

ART AND DESIGN

WHOLE SCHOOL OVERVIEW

Shining as we learn in
Faith, Family and Friendship!



St William of York Catholic Primary School

ART & DESIGN STATEMENT OF INTENT

At St William's we believe that Art and Design should provide children with the opportunities to develop their imagination and creativity, and extend skills, thoughts and ideas. Our high-quality art and design education engages, inspires and challenges pupils. It equips them with knowledge and skills to experiment, invent and create their own authentic works of art. As pupils progress, they should be able to articulate their thoughts, think critically and develop a more rigorous understanding of art and design. They should also know how traditional, modern and contemporary artists reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims The national curriculum for art and design aims to ensure that all pupils:

- ♣ produce creative work, exploring their ideas and recording their experiences
- ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ♣ evaluate and analyse creative works using the language of art, craft and design
- ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

THE GOLDEN THREADS IN EYFS EXPRESSIVE ARTS AND DESIGN

NURSERY

Within provision children are encouraged to draw from their imagination and observation and are assisted in adding details to their drawings by being presented with interesting objects to draw, with key features being pointed out to the children. Children are taught about the differences between colours and introduced to the work of artists from across times and cultures. They notice where features of artists' work overlap with theirs, for example in details, colour, movement or line.

KEY KNOWLEDGE AND SKILLS

- Create closed shapes with continuous lines and begin to use these shapes to represent objects. (EAD)
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD)
- Use drawing to represent ideas like movement or loud noises. (EAD)
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (EAD)
- Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. (EAD)

What this looks like:

- Squiggle while you wiggle
- Self-portraits (every half-term)
- Carefully planned provision which has - been devised to make sure there are resources available all year round so the children can build upon, revisit and develop their skills e.g. Brown Bear Brown Bear (colour mixing – mixing white, brown).
- Dough disco
- Ongoing opportunities to paint

RECEPTION

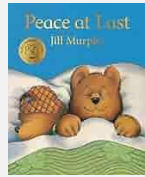
	AUTUMN TERM	SPRING TERM	SUMMER TERM
Topic Rec	COLLAGE Face Collage (inspired by Hannah Hoch's work) Photo montage PAINTING Painting (inspired by Jackson Pollock) Large scale drip art	COLLAGE Natural Collage – outdoors (inspired by Andy Goldsworthy)	COLLAGE Mini-beast collage - observations of animals and plants (inspired by Henri Matisse) DRAWING/PAINTING Giant sunflowers – paintings/observational drawings(inspired by Vincent Van Gogh)
Cross Curricular Links Rec	Ourselves (Encourages originality linked to selves) Group work Cooperation/following rules - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD) - See themselves as a valuable individual (PSE) - Express their feelings and consider the feelings of others (PSE) - Build constructive and respectful relationships (PSE)	Plants Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)	Plants Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)
Final piece Rec	Hannah Hoch: collage/ self-portrait Jackson Pollock: painting (whole class collaboration)	ANDY GOLDSWORTHY: sculpture (outdoors; whole class)	Henry Matisse: collage Vincent Van Gogh: painting and drawing
Artist links Rec	Hannah Hoch Jackson Pollock	Andy Goldsworthy	Henri Matisse Vincent Van Gogh

REVISIT Rec	The frequency repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. - Hannah Hoch: (enhancement in provision- revisited across the year) - Jackson Pollock: (revisit through powder paint)	The frequency repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. - Hannah Hock: opportunities within provision - Jackson Pollock: revisit through powder paint (outdoors in the rain) - Andy Goldsworthy: sculpture (outdoors)	The frequency repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. - Hannah Hock: opportunities within provision - Jackson Pollock: revisit through powder paint (outdoors in the rain) - Andy Goldsworthy: sculpture (outdoors and indoors- large and small scale)
KEY KNOWLEDGE & SKILLS: From Development Matters Rec	- Explore a variety of artistic effects to express their ideas and feelings (EAD) - Create collaboratively sharing ideas resources and skills (EAD) - Use and refine a variety of artistic effects to express their ideas and feelings (EAD) - Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD)\ <u>DRAWING</u> Make marks using a range of media (pencils, chalk, crayons and felt-tips) <u>PAINTING</u> Explore colour Experiment using brushes, rollers, fingers and cotton buds. <u>PRINTING</u> Print simple pictures using paint <u>COLLAGE</u> Create pictures using a range of collage materials and glue.	- Explore a variety of artistic effects to express their ideas and feelings (EAD) - Create collaboratively sharing ideas resources and skills (EAD) - Use and refine a variety of artistic effects to express their ideas and feelings (EAD) - Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD) <u>DRAWING</u> Make marks using a range of media (pencils, chalk, crayons and felt-tips) <u>PAINTING</u> Explore colour and colour-mixing Experiment using brushes, rollers, fingers and cotton buds. <u>PRINTING</u> Print simple pictures using paint <u>COLLAGE</u> Create pictures using a range of collage materials and glue.	- Explore a variety of artistic effects to express their ideas and feelings (EAD) - Create collaboratively sharing ideas resources and skills (EAD) - Use and refine a variety of artistic effects to express their ideas and feelings (EAD) - Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD) <u>DRAWING</u> Make marks using a range of media (pencils, chalk, crayons and felt-tips) <u>PAINTING</u> Explore colour and colour-mixing Experiment using brushes, rollers, fingers and cotton buds. <u>PRINTING</u> Print simple pictures using paint <u>COLLAGE</u> Create pictures using a range of collage materials and glue.
KEY VOCABULARY Rec	pencils, crayons, felt-tips, thick, thin, dark, light, lines, patterns, draw, colour, brushes, paint, artist, mix, stick, glue, rip, materials, cut, print, paint, shapes	pencils, crayons, felt-tips, thick, thin, dark, light, lines, patterns, draw, colour, brushes, paint, artist, mix, stick, glue, rip, materials, cut, print, paint, shapes	pencils, crayons, felt-tips, thick, thin, dark, light, lines, patterns, draw, colour, brushes, paint, artist, mix, stick, glue, rip, materials, cut, print, paint, shapes

KEY TEXTS

Rec

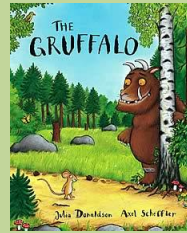
Peace at Last



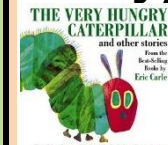
Colour Monster



The Gruffalo



The Hungry Caterpillar



Read by Roger McGough & Juliet Stevenson

The Tiny Seed



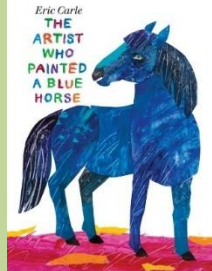
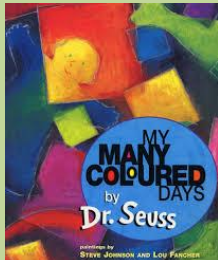
YEAR 1

KEY CONCEPT – WHAT IS AN ARTIST?

	AUTUMN TERM	SPRING TERM	SUMMER TERM
BIG QUESTION Y1	What is an artist?	What is an artist?	What is an artist?
TOPIC Y1	Self-portraits in the style of Arcimboldo COLLAGE/PRINTING	A study of the life and works of Mark Rothko (Modern Artist) PAINTING	A portrait of Frida Kahlo in the style of Frida Kahlo DRAWING
Cross-curricular links Y1	DT – Fruit Hedgehog		GEOGRAPHY - Mexico
Final Piece Y1	Fruit face – made with fruit, drawn, collaged and printed	An inspired piece of artwork in the style of Mark Rothko	A portrait of Frida Kahlo in the style of Frida Kahlo
Artist Links Y1	Arcimboldo (Traditional Artist)	Mark Rothko (modern artist)	Frida Kahlo (modern artist)
Sequence of Learning Y1	1: Research (about the artist and their artwork – LOOKING AT ART – ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART – ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART – ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)

Revisit (Pause, Reflect and Remember) Y1	Self-portraits in week 1. From prior learning: What artists did you explore in EYFS? What art did you do in EYFS? How did you create your artwork in EYFS? Who is Hannah Hoch? What artwork did she create? At the beginning of each lesson: What did you learn last year? What did you learn last topic? What did you learn last lesson?	From prior learning: What artists can you remember? (Hannah Hoch, Arcimboldo). What art have you done before? What artwork did Arcimboldo create? At the beginning of each lesson: What did you learn last year? What did you learn last topic? What did you learn last lesson?	From prior learning: What artists can you remember? (Hannah Hoch, Arcimboldo, Mark Rothko). What art have you done before? What artwork did Arcimboldo and Rothko create? At the beginning of each lesson: What did you learn last year? What did you learn last topic? What did you learn last lesson?
Overview of Unit Y1	Through this unit the children investigate the work of Arcimboldo. They find out who Arcimboldo was and when he lived. They experiment with a range of fruits to create different shapes and pictures, which can be photographed for their sketchbooks. They plan their face design and then experiment and create their own face using fruit. They experiment with creating patterns and overlapping. They photograph and record their work and review it to consider how it could be improved. They then explore how the fruit could be used to print in the style of Arcimboldo. Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt.	This unit gives children the opportunity to reflect and express their opinion on the work of the modern artist Mark Rothko. They find out who he was and when he lived. They explore and discuss why an artist may have chosen that particular style. They begin to look at the common features of the paintings and experiment with the style using sketchbooks. Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt. For example, they might experiment with the shapes and/or colours.	Children are introduced to the Mexican artist Frida Kahlo. They study different images of her self-portraits. They practise drawing techniques in their sketch books before attempting a whole drawing. Children use their drawing skills to add flowers to their portraits. Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt.

KEY KNOWLEDGE AND SKILLS (Including practical, theoretical and disciplinary) Y1	CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS: - Explore the work of artists from different times and cultures. - Develop their idea, try things out and change their minds. - Review what they have done and say what they think and feel about it. DRAWING KEY KNOWLEDGE & SKILLS - Observe and draw shapes PRINTING KEY KNOWLEDGE & SKILLS: - Print simple pictures with different fruits. - Paint over fruit to create patterns. - Build repeating patterns. COLLAGE KEY KNOWLEDGE & SKILLS: - Create images out of paper. - Arrange and glue materials to a background. - Overlap papers. - Create and arrange shapes appropriately. - Evaluate artwork.	CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS: - Explore the work of artists from different times. - Develop their idea, try things out and change their minds. - Review what they have done and say what they think and feel about it. DRAWING KEY KNOWLEDGE & SKILLS - Observe and draw shapes PAINTING KEY KNOWLEDGE & SKILLS: - Experiment with paint media (acrylic paint) using a range of tools including palette knives, glue spreaders, thick brushes, and thin brushes. - Begin to show control over the types of marks made. - Experiment with the technique layering. COLOUR - Identify primary colours by name and use an experimental approach to simple colour mixing to discover secondary colours. TEXTURE - Create textured paint by adding sand. - Evaluate artwork	CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS: - Explore the work of artists, craftspeople and designers from different times and cultures, - Develop their idea, try things out and change their minds. - Review what they have done and say what they think and feel about it. DRAWING KEY KNOWLEDGE & SKILLS: - Experiment with a variety of drawing media including, pencils, crayons, pastels, felt-tips. - Draw on different surfaces with a range of media. SHAPE - Observe and draw shapes from observations. TOPE - Investigate tone by drawing light/dark lines. TEXTURE - Make rubbings to collect textures and pattern - Evaluate artwork.
KEY STICKY KNOWLEDGE Y1	- Know that collage is artwork in which pieces of paper, photographs, fabric or other materials are arranged onto a surface. - Know that an artist is someone who produces works of art. - Know that Arcimboldo was an Italian artist who created pictures using objects such as fruit.	- Know the names of the primary and secondary colours. - Know that Mark Rothko is an American painter. - Know what block colours are.	- Know how to use pencils to create lines of different thickness in drawings. - Know that different types of marks can be made when drawing.

KEY VOCABULARY Y1	artist, collage, design, overlapping, print, hard, sort, Arcimboldo	texture, artist, primary colours, poster paint, block colours, Mark Rothko	marks, rubbings, thick, thin, light, lines, dark, pastel, Frida Kahlo
KEY TEXTS Y1		 	

YEAR 2

KEY CONCEPT – WHAT IS AN ARTIST/SCULPTOR?

	AUTUMN TERM	SPRING TERM	SUMMER TERM
BIG QUESTION Y2	What is an artist?	What is sculpture?	What is an artist?
TOPIC Y2	Ocean Life DRAWING/COLLAGE	SPIRIT OF SPORT SCULPTURE	What's all the buzz with the Manchester Bees? PAINTING
Cross-curricular Links Y2	SCIENCE – Living Things and their Habitats GEOGRAPHY – Oceans and Seas		GEOGRAPHY – MANCHESTER
Final Piece Y2	Drawing/collage of a sea scene	Class sculpture inspired by the Spirit of Sport	Painting of a bee inspired by the Manchester Bees
Artist Links Y2	John Piper (modern artist)	Created by Eaton Waygood Associates	Various Artists
Sequence of Learning Y2	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)

Revisit (Pause, Reflect and remember) Y2	Self-portraits in week 1. From prior learning: What is a collage? How can a collage be created? What is an artist? Who was Arcimboldo? Who was Mark Rothko? Who was Frida Kahlo? Who was Hannah Hoch? How can pencils be used create thicker lines? At the beginning of each lesson: What did you learn last year? What did you learn last topic? What did you learn last lesson?	From prior learning: What is a collage? How can a collage be created? What is an artist? Which artists can you remember? (Arcimboldo, Mark Rothko, Frida Kahlo, Hannah Hoch, John Piper? How can pencils be used create thicker lines? What is block colour, think about Rothko's artwork? At the beginning of each lesson: What did you learn last year? What did you learn last topic? What did you learn last lesson?	From prior learning: What is a sculpture? Which well-known Bolton sculpture have we learnt about? What is an artist? Which artists can you remember? (Arcimboldo, Mark Rothko, Frida Kahlo, Hannah Hoch, John Piper? How can pencils be used create thicker lines? What is block colour, think about Rothko's artwork? At the beginning of each lesson: What did you learn last year? What did you learn last topic? What did you learn last lesson?
Overview of Unit Y2	Explore the artwork 'Beach with Starfish' by modern artist John Piper. They investigate his life and what may have influenced his art. They practise drawing techniques and drawing different ocean animals using a range of drawing materials. They then explore the different materials that could be used to add a collage element to their artwork e.g., newspaper. Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt.	During this unit children take inspiration from the local sculpture 'Spirit of Sport'. They investigate why the sculpture was made and look at the features of it. They explore making shapes for sculpture using plasticine, tin foil, paper to make individual tiles. Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt. They begin to plan and make their own sculpture 'Spirit of St William's'.	As part of the topic investigating Manchester the children investigate the history of the Manchester 'worker bees'. They look at how art can come to symbolise and be associated with a place. They compare the different bees and describe which they like and why. They observe and handle a 'bee gallery' to help children understand that bees are used a lot in design. Emphasise the diversity of Manchester and how people come together and work hard to make Manchester the amazing city it is. Discuss terms e.g., 'busy bee'. Practise colour mixing (theory). Study images of the bees and choose favourite ones and explain why they like them. Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt. They create their own artistic interpretation of a bee linked to their own, first-hand observations from their trip to Manchester and to reflect their own personalities and how they feel about being part of Greater Manchester.

KEY KNOWLEDGE & SKILLS
(Including practical, theoretical and disciplinary)

Y2

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Explore the work of artists
- Develop their idea, try things out and change their minds.
- Review what they have done and say what they think and feel about it.

DRAWING KEY KNOWLEDGE & SKILLS:

- Experiment with a variety of drawing media pencils (different grades), crayons, pastels, felt-tips, charcoal, chalk.
- Control the types of marks made with a range of media.

SHAPE

- Observe and draw from primary and secondary source material, shapes from observations for a sustained period of time.

-tone

- Investigate tone by drawing light/dark lines.

Texture

- Make rubbings to collect textures and patterns.

COLLAGE KEY KNOWLEDGE & SKILLS:

- Create images from a variety of media (paper, tissue paper, tracing paper, magazines, lolly pop sticks).
- Arrange and glue materials to the background.
- Fold, crumple, tear and overlap papers.
- Match colours appropriate for an image.
- Create and arrange shapes appropriately.
- Create, select and use textured paper for an image.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Develop their idea, try things out and change their minds.
- Review what they have done and say what they think and feel about it.

SCULPTURE KEY KNOWLEDGE & SKILLS:

- Plan, design and make models from observation or imagination.
- Manipulate and explore malleable materials in a variety of ways including rolling and kneading.
- Manipulate malleable materials for a purpose.
- Experiment with joining clay.
- Use simple 2-D shapes to create a 3-D form.
- Change the surface of a malleable material to create a textured tile.
- Begin to apply simple decoration techniques.
- Evaluate artwork.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

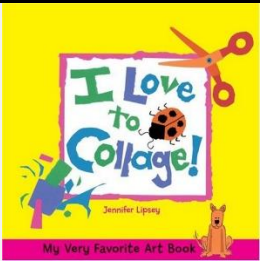
- Explore the work of artists and craftspeople and from different times and cultures
- Develop their idea, try things out and change their minds.
- Review what they have done and say what they think and feel about it.

PAINTING KEY KNOWLEDGE & SKILLS:

- Show control over the types of marks made.
- Use different brush sizes.

COLOUR

- Identify primary colours by name.
- Confidently mix a range of secondary colours and shades.
- Evaluate artwork.

	Evaluate artwork.		
KEY STICKY KNOWLEDGE Y2	<u>COLLAGE</u> - Know that collage is artwork in which pieces of paper, photographs, fabric and other materials are arranged onto a surface. - Know that John Piper was an English artist who painted images of places in Britain including beaches. - Know that John Piper painted 'Beach with Starfish' and be able to recognise and name this painting. <u>DRAWING</u> - Know that different grades of pencil can be used to add light and dark to artwork. - Know that we can use our fingers to blend pencil work.	- Know what a sculpture is and name a well-known one in Bolton. - To know how to manipulate and explore malleable materials in a variety of ways including rolling and kneading. - Know what materials can be used to make a sculpture e.g., recycled, natural.	- Know that mixing primary colours will create secondary colours. - Know that adding black and white can lighten and darken colours.
KEY VOCABULARY Y2	shade, marks, textures, rubbings, observe, shape, sketch, smudge, light, dark, overlap, fold, crumple, tear, collage, materials, layer, ocean, John Piper, artist	tools, materials, monument, manipulate, sculpture, 3D, sculptor, clay, Spirit of Sport	artist, cold colours, warm colours, texture, experiment, primary colours, brush sizes, secondary colours, observations, tools, poster paint, Manchester Bees
KEY TEXTS Y2			

YEAR 3

KEY CONCEPT - WHAT DOES ART TELL US ABOUT HISTORY?

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Big Question Y3	What does art tell us about history?	How does colour help create the mood of a piece of art?	What does art tell us about history?
Topic Y3	Cave Art DRAWING	Vincent Van Gogh study PAINTING	Mosaic study PRINTING
Cross Curricular Link Y3	HISTORY – The Stone Age to Iron Age		HISTORY – THE ROMANS
Final piece Y3	Stone Age Drawing	Self portrait inspired by Van Gogh	Mosaic prints
Artist links Y3	-	Vincent Van Gogh (modern artist)	Antoni Gaudi (modern artist)
Sequence of learning Y3	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)

REVISIT (Pause, Reflect and Remember) Y3	Self-portraits in week 1. From prior learning: • How do you create lighter and darker lines? • What is mark making and what equipment could you use to do this? • What is a drawing? • How does using a different grade of pencil change your drawings? • Can you remember any artists that you have previously studied? (Van Gogh, Arcimboldo, Mark Rothko, John Piper,) At the beginning of each lesson: What did you learn last year? What did you learn last topic? What did you learn last lesson?	From prior learning: • How do you create lighter and darker lines? • What is mark making and what equipment could you use to do this? • What is a drawing? • How does using a different grade of pencil change your drawings? • Can you remember any artists that you have previously studied? (Arcimboldo, Mark Rothko, John Piper, Hannah Hoch, Frida Kahlo) At the beginning of each lesson: What did you learn last year? What did you learn last topic? What did you learn last lesson?	From prior learning: • How do you create lighter and darker lines? • What is mark making and what equipment could you use to do this? • What is a drawing? • How does using a different grade of pencil change your drawings? • What are primary colours? • What are secondary colours? • What secondary colours can you make? • Can you remember any artists that you have previously studied? (Van Gogh, Arcimboldo, Mark Rothko, John Piper, Hannah Hoch, Frida Kahlo) At the beginning of each lesson: What did you learn last year? What did you learn last topic? What did you learn last lesson?
Overview of Unit Y3	The children use their learning about Stone Age cave paintings to create Stone Age drawings. They closely observe images from real stone age caves and draw them. They experiment with different grades of pencil to create different effects. Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt.	The children are introduced to Van Gogh and research his work and style. Using sketch books, they aim to imitate that style and build up the skills required to paint like Van Gogh. Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt.	Children learn how The Romans introduced decorative tiles and patterns and used mosaic for effect. Children look at real images of Roman tiles and explore the intricate patterns within them. They compare the ancient Roman tiles with those created by Gaudi. They design and make a printing block of their own, inspired by Roman tiles. They practise the technique of printing in sketch books and then print their own roman patterns. The create layers and patterns. Following on from the fluency and experimentation elements of the curriculum children develop authenticity. Children decide on final authentic piece using skills learnt.

KEY KNOWLEDGE & SKILLS:
(Including practical, theoretical and disciplinary)

Y3

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Select and record from first hand observation, experience and imagination and explore ideas for different purposes.
- Compare own and others' work and say what they feel about it.
- Know how art and design reflect and shape our history.

DRAWING KEY KNOWLEDGE & SKILLS:

- Experiment with ways in which surface detail can be added to drawings.
- Draw for a sustained period of time at an appropriate level.

LINE AND MARKS

- Experiment with different grades of pencil and other implements to create lines and marks.

FORM AND SHAPE

- Experiment with different grades of pencil to draw different forms and shapes.

-tone

- Experiment with different grades of pencil to achieve variations in tone.
- Evaluate artwork.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Select and record from first hand observation, experience and imagination and explore ideas for different purposes.
- Compare own and others' work and say what they feel about it.
- Think critically and develop an understanding of art and design.

DRAWING KEY KNOWLEDGE & SKILLS:

- Use different grades of pencil to draw different forms and shapes.

PAINTING KEY KNOWLEDGE & SKILLS:

- Experiment with different effects and textures including block colour, washes, thickened paint.
- Become increasingly confident using different painting media including paint brushes, palette knives, cotton buds, cardboard to create different effects and textures.

COLOUR

- Mix colours and know which primary colours make secondary colours.
- Begin to explore the colour wheel.
- Begin to develop colour language.
- Evaluate artwork.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

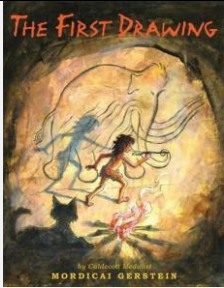
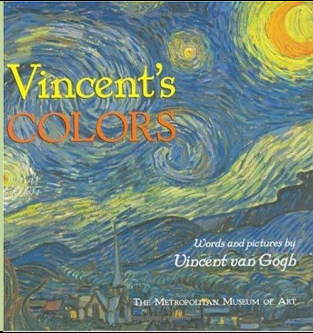
- Select and record from first hand observation, experience and imagination and explore ideas for different purposes.
- Compare own and others' work and say what they feel about it.
- Think critically and develop an understanding of art and design.
- Know how art and design reflect and shape our history.

DRAWING KEY KNOWLEDGE & SKILLS:

- Use different grades of pencil to draw different forms and shapes.

PRINTING KEY KNOWLEDGE & SKILLS:

- Create printing blocks using an impressed method.
- Print simple images using printing techniques
- Explore impresses printing.
- Design repeating patterns.
- Evaluate artwork.

KEY STICKY KNOWLEDGE Y3	- How can mark making be used to make different marks? - What is tone and how it can be applied to artwork?	- Know how to show facial expressions in art. - Know how to use a range of brushes to create different effects in painting. - Know how to create a background using different techniques. - Know that Van Gogh was a Dutch artist. - Know how to create a textural effect by thickening paint etc.	- Know that printing is the process of transferring an image by pressing something into ink or paint and then pressing it onto a flat surface. - Know how to create a printing block using a relief or impressed method. - Know that ink is a coloured liquid that can be used in printing.
KEY VOCABULARY Y3	surface detail, experiment, sustained time, grades of pencil, mark-making, tone, line, media, observational, pressure, shade, cave art	mix colours, first hand observation, block colour, primary colours, tools, warm colours, acrylic paint, secondary colours, tone, sponging, textural effects, cool colours, poster paint, water colours, Van Gogh, self-portrait	printing blocks, repeating patterns, patterns, impressed method, tools, ink, paint/ink, mosaic
KEY TEXTS Y3			

YEAR 4

KEY CONCEPT - HOW CAN ARTWORK BE DIFFERENT TO REAL LIFE?/WHAT DOES ART TELL US ABOUT HISTORY?

	AUTUMN TERM	SPRING TERM	SUMMER TERM
BIG QUESTION Y4	How can artwork be different to real life?	What is sculpture? How can art be different to real life?	What does art tell us about history and how can it be different to real life?
TOPIC Y4	Self-portraits (Andy Warhol) PAINTING	Sculpture of a dragon's eye SCULPTURE	SELFIES THROUGH THE AGES DRAWING
Cross-curricular Links Y4	-	ENGLISH – 'HOW TO TRAIN YOUR DRAGON'	HISTORY – TUDORS
Final Piece Y4	Self-portrait in the style of Andy Warhol	Dragon's eye sculpture	Self-portrait inspired by Hans Holbein
Artist Links Y4	Andy Warhol (modern artist)	Yayoi Kusama (contemporary artist) Barbara Hepworth (modern artist)	Hans Holbein (traditional artist)
Sequence of Learning Y4	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)

Self-portraits in week 1.

From prior learning:

- What are the primary colours?
- How do you create other colours from the primary colours?
- How can you create different textures when painting?
- Can you remember any artists that you have previously studied? (Vincent Van Gogh, Arcimboldo, Mark Rothko, John Piper, Antoni Gaudi, Frida Kahlo)

At the beginning of each lesson:

What did you learn last year?

What did you learn last topic?

What did you learn last lesson?

From prior learning:

- How do you create lighter and darker lines?
- What is mark making and what equipment could you use to do this?
- What is a drawing?
- How does using a different grade of pencil change your drawings?
- What are primary colours?
- What are secondary colours?
- What secondary colours can you make?
- What is a sculpture?
- What sculptures have you made before?
- Can you remember any artists that you have previously studied? (Van Gogh, Arcimboldo, Mark Rothko, John Piper, Hannah Hoch, Frida Kahlo, Andy Warhol)

At the beginning of each lesson:

What did you learn last year?

What did you learn last topic?

What did you learn last lesson?

From prior learning:

- How do you create lighter and darker lines?
- What is mark making and what equipment could you use to do this?
- What is a drawing?
- How does using a different grade of pencil change your drawings?
- What are primary colours?
- What are secondary colours?
- What secondary colours can you make?
- What is a sculpture?
- What sculptures have you made before?
- Can you remember any artists that you have previously studied? (Van Gogh, Arcimboldo, Mark Rothko, John Piper, Hannah Hoch, Frida Kahlo, Andy Warhol, Barbara Hepworth, Yayoi Kusama)

At the beginning of each lesson:

What did you learn last year?

What did you learn last topic?

What did you learn last lesson?

Overview of unit

Y4

The children are introduced to Andy Warhol and study his works. They discuss and compare his work including his pictures and explore contemporary items they think he would paint if he were alive today. They then study his self-portrait and portrait artwork. Children use a faded-out photograph of themselves to create a piece of artwork in the style of Warhol. This is achieved by adding bright, contrasting colours to the image.

Following on from the **fluency** and **experimentation** elements of the curriculum children develop **authenticity**. Children decide on final authentic piece using skills learnt.

Children visit Yorkshire Sculpture Park as an enrichment opportunity. They build confidence in looking at and responding to contemporary sculpture at YSP. They develop creative and critical thinking skills and develop sculptural vocabulary. Children explore the work of Yayoi Kusama (contemporary artist) and Barbara Hepworth (modern artist). Compare and contrast styles. Which do children prefer? Children create a dragon's eye using clay and drawing inspiration from Cressida Cowell's 'How to Train Your Dragon'.

Following on from the **fluency** and **experimentation** elements of the curriculum children develop **authenticity**. Children decide on final authentic piece using skills learnt.

During the Tudor topic, the children study portraits of monarchs (focus on Henry VIII and Elizabeth I). They discuss the similarities between the Tudor monarchs and compare ideas, methods and approaches to their own and other works and say what they think and feel about it. Find out about the artist Hans Holbein. The children create portraits of each other in the style of the Tudor monarchs wearing appropriate clothing headwear etc. The children compare these paintings with modern selfies. Discuss how people throughout history have altered their appearances for various reasons.

Following on from the **fluency** and **experimentation** elements of the curriculum children develop **authenticity**. Children decide on final authentic piece using skills learnt.

KEY KNOWLEDGE & SKILLS:
(Including practical, theoretical and disciplinary)

Y4

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Select and record from first hand observation, experience and imagination and explore ideas for different purposes.
- Compare own and others' work and say what they feel about it.
- Think critically and develop an understanding of art and design.

DRAWING KEY KNOWLEDGE & SKILLS:

- Use different grades of pencil to draw different forms and shapes.

PAINTING KEY KNOWLEDGE & SKILLS:

- Experiment with different effects including block colour.
- Become increasingly confident using paint brushes to create different effects.
- **Work on a range of scales**
- **COLOUR**
- Mix colours and know which primary colours make secondary colours.
- Use more specific colour language.
- Mix and use tints and shades.
- Continue to explore the colour wheel introducing warm, cold, complementary and contrasting.
- Develop a painting from a drawing.
- Evaluate artwork.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Select and record from first hand observation, experience and imagination and explore ideas for different purposes.
- Compare own and others' work and say what they feel about it.
- Think critically and develop an understanding of art and design.

DRAWING KEY KNOWLEDGE & SKILLS:

- Use different grades of pencil to draw different forms and shapes.

SCULPTURE KEY KNOWLEDGE & SKILLS:

- Plan, design and make models from observation or imagination.
- Confidently use clay to join parts.
- **Join clay adequately and construct a simple base for extending and modelling other shapes.**
- Create surface patterns and textures in a malleable material.
- **Develop skills in using clay including coils and slips.**
- **Produce more intricate patterns and begin to explore the use of texture.**
- Evaluate artwork.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Select and record from first hand observation, experience and imagination and explore ideas for different purposes.
- Compare own and others' work and say what they feel about it.
- Know how art and design reflect and shape our history.

DRAWING KEY KNOWLEDGE & SKILLS:

- Experiment with ways in which surface detail can be added to drawings.
- Draw for a sustained period of time at an appropriate level.

LINE AND MARKS

- Experiment with different grades of pencil and other implements to create lines and marks.

FORM AND SHAPE

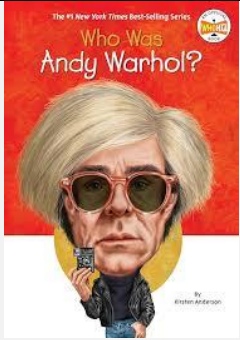
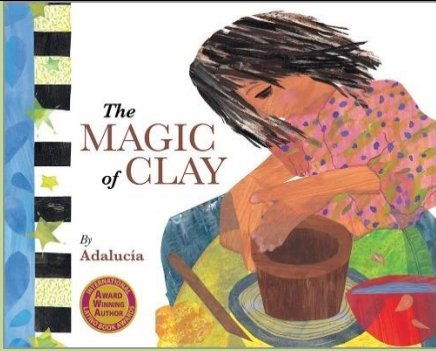
- Experiment with different grades of pencil to draw different forms and shapes.
- **Begin to show an awareness of objects having a third dimension.**

TONE

- Experiment with different grades of pencil to achieve variations in tone.
- Apply tone in a drawing in a simple way.

TEXTURE

- Create textures with drawing implements
- Evaluate artwork.

KEY STICKY KNOWLEDGE Y4	• Know that Andy Warhol was an American artist, film director, and producer who was a leading figure in the visual art movement known as pop art. • Know that Pop Art is a style of art based on simple, bold images of everyday items or people. • Know how to mix colours to make secondary colours. • Know what the colour wheel is	• Know how to sculpt clay and other mouldable materials. • Know that a sculpture is a work of art produced by shaping a material. • Know how to create surface patterns and textures in malleable materials. • Know how to join clay. • Know that clay is a wet material that dries and hardens in time.	• Know how to show facial expressions and body language in drawings and paintings. • Know how to use marks and lines to show texture in art. • Know that Hans Holbein was a German painter who painted Henry VIII. • Know that different grades of pencil achieve variations in tone.
KEY VOCABULARY	primary colours, mix colours, secondary colours, first hand observational, shades, warm colours, tone, block colour, tints, cool colours, Andy Warhol, complimentary, contrasting	malleable, sculpture, 3D, knead, clay, texture, manipulate, join, coil, Yorkshire Sculpture Park	surface detail, sustained time, grades of pencil, mark-making, form, tone, textures, media, observational, pressure, refine, shade, self-portraits
KEY TEXTS Y4			

YEAR 5

KEY CONCEPT – WHAT DOES ART TELL US ABOUT HISTORY?

	AUTUMN TERM	SPRING TERM	SUMMER TERM
BIG QUESTION Y5	What does art tell us about history?	What does art tell us about history?	What does art tell us about history?
TOPIC Y5	Study of the life and works of LS Lowry PAINTING	A study of the life and works of William Morris with a focus on printing. PRINTING	Propaganda Posters DRAWING
Cross-curricular links Y5	History – The Industrial Revolution	History – The Industrial Revolution	History 'World War 2'
Final Piece Y5	Picture of a local image in the style of LS Lowry	Print in the style of William Morris	Propaganda Poster
Artist Links Y5	LS Lowry (modern artist)	William Morris (modern artist)	Abram Games (modern artist)
Sequence of Learning Y5	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)

Self-portraits in week 1.

From prior learning:

- How can tone be added to drawings?
- What different grades of pencil do you know?
- What is it called when we say what we like or could improve in our artwork?
- What are the primary colours?
- What secondary colours can?
- Can you remember any artists that you have previously studied? (Vincent Van Gogh, Arcimboldo, Mark Rothko, John Piper, Antoni Gaudi, Frida Kahlo, Andy Warhol, Yayoi Kusama)

At the beginning of each lesson:

What did you learn last year?

What did you learn last topic?

What did you learn last lesson?

From prior learning:

- How do you create lighter and darker lines?
- What is mark making and what equipment could you use to do this?
- What is a drawing?
- How does using a different grade of pencil change your drawings?
- What are primary colours?
- What are secondary colours?
- What secondary colours can you make?
- What is perspective?
- What is a sculpture?
- What sculptures have you made before?
- Can you remember any artists that you have previously studied? (Van Gogh, Arcimboldo, Mark Rothko, John Piper, Hannah Hoch, Frida Kahlo, Andy Warhol, Barbara Hepworth, Yayoi Kusama, LS Lowry)

At the beginning of each lesson:

What did you learn last year?

What did you learn last topic?

What did you learn last lesson?

From prior learning:

- How do you create lighter and darker lines?
- What is mark making and what equipment could you use to do this?
- What is a drawing?
- How does using a different grade of pencil change your drawings?
- What are primary colours?
- What are secondary colours?
- What secondary colours can you make?
- What is perspective?
- What is a sculpture?
- What sculptures have you made before?
- What is the difference between a relief print and an impressed print?
- Can you remember any artists that you have previously studied? (Van Gogh, Arcimboldo, Mark Rothko, John Piper, Hannah Hoch, Frida Kahlo, Andy Warhol, Barbara Hepworth, Yayoi Kusama, LS Lowry, William Morris)

At the beginning of each lesson:

What did you learn last year?

What did you learn last topic?

What did you learn last lesson?

Overview of the unit

Y5

In this unit, children are introduced to the artist 'LS Lowry'. They investigate several paintings and begin to express their opinion on his work. They explore how art and design reflects history. They look at colours and techniques and begin to develop a painting from a drawing in the style of Lowry.

Following on from the **fluency** and **experimentation** elements of the curriculum children develop **authenticity**. Children decide on final authentic piece using skills learnt.

During this topic, the children examine the works of William Morris. They discover that his artwork still features in real wallpaper to this day despite him living over a century ago. They look at how his works have inspired modern culture. They begin to create his patterns in sketch books – children can choose to challenge themselves through the intricacy of their choice of design. In order to create a repeating pattern, they design a printing block inspired by the work of William Morris. They then go on to create a sample of wallpaper using their own layered, repeating pattern.

Following on from the **fluency** and **experimentation** elements of the curriculum children develop **authenticity**. Children decide on final authentic piece using skills learnt.

As part of the topic on WW2, the children look at the use of art in propaganda posters and the messages they were sending to people in this period of history. Study the work of Abram Games. They compare them to modern persuasive adverts and billboards. Using their knowledge of WW2 and the learnt features of the posters they create their own propaganda posters in the same style with the intention of persuasion.

Following on from the **fluency** and **experimentation** elements of the curriculum children develop **authenticity**. Children decide on final authentic piece using skills learnt.

KEY KNOWLEDGE AND SKILLS
(Including practical, theoretical and disciplinary)

Y5

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Adapt work according to their views and describe how they might develop it further.
- Compare ideas to their own and others' work and say what they feel about it.
- Know how art and design reflect and shape our history.

DRAWING KEY KNOWLEDGE & SKILLS:

- Use different grades of pencil to draw different forms and shapes.

PAINTING KEY KNOWLEDGE & SKILLS:

- Develop a painting from a lightly sketched drawing.
- Demonstrate an understanding of colours including primary, secondary, warm, cold, complementary, contrasting and atmospheric colours.
- Use view finders.
- Evaluate artwork.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Compare ideas to their own and others' work and say what they feel about it.
- Know how art and design reflect and shape our history.

DRAWING KEY KNOWLEDGE & SKILLS:

- Use different grades of pencil to draw different forms and shapes.

PRINTING KEY KNOWLEDGE & SKILLS:

- Experiment with relief and impressed methods using ready-made printing blocks.
- Create printing blocks
- Create prints with two colour overlays.
- Print simple repeating images using printing techniques
- Evaluate artwork.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Adapt work according to their views and describe how they might develop it further.
- Compare ideas to their own and others' work and say what they feel about it.
- Know how art and design reflect and shape our history.

DRAWING KEY KNOWLEDGE & SKILLS: .

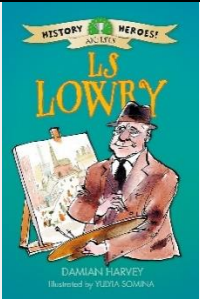
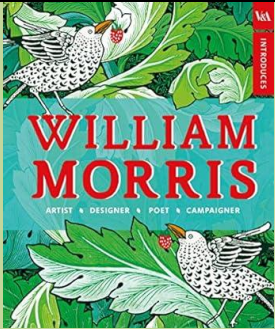
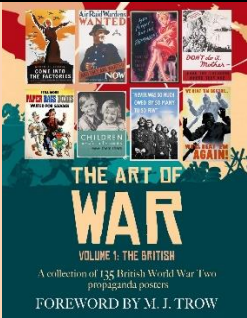
- Work in a sustained and independent way to create detailed drawings.
- Develop close observation skills.
- Use view finders.

LINES, MARKS, TONE, FORM AND TEXTURE

- Use dry media to make different marks, lines, patterns and shapes within drawing.
- Introduce hatching to add tone.

PERSPECTIVE AND COMPOSITION

- Begin to use simple perspective in their work using a single focal point and horizon.
- Evaluate artwork.

KEY STICKY KNOWLEDGE Y5	• Know that colour can be used to create atmosphere in pictures. • Know that Laurence Stephen Lowry was an English artist. His drawings and paintings mainly depict Pendlebury, Lancashire, where he lived and worked for more than 40 years • Know about colour; including primary, secondary, warm, cold, complementary and contrasting. • Know that painting can be used to reflect a point in history. • Know that Lowry is famous for painting scenes of life in the industrial districts of North West England in the mid-20th century.	• Know how to create printing blocks. • Know how to use relief printing methods. • Know that William Morris was an English textile designer. • Know how to use impressed printing methods. • Know how to overprint to create different patterns. • Know that Morris included aspects of British nature in his designs which were often made into wallpaper.	• Know that art can be used to persuade people to think or believe in a certain way. • Know how to use marks and lines to produce texture. • Know how to experiment with media to create emotion in art. • Know that hatching can be used to add tone to artwork.
KEY VOCABULARY Y5	primary colours, secondary colours, atmosphere, view finder, perspective, focal point, horizon, media, LS Lowry	print blocks, repeating patterns, overlays, relief method, impressed method, media, textures, nature, textiles, William Morris, floral patterns, wallpaper	dry media, perspective, blending techniques, foreground, tone, composition, shading, hatching
KEY TEXTS Y5			

YEAR 6

KEY CONCEPT – HOW CAN ART INSPIRE PEOPLE?

	AUTUMN TERM	SPRING TERM	SUMMER TERM
BIG QUESTION Y6	How and why can art inspire people?	How can sculptures inspire those that view them?	How can architecture inspire people?
TOPIC Y6	A study of a local, working artist (Belinda John) and portraits of our world heroes VARIETY OF SKILLS AND MEDIA	Sculpture of Inspirational World Heroes) SCULPTURE	Observational Drawing (Bolton Town Hall) DRAWING
Cross-curricular Links Y6	-	History – world heroes	Geography – Study of Bolton
Final Piece Y6	A portrait of a world hero influenced by the styles of the artists studied	A sculpture of an inspirational world hero	A modern day twist on Bolton Town Hall inspired by the architect Zaha Hadid.
Artist Links Y6	Belinda John Kehinde Wiley (contemporary artist) Pablo Picasso (modern artist) Andy Warhol (modern artist) Vincent Van Gogh (modern artist) LS Lowry (modern artist) Pablo Picasso (modern artist) Mark Rothko (modern artist)	Antony Gormley (sculptor) Barbara Hepworth (sculptor)	Zaha Hadid (architect) William Hill (architect)
Sequence of Learning Y6	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)	1: Research (about the artist and their artwork – LOOKING AT ART– ART APPRECIATION) 2-4: Developing skills linked to the topic (fluency) 5: Initial designs (experimentation) 6: Final piece (authenticity)

Self-portraits in week 1.

From prior learning:

- What is a collage and how could we create one?
- How can art reflect history?
- How can we create tone?
- How can we create secondary colours from primary colours?
- Can you remember any artists that you have previously studied? (Vincent Van Gogh, Arcimboldo, Mark Rothko, John Piper, Antoni Gaudi, Frida Kahlo, Andy Warhol, Yagoi Kusama, Lowry, Abram Games, Barbara Hepworth)

At the beginning of each lesson:

What did you learn last year?

What did you learn last topic?

What did you learn last lesson?

From prior learning:

- What is a collage and how could we create one?
- How can art reflect history?
- How can we create tone?
- How can we create secondary colours from primary colours?
- What is a sculpture?
- What sculptures have you made before?
- Can you remember any artists that you have previously studied? (Vincent Van Gogh, Arcimboldo, Mark Rothko, John Piper, Antoni Gaudi, Frida Kahlo, Andy Warhol, Yagoi Kusama, Lowry, Abram Games, Barbara Hepworth, Kehinde Wiley)

At the beginning of each lesson:

What did you learn last year?

What did you learn last topic?

What did you learn last lesson?

From prior learning:

- What is a collage and how could we create one?
- How can art reflect history?
- How can we create tone?
- How can we create secondary colours from primary colours?
- What is a sculpture?
- What sculptures have you made before?
- What is hatching?
- What is cross-hatching?
- Can you remember any artists that you have previously studied? (Vincent Van Gogh, Arcimboldo, Mark Rothko, John Piper, Antoni Gaudi, Frida Kahlo, Andy Warhol, Yagoi Kusama, Lowry, Abram Games, Barbara Hepworth, Kehinde Wiley, Anthony Gormley)

At the beginning of each lesson:

What did you learn last year?

What did you learn last topic?

What did you learn last lesson?

Overview of Unit
Y6

Children find out about our school artist in residence 'Belinda John' a local female artist. They consider how she has forged a career through her art and what working as an artist involves. Children interview Belinda about her work.

The children explore a range of portraits/self-portraits by a wide range of artists including Kehinde Wiley and Belinda John. They study portraits of inspirational world heroes. They choose inspirational quotes from them which they feel will inspire them during their journey through Year 6. Children choose the media they would like to use to create their own contemporary portraits of these special people, the background, and an inspirational quote.

Following on from the **fluency** and **experimentation** elements of the curriculum children develop **authenticity**. Children decide on final authentic piece using skills learnt.

During this topic, the children investigate how to shape, model and construct a clay sculpture based around their world heroes. Explore the work of Antony Gormley and Barbara Hepworth. Compare and contrast styles. Which do children prefer?

Following on from the **fluency** and **experimentation** elements of the curriculum children develop **authenticity**. Children decide on final authentic piece using skills learnt.

The children practise using perspective to create a drawing. They create observational drawings of Bolton Town Hall. Children research the architect of Bolton Town Hall (William Hill). They also explore the work of modern-day architect, Zaha Hadid. They think about what a modern-day architect might build there today. Design a modern-day replacement for Bolton Town Hall. They apply these techniques to create their own final piece, using perspective.

Following on from the **fluency** and **experimentation** elements of the curriculum children develop **authenticity**. Children decide on final authentic piece using skills learnt.

KEY KNOWLEDGE & SKILLS:
(Including practical, theoretical and disciplinary)

Y6

- Work in a sustained and independent way to create detailed drawings.
- Use different techniques to add tone (hatching and **cross-hatching**)
- Begin to develop an awareness of composition, scale and proportion in their work (foreground /background).
- Carry out preliminary studies, to test media and materials and mixing appropriate colours.
- Demonstrate an understanding of colours including primary, secondary, warm, cold, complementary colours.
- Use different techniques, colours and textures when designing and making pieces of work
- Evaluate artwork.
- Use different grades of pencil to draw different forms and shapes.
- Compare ideas to their own and others' work and say what they feel about it.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Adapt work according to their views and describe how they might develop it further.
- Compare ideas to their own and others' work and say what they feel about it.
- Know how art and design reflect and shape our history.

DRAWING KEY KNOWLEDGE & SKILLS:

- Use different grades of pencil to draw different forms and shapes.

SCULPTURE KEY KNOWLEDGE & SKILLS:

- Plan a sculpture through drawing and other preparatory work.
- Shape, model and construct from observation
- Confidently use clay and joining techniques to create sculptures.
- Develop skills in using clay including slabs, coils and slips.
- **Understand different ways of finishing work such as glaze, paint and polish.**
- Evaluate artwork.

CREATIVITY, EXPERIMENTATION AND EVALUATION/ARTISTS, CRAFT MAKERS AND DESIGNERS:

- Adapt work according to their views and describe how they might develop it further.
- Compare ideas to their own and others' work and say what they feel about it.
- Know how art and design reflect and shape our history.

DRAWING KEY KNOWLEDGE & SKILLS:

- Work from a variety of sources including observation, photographs, and digital images.
- Work in a sustained and independent way to create detailed drawings.
- Develop close observation skills.
- Use view finders.

LINES, MARKS, TONES, FORM AND TEXTURE

- Use dry media to make different marks, lines, patterns, and shapes within drawing.
- Use different techniques to add tone (hatching and **cross-hatching**)
- **Start to develop their own style.**
- **PERSPECTIVE AND COMPOSITION**
- Use simple perspective in their work.
- **Begin to develop an awareness of composition, scale, and proportion in their work (foreground / background).**
- Evaluate artwork.

KEY STICKY KNOWLEDGE Y6	- Know that children can forge a career out of their love of art. - Know that artists have different styles and interests. - Know that 'contemporary art' refers to art made and produced by artists living today and that today's artists work in and respond to a global environment that is culturally diverse and technologically advancing	- Know how to use joining techniques with a range of materials to create sculptures - Know that sculptures are created to celebrate the lives of influential people. - Know what slabs, coils and slips are. - Know that there are different ways to finish clay off including glaze and paint. - Know that a sculptor is someone who makes sculptures.	- Know that cross-hatching and hatching can be added to drawings to add tone. - Know that compositions can have foregrounds and backgrounds which can help with scale and proportion. - Know that simple perspective can be added to drawings to give the impression of depth and space. - Know that a viewfinder can be used to look at the detail in an image. - Know that shading can be used to add areas of darkness in a drawing.
KEY VOCABULARY Y6	expression, portray, inspire, critical thinking, contemporary, complementary colours, acrylic paint, composition, hatching, cross-hatching, colour wheel, secondary colours, tone, Belinda John, local artist	textures, clay, slabs, coils, slips, sculpture, sculptor, model, construct, hero	dry media, blending techniques, view finders, digital images, first-hand observation, tone, perspective, composition, single focal point, horizon, depth, shading, hatching, cross-hatching, foreground, background
KEY TEXTS Y6		