> <p>Ar75 Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes</p> <p>Ar76 <i>Drawing</i> Use a sketchbook to develop ideas</p> <p>Ar77 <i>Painting</i> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Ar78 <i>Painting</i> Create imaginative work from a variety of sources</p> <p>Ar79 <i>Printing</i> Choose the printing method appropriate to task</p> <p>Ar80 <i>Printing</i> Build up layers and colours/textures</p> <p>Ar81 <i>Printing</i> Organise their work in terms of pattern, repetition, symmetry or random printing styles</p> <p>Ar82 <i>Textiles/Collage</i> Join fabrics in different ways, including stitching</p> <p>Ar83 <i>Textiles/Collage</i> Use a range of media to create collage</p> <p>Ar84 <i>3D-Form</i> Use recycled, natural and man-made materials to create sculpture</p> <p>Ar85 <i>3D-Form</i> Plan a sculpture through drawing and other preparatory work</p> <p>Ar86 Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and developing techniques and using a range of materials</p>			<p>Ar87 <i>Drawing</i> Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Ar88 <i>Painting</i> Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Ar89 <i>Painting</i> Work from a variety of sources, including some researched independently</p> <p>Ar90 <i>Modelling and Sculpting</i> Explore further the use for clay e.g. slabs, coils, slips, etc.</p> <p>Ar91 Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities</p> <p>Ar92 <i>Drawing</i> Identify artists who have worked in a similar way to their own work</p> <p>Ar93 Analyse and comment on ideas and methods</p> <p>Ar94 <i>Drawing</i> Demonstrate a wide variety of ways to make different marks with dry and wet media</p> <p>Ar95 <i>Drawing</i> Develop ideas using different or mixed media, using a sketchbook</p> <p>Ar96 <i>Painting</i> Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Ar97 <i>Painting</i> Create shades and tints using black and white. Work from a variety of sources, including some researched independently</p> <p>Ar98 <i>Painting</i> Show an awareness of how paintings are created</p> <p>Ar99 <i>Printing</i> Describe varied technique</p> <p>Ar100 <i>Printing</i> Show confidence in printing on paper or fabric</p> <p>Ar101 <i>Textiles/Collage</i> Show an awareness of the potential of the uses of materials</p> <p>Ar102 <i>Textiles/Collage</i> Use different techniques, colours and textures when designing and making pieces of work</p> <p>Ar103 <i>Modelling and Sculpting</i> Create sculpture and constructions with increasing independence</p>		

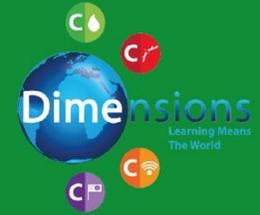
## Knowledge Progression

Year 5	Year 6
<p style="text-align: center;"><b>Come Fly With Me! America</b></p> <p> Pupils will develop their ability to work with different artistic tools in this unit. Pupils will learn about different types of paint and expand their vocabulary further. They will also experiment with how these paint types can be used on a range of surfaces to produce different textures.</p> <p>Pupils will be introduced to Jackson Pollock, a famous abstract expressionist artist. They will talk about how his artwork makes them feel and use some of his techniques of painting to music to recreate their own Pollock-style pieces.</p> <p><b>Painting</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To learn about different types of paint and explore their capabilities on a range of surfaces</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To know about great artists, architects and designers</p> <ul style="list-style-type: none"> <li>To learn about different types of paint and explore their capabilities on a range of surfaces</li> <li>To know that Jackson Pollock is famous for abstract art</li> <li>To understand that his paintings are not meant to represent specific objects / people</li> <li>To identify their own feelings and emotions when looking at his paintings</li> </ul>	<p style="text-align: center;"><b>"I Have a Dream..."</b></p> <p> Pupils will explore another approach to sculpture through the use of everyday items, specifically paper clips. They will use the work of Pietro D'Angelo, an Italian figurative sculpture who uses wire mesh to produce his sculptures. Pupils will be encouraged to sketch ideas, produce a sculpture and then critique their own and others' work.</p> <p><b>3D Form</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - To know about great artists, architects and designers</p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To know that Pietro D'Angelo is an artist that creates paper clip sculptures</li> <li>To understand the properties and capabilities of wire e.g. mesh, paper clips, garden wire</li> </ul>
<p style="text-align: center;"><b>Mission Control</b></p> <p> In this unit, pupils will extend their knowledge of the planets, Sun and Moon through their art. Pupils will be familiar with mixing primary colours to make secondary and adding white or black to create shades. They will improve their technique of colour mixing by now working with complementary and contrasting colours, as well as hue and tones. They will apply these techniques to produce paintings of the planets, Sun and Moon, observing carefully the colours seen on each. In addition to colour mixing, pupils will embed their understanding of creating texture by adding materials to their paints.</p> <p><b>Painting</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To learn about primary and secondary colours and what they can be used for e.g. warm colours, cold colours, complementary colours</li> <li>To learn about colour wheels, including tints, tones, shades and hues</li> </ul> <p>To understand when you apply paint and materials (e.g. sand, sugar grit) to different types of paper, it will create different textures</p>	<p style="text-align: center;"><b>A World of Bright Ideas</b></p> <p> Pupils should now be fairly confident with the technique of printing using rollers and their own print plates. In this unit, pupils will develop their technique further by exploring using two colours and stencils to make a more complex design.</p> <p>As well as improving printing techniques, pupils will look at branding and how brand logos can be considered a form of art that plays a role in our culture.</p> <p><b>Printing</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To know how to create a two-colour relief print with a stencil</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To know how to create a two-colour relief print with a stencil</li> <li>To know why logos are important in branding</li> <li>To know the features of a strong brand image</li> </ul>

Knowledge Progression	
Year 5	Year 6
<p><b>You're Not Invited</b></p> <p> Pupils will secure their skills in working with clay in this unit. In Adventurers, pupils used to slip to join two or more pieces of clay together. Now, they will use cross-hatching to ensure more secure joins and use clay guides to ensure that a piece of clay is flat and level. Pupils will then study some of the designs on Roman mosaics to inspire their own decoration noting some of the significant features of Roman design.</p> <p><b>3D Form</b></p> <p><b>Concepts</b></p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To know how to make a slab pot</li> <li>To know that Roman mosaics were common forms of decoration during the reign of the Roman Empire</li> <li>To learn about the significance of Roman mosaic art and their designs</li> </ul>	<p><b>Wars of the World</b></p> <p> In Adventurers, pupils explored techniques of joining fabrics together to create textile collages. Now in Navigators, pupils will develop their technique further by using needle and thread to stitch fabric together. Not only is this an art technique, but a useful life skill. Pupils will use stitching techniques to produce a poppy collage, whilst learning about the cultural significance of the poppy after World War I and into present day.</p> <p><b>Collage</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To know about exploring fabrics by stitching</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To know about exploring fabrics by stitching</li> <li>To learn about the significance of the poppy during World War I as a representation of sacrifice made by the soldiers</li> <li>To learn about the 5000 poppies project, which involved hand-knitted poppies that were donated from around the world and displayed at Federation Square, Melbourne to represent the fallen soldiers</li> </ul> <p><b>Full of Beans</b></p> <p> Pupils will have had the opportunity to draw with various tools and refine their technique in Adventurers. They will now explore reasons why people draw and be introduced to the vocabulary of 'observation', 'experience' and 'imagination'. They will use viewfinders as a tool to aid observational drawing and be encouraged to use the range of techniques they have learnt in the past. Pupils will also explore how a picture can be created with only one colour by mixing a variety of shades to create areas of light and dark.</p> <p><b>Drawing</b></p> <p><b>Skills Development</b></p> <ul style="list-style-type: none"> <li>To explore different drawing stimuli</li> </ul> <p><b>Concepts</b></p> <p><b>NC</b> - To create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>NC</b> - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <ul style="list-style-type: none"> <li>To know that different drawing implements to create light and dark effects</li> <li>To investigate the colour green and understand links e.g. green can symbolise love, associated with Venus</li> </ul> <p>To know how to create different shades and tones of green</p> <p><b>British Bulldog</b></p> <p>Choosing one of five stimuli images provided, pupils will sketch shapes and add colour to create a Moroccan painting similar to the style of Winston Churchill.</p> <p><b>Painting</b></p> <p><b>Concept</b></p> <ul style="list-style-type: none"> <li>To know that as well as a politician, Winston Churchill was an accomplished painter</li> </ul>



# Art



## Key Vocabulary

Year 5		Year 6	
Come Fly With Me! America		"I Have a Dream..."	
abstract art acrylic paint Jackson Pollock mask poster paint	surface texture watercolour paint powder paint	manipulate paper clip sculptures Pietro D'Angelo wire	
A World of Bright Ideas		Mission Control	
brand image indentation logo printing plate	printing tile processes stencil	cold colours colour wheel complementary colours contrasting colours	hue primary colours secondary colours shade texture tint tone warm colours

## Key Vocabulary

Year 5		Year 6	
You're Not Invited		Wars of the World	
mosaic art slab pot clay guides	cross-hatching rollers wire cutter	fabrics thread stitching installation	
Full of Beans		British Bulldog	
hue shade tone		landscape vibrancy sketch	colour mixing



## End Goals

### Explorers / EYFS

Our aim in teaching art in Explorers is to give pupils a grounding in some basic techniques and use of tools, whilst encouraging them to be as imaginative and creative as possible. Pupils should know what a paint brush, easel and palette are by the end of this phase and some pupils may be starting to use these tools with increasing dexterity. Pupils should be able to name some primary and secondary colours and select the most suitable ones for their artwork. Pupils should be able to spot patterns and incorporate some they have seen within their own work. It is important that pupils have been made aware that art can be found in various forms everywhere. Pupils should be able to talk about what they see in simple terms and express whether they like or dislike artwork, knowing that there is no right or wrong answer and that we can all have different preferences. Explorers, like the following phases, will have been introduced to well-known artists, have had the opportunity to study their work and use this as inspiration for their own.

### Pathfinders / KS1

Our aim in teaching art in Pathfinders is to encourage the pupils to become more aware of the techniques and tools they are using and recognise that art can be created in many different ways and from a range of materials. In this phase, pupils will have embedded their skills in how to use certain tools, such as holding a paintbrush correctly and picking appropriate colours. They should have developed their drawing skills further by working with lighter and darker shades, producing them, either through increased pressure when using a pencil, or by mixing colours together. They will have also begun to cultivate their techniques in using clay for sculpting, and using tools such as rollers, ink and printing plates in printing. Vocabulary such as 'primary' and 'secondary' colours, 'tints' and 'shade' should be understood by pupils. In Pathfinders, pupils should know that some artists create art with things other than their hands, such as the work of Christy Brown, and that disability does not prevent people from becoming artists. They should also know that artists can use their environment to inspire their work, for example César Manrique uses the windy landscape of Lanzarote and Monet was inspired by the sea. Through Manrique's art, pupils should have more awareness that art can be made from lots of different things, not just paper, pencils and paint.

### Adventurers / LKS2

Our aim in teaching art in Adventurers is to deepen their awareness of art as an identifying feature of different cultures and religions, as well as building on techniques and use of tools from Pathfinders. In this phase, pupils should be able to choose from a range of paintbrushes and understand how varying brush sizes can make an impact on what a painting looks like. They should also be able to vary the lines they use when drawing buildings, portraits and landscapes to give their work greater impact. As well as using lines more effectively, pupils should have been introduced to the concept that artists, specifically painters and illustrators, can follow rules to guide their work, for example, the 'rule of thirds' for landscapes. The techniques used in sculpting with clay will have been improved by using 'slip' to make sculptures stronger and using papier mache as another tool for sculpting 3D forms. In this phase, art as an identifying feature of culture and religion appear regularly. Pupils will be aware of the use of mandalas in Buddhism and geometric patterns that appear in Islamic art. In contrast, they should understand the significance of tattooing as an art form in Central America and Mexico during the Mayan period and how the comic book artwork of Jack Kirby and his Marvel characters has had a cultural impact. In Lightning Speed, pupils will have looked at the work of Gutenberg and how printing is not only an artform but has many practical uses.

### Navigators / UKS2

Our aim in teaching art in Navigators is to challenge pupils in their selection of tools and techniques so that their own works makes more of an impact, and in their understanding of how art can reflect culture and historical events. Throughout this phase, pupils should be able to draw upon the skills and techniques they have used to produce work that is effective and personalised. Pupils will expand their knowledge of colour through, not only mixing, but manipulating contrasting and complementary colours within their work. They will have created sculptures using more complex techniques with clay, such as slab work, and will have needed to delve deeper into their imaginations to create sculptures using small, everyday materials i.e. paper clips. Pupils should be able to evaluate and critique art, not only produced by professional artists, but by themselves and their peers, giving intelligent and supportive feedback using a wide range of art and design vocabulary. Pupils should recognise when research is required when creating art of a certain style and be aware of the reasons why art is important, making links with historical and cultural events. By the end of this phase, pupils should be able to produce art using a wide range of techniques, select tools for specific purposes and have a developed sense of imagination, whilst being able to link work to a range of historical, social and cultural contexts.