

## Art and Design Progression of Knowledge

### National Curriculum

### EYFS Framework

### Expressive Arts and Design

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

### Pupils should be taught in KS1:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

## Pupils should be taught in KS2:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Media and materials	<p>Safely use and explore a variety of materials, tools and technique</p> <p>Experiment with colour, design, texture, form and function</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>	<p>In pencil, draw lines of different length and thickness</p> <p>In painting, mix colours to make secondary colours</p> <p>In print, use repeat or overlapping shapes (using objects to create print)</p> <p>In textiles, join materials using glue</p> <p>In sculpture, use techniques such as rolling, cutting,</p>	<p>In sculpture, create and combine shapes to make recognisable shapes</p> <p>In collage, mix materials to create texture eg coiling, overlapping and montage</p> <p>In painting, add white to make tints and black to make shades</p> <p>In painting, mix colours to make secondary colours</p>	<p>Create sketchbooks to record and revisit observations</p> <p>In painting, use white to make tints and black to make shades</p> <p>In painting, create a colour wheel</p> <p>In collage consider the effect of chosen materials and technique</p> <p>In sculpture, include texture that conveys feelings,</p>	<p>Create sketchbooks to record and revisit observations</p> <p>In drawing, use a range of pencils &amp; techniques to show effect, movement, perspective and reflection</p> <p>In painting, use watercolours to produce washes for backgrounds</p> <p>In collage, use mosaic and montage</p>	<p>Capture artistic process in sketch book</p> <p>In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</p> <p>In painting, use watercolours to suggest mood</p> <p>In collage, with increasing confidence, combine visual and tactile qualities</p>	<p>Capture artistic process in sketch book</p> <p>In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</p> <p>In painting, combine colours, tones and tints to enhance mood</p> <p>In collage, combine visual and tactile qualities</p>

		<p>moulding and carving</p> <p>In collage, sort and use a range of materials that are cut, torn and glued</p> <p>In painting, use thick and thin brushes to produce lines and shapes</p>	<p>In painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns</p> <p>Use range of pencils to draw lines of different lengths/ thickness and show pattern using dots and lines</p> <p>In textiles, weave and join materials using glue or stitch</p> <p>In print, use repeat or overlapping shapes (using objects to create print)</p>	<p>expression or movement and refine use of tools</p> <p>In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc</p> <p>In digital media, use a range of tools to create different lines, colours, shapes, tones and textures</p>	<p>In textiles, use basic cross and back stitch</p> <p>In print, use layers of two or more colours</p> <p>In digital media, use a range of tools to create images, video and sound recordings</p>	<p>In sculpture, combine visual and tactile qualities</p> <p>In print, make printing blocks eg from coiled string on card to create repeating pattern</p> <p>Enhance digital media by editing including sound, video, animation, still images and installations</p>	<p>Enhance digital media by editing including sound, video, animation, still images and installations</p>
Skills	Safely use and explore a variety of materials, tools and technique	Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and	Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and	Use and apply art and design techniques and improve their control and use of materials	Apply art and design techniques with creativity, experimentation and increasing awareness	Improve mastery of art/design techniques with wide range of materials	Master art/design techniques with wide range of materials

	<p>Use what they have learned about media and materials in original ways, thinking about uses and purposes</p> <p>Experiment with colour, design, texture, form and function</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>	space with range of materials	space with range of materials				
Significant artists		<p>Talk about the work of an artist, craft maker or designer</p> <p>Discuss their own and others' work</p>	<p>Know about the work of a range of artists, craft makers and designers</p> <p>Describe differences and similarities and make links to own work</p>	<p>Evaluate work of some artists and analyse creative works</p> <p>Know about great artists, architects and designers and how their art / design reflected</p>	<p>Draw on work of other artists for inspiration and begin to emulate their style</p> <p>Know about great artists, architects and designers and how their art / design reflected</p>	<p>Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p> <p>Communicate ideas and</p>	<p>Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p>

				and shaped our history	and shaped our history and contributed to the culture of our nation	comment on artworks using artistic language	Communicate ideas and comment on artworks using artistic language
Vocabulary		Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark	Use correct artistic vocabulary eg tone, tint, pattern, texture	Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette	Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey	Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate	Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative

## Topics Overview

		Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Cycle A</b> 2022-2023	This is us Let's celebrate Baa Quack Moo Overground/ Underground	Science- I'm a Survivor History- The lady with the lamp Geography- Arctic adventures History- Life long ago History-Castles Geography- In the Jungle	History – Tomb raider Geography – mountains and rivers Science – light and dark Science – healthy me Geography – stars and stripes History – Divide and conquer	History – Great Greece Geography – Mighty Mayans Science – Space History – Bletchley park Geography- across the ocean Geography – Exciting explorers

<b>Cycle B</b> 2023 - 2024	To the rescue  Oh I do like to be beside the seaside	Science-Marvellous Minibeasts History- The great fire of London History- Transport through time Science-Growing up Geography- Sink or swim Geography- Waste not want not	History – Rotten Romans Geography – Volcanos History – Heads will roll Geography – It’s a wonderful world History – From stone age to iron age Geography – my MK	History – Titanic Geography – Rainforests History – Vile Victorians History – Shakespeare’s sagas Geography – Where land meets the sea Science – Fitness or football
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## Autumn 1

EYFS		Years, 1 & 2	Years 3 & 4		Years 5 & 6	
<b>Cycle A</b> 2024-2025		<p><b>I’m a Survivor - Printing</b> L.I. To be able to recreate an image using natural objects. L.I. To be able to create an image using dots and lines of different thickness and length. <i>(Practice creating patterns using a variety of pencil thicknesses and lengths- moving on to recreating an image from nature using this knowledge.)</i> L.I. To be able to use and apply the techniques of Andy Goldsworthy, using a variety of form, shape and space. <i>(photographs of nature)</i> L.I. To be able to use the techniques of Walter Mason, recreating patterns in nature. L.I. To be able to use natural objects to create a print block.</p>	<b>Cycle A</b>	No Art Planned	<b>Cycle A</b>	<p><b>Great Greece – Sculptures</b> <i>(Greek vases and buildings including architects)</i> L.I. To be able to understand how ancient Greek architects have influenced the culture, creativity and wealth of the modern world. <a href="https://www.antiquities.co.uk/blog/imagery-symbolism/how-ancient-art-influenced-modern-art/">https://www.antiquities.co.uk/blog/imagery-symbolism/how-ancient-art-influenced-modern-art/</a> L.I. To be able to recreate ancient Greek architecture using pencil techniques. <i>(Lesson 1 -Use a variety of pencils to create shades and tones.</i> <i>Lesson 2- look at columns at Temple of Parthenon for design ideas)</i> L.I. To be able to use tools and techniques to carve ancient</p>

*(Use leaves/natural objects to create a clay mould print for use in the final piece)*

L.I. To be able to print using a repeated image.

*(Polystyrene tiles)*

**Key Knowledge:**

Know that we can use a variety of pencils to create thick or thin lines.

Know how to use nature to create images.

Know that there are patterns in nature.

Know that Andy Goldsworthy created art using dry-stone construction, using symmetry and weight to balance the stones.

Know that Walter Mason used natural objects to create art.

Know how to use natural objects to create a print.

Know how to use clay to create a printed image.

Know how to cut a shape into a polystyrene tile to create a print.

Know that we can use print to create repeated patterns in art.

**Vocabulary:**

tone, tint, pattern, texture

primary / secondary colour, line, light, dark, patterns, nature, technique, repeated, arranged, print, mould, carve.

Greek patterns into clay columns.



L.I. To be able to recreate Greek images using a variety of pencil lines and patterns.



*(Cut out template of a vase on card, including Greek image/patterns)*

**Key Knowledge:**

Know how architecture intertwined with Greek art, mainly through their use of three types of columns, the Doric, Ionic and Corinthian.

Know how ancient Greek architecture influenced the world's modern art.

Know that Ancient Greek art survived on pottery and ceramics.

Know that we can tell from the intricate detail and quality of work that the Greeks were very talented painters.

						Know how to use a variety of clay tools to create lines and patterns. <b>Vocabulary:</b> Doric, Ionic, and Corinthian columns. Architecture, intricate, pottery, ceramic, loop tools, scraping, texture, ribbings, rake tools, wood tools, temple Parthenon.
<b>Cycle 2</b> <b>2023 – 2024</b> <b>B</b>	<b>This is Us-</b> Develops storylines in their pretend play – role play and small world play. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. sing in a group or on their own, increasingly matching the pitch and following the melody	No Art Planned	<b>Cycle B</b>	No Art planned	<b>Cycle B</b>	No Art Planned

## Autumn 2

	EYFS	Years, 1 & 2	Years 3 & 4		Years 5 & 6	
<b>Cycle A</b> <b>2024-2025</b>		No Art Planned	<b>Cycle A</b>	<b>Mountains and Rivers</b> <i>(Famous artists painting rivers Monet)</i> L.I. To be able to create sketchbooks to record and revisit observations.	<b>Cycle A</b>	No Art Planned



				<p>L.I. To be able to use watercolours to produce washes for backgrounds.</p> <p>L.I. To be able to evaluate work of some artists and analyse creative work.</p> <p>L.I. To be able to use white to make tints and black to make shades.</p> <p>L.I. To be able to draw on work of other artists for inspiration and begin to emulate their style. <i>(Monet)</i></p> <p><b>Key Knowledge:</b> Know the different techniques used by a variety of different artists who painted rivers. Know how to use the techniques of other artists, keeping their observations/sketches in a sketchbook to refer back to when deciding on a technique to use in their own pieces of art. Know how to use water colours to create a wash for a background. Know how to discuss an artist's work, comparing and contrasting with their own. Know how to use black to make shade and white to create tints, using these in their own final piece of artwork.</p> <p><b>Vocabulary:</b> Wash, emulate, inspiration, shade, tint, observation, compare, contrast.</p>		
<p><b>Cycle B</b> <b>2023 – 2024</b></p>	<p><b>Let's Celebrate</b> Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music,</p>	<p><b>Panic on Pudding Lane</b> <i>(Compare and contrast famous artists.)</i> L.I. To be able to talk about the work of an artist saying our likes and dislikes. <i>(Lieve Vershuier)</i> L.I. To know how to use white to create tints and black to create shades. <i>(Cezanne-green apples)</i></p>	<p><b>Cycle B</b></p>	<p><b>Volcanoes</b> <i>(Andy Warhol)</i> L.I. To be able to evaluate the work of a great artist. <i>(research Warhol)</i> L.I. To be able to draw on the work of an artist for inspiration and begin to emulate their style.</p>	<p><b>Cycle B</b></p>	<p><b>Rainforests</b> <i>(Oenoe Hammersley – Rainforest and Wildlife Paintings, Printing/ Repeated Patterns.)</i> L.I. To be able to communicate the impact and influence Oenoe Hammersley has had on conservation through her artwork.</p>

<p>expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>L.I. To know how to mix colours to make secondary colours. (<i>Piet Mondrian and paint background</i>) L.I. To be able to compare and contrast the work of a famous artist. L.I. To know how to use and apply art and design techniques when using colour, patterns, texture, line, shape, form and space with range of materials. (<i>End product 2 lessons – David Best burning sculpture- use strips of black card/paper, match sticks overlapping an image of a fire</i>) <b>Key Knowledge:</b> Know how to talk about and discuss the work of Lieve Vershuier. Know how to create a tint. Know how to create shade. Know how Cezanne used tints and shades in his art. Know how to mix primary colours to create secondary colours. Know how Piet Mondrian mixed primary colours to create his own shades of secondary colours. Know how David Best used a variety of materials to create a 3Dimensional image of the fire of London. Know how to use a variety of materials to create a 3D image of the fire of London. <b>Vocabulary:</b> Technique, tint, shade, dark, light, artist, discuss, mix, secondary, primary, colour, line, texture, dimensions, 3D, shape, form.</p>		<p>(<i>Look at images of volcanoes erupting and do line drawings (plan our own layout)</i>) L.I. To be able to use and apply art and design techniques and improve control and use of materials. (<i>do observations of rocks through a viewfinder to get the idea of the surface lines he uses (mark making/observational drawing from experience)</i>) L.I. To be able to combine a variety of media to create a mosaic collage effect. (<i>collage the background colours</i>) L.I To be able to press, roll, rub and stamp to recreate a print. Use layers of two or more colours when printing an image. (<i>monoprint, rather than screen print the volcano/surrounding rocks</i>) L.I. To be able to use a range of pencils and techniques to show effect. (<i>Add the line detail (as observational studies) with a pen... )</i>) <b>Key Knowledge:</b> Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation. In collage, consider the effect of chosen materials and technique. Know how to use and apply art and design techniques and improve their control and use of materials.</p>	<p>(<i>Research lesson on the artist. Look at her work on conservation.</i>) L.I. To be able to communicate ideas and comment on the work of <i>Oenoe Hammersley</i> using artistic language. L.I. To be able to draw, using a range of pencils, drawing on the work of the artist Oenoe Hammersley. L.I. To be able to combine colours, tones and tints to enhance mood using watercolours. L.I. To know how to recreate patterns in nature. (oil paints) L.I. To be able to use oil paints to recreate a piece of artwork. (End product) <b>Key Knowledge:</b> Know that Oenone Hammersley is a successful contemporary artist. She has been exhibiting since 1980. Her abstract and semi-abstract paintings in oil and mixed media on canvas focus on our natural resources in particular water and trees. Know that sketching graphite Pencils come in a range of grades that describe the tone of the line that each pencil will produce. The H stands for hard and the B for black. Know that watercolour is a mix of pigment and gum Arabic and are usually transparent. Watercolour is an excellent medium to show a range of textures. <b>Vocabulary:</b> Conservation, abstract, graphite, gradients. Medium, mixed media</p>
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				<p>Know how to apply art and design techniques with creativity, experimentation and increasing awareness. In print, use layers of two or more colours. <b>Vocabulary:</b> Movement, influence/d, style, line, shape, foreground, background, pattern, observe Media, layer, negative, imprint, impression Positive.</p>		
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## Spring 1

	EYFS,	Years 1 & 2	Years 3 & 4		Years 5 & 6	
<b>Cycle A 2024 - 2025</b>		<p><b>Arctic Adventures – Arctic Collage</b> L.I. To be able to talk about and discuss similarities and differences between famous artists. <i>(Look at a selection of landscape collage artists; Deborah Shapiro and arctic landscape artists; David Mceown, to compare)</i> L.I. To be able to experiment with different tones when using water colours. <i>(Colour mixing to create tones for their background in the next lesson)</i> L.I. To be able to apply my knowledge of tone (colour mixing) when painting a background. <i>(Create a background painting to add collage to later on. Use colour mixing techniques from previous</i></p>	<b>Cycle A</b>	No Art planned	<b>Cycle A</b>	<p><b>Space – Peter Thorpe (drawing with a range of materials)</b> L.I. To be able to evaluate and communicate opinions on the artwork of Peter Thorpe using artistic vocabulary. <a href="https://rocketpaintings.com/?section=about">https://rocketpaintings.com/?section=about</a> L.I. To be able to shade pastels to create an abstract space themed foreground using geometric shapes. <i>(2 lessons- Emulate Peter Thorpe/Kandinsky's work- practice shading/merging pastels in sketchbooks using overlapping 2d shapes and then create the foreground shading pastels)</i> L.I. To be able to use a variety of pencil techniques to create</p>

lesson)

<https://www.youtube.com/watch?v=KPnim6sjyGo>

L.I. To be able to create texture by using and applying collage techniques.

*(Use a variety of coloured paper/images from magazine with arctic tones, and images of arctic animals to glue on)*

L.I. To be able to sort and mix a variety of materials to create texture for the middle ground of a collage.

*(eg coiling, overlapping and montage, cut and tear different fabrics/materials)*

**Key Knowledge:**

Know the work of famous collage and landscape artists.

Know how to compare and contrast artists' work with their own.

Know what a background, middle ground and foreground is in collage.

Know how to create a background, middle ground and foreground.

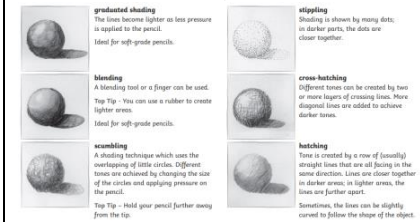
Know how to mix colours to create a range of tones.

Know how to mix collage materials to create texture.

**Vocabulary:**

Foreground, Middle ground, Background, layer, Atmospheric, Tone, Texture, Lighter, Darker, Scene, Overlap, Collage.

shades. *(Sketchbook work for use in the next lesson)*



L.I. To be able to create shades by mixing poster paint.

*(Use thick, wide paintbrush strokes like Peter Thorpe's foreground images. Use of cross-hatching technique with paint)*

L.I. To be able to use a variety of materials to create a collage effect.

*(Final piece – add in the rocket using material pieces/images cut out etc)*

**Key Knowledge:**

Know what abstract art is and how Peter Thorpe used it in his 'fine art' paintings. Know how to create a piece of abstract art using overlapping 2d shapes.

Know how to use the vocabulary; contrast, tone, texture, horizon, perspective, blend, cross hatch, shading, composition, light, dark, shadow, outline, reflection, vanishing point, sketch to describe and discuss Peter Thorpes' art work.

Know how to use a variety of pencil techniques to create texture and shading; scumbling, blending, hatching, cross-hatching, graduated shading, stippling.

**Vocabulary:**

Abstract art, foreground, feature *(contrast, tone, texture, horizon,*

						<p><i>perspective, blend, cross hatch, shading, composition, light, dark, shadow, outline, reflection, vanishing point, sketch)</i>          inspiration, technique, opinion, atmosphere, symbolise, mastery, evocative, tactile, influence, captivate, emulate, stippling.</p>
<p><b>Cycle B</b>  <b>2023 – 2024</b></p>		<p>No Art planned</p>	<p><b>Cycle B</b></p>	<p>No Art planned</p>	<p><b>Cycle B</b></p>	<p><b>Vile Victorians - William Morris</b>  <i>(Culture, Colour Mixing)</i>          L.I. To understand how William Morris contributed to the culture, creativity and wealth of our nation.  <i>(Arts and crafts movement)</i>          L.I. To be able to recreate artistic techniques used by William Morris' work.  <i>(taught over 2 lessons - find images from nature to use – carousel of activities; repeated patterns using natural images, botanical motifs used again by turning, rotating, reflecting and repeating, use of symmetry)</i>          L.I. To know how to use a range of pencils to create shade and tones.  <i>(Select images from nature to draw using pencils – see PPT)</i>          L.I. To be able to use tools and techniques of William Morris to create a block image.          L.I. To be able to create repeated patterns using a block image.  <i>(use acrylic paints, coiled string on card/carving into polystyrene)</i>  <b>Key Knowledge:</b></p>

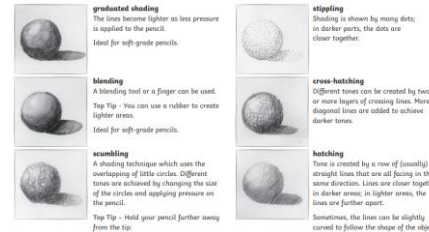
						<p>Know what the arts and crafts movement was and how it influenced the reintegration of decorative arts back into society.</p> <p>Know how William Morris influenced other artists to get behind the movement.</p> <p>Know how nature influenced William Morris' work.</p> <p>Know how to emulate the works and style of William Morris.</p> <p>Know how to use reflection and rotation to create repeating patterns.</p> <p>Know how to use pencil shading to create shades and tones.</p> <p>Know how to use a variety of materials to create printing tiles.</p> <p>Know how to use acrylic paint effectively.</p> <p>Know how to use tools to carve an image onto a polystyrene tile.</p> <p><b>Vocabulary:</b> Decorative arts, influenced, symmetry, shade, tone, texture, carve, acrylic, pattern.</p>
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Spring 2

	EYFS	Years, 1 & 2	Years 3 & 4		Years 5 & 6	
<b>Cycle A 2024-2025</b>		No Art planned	<b>Cycle A</b>	<p><b>Healthy Me (Portraits)</b></p> <p>L.I. To know how the artist Lucian Freud's portraits shaped our history and contributed to the culture of our nation.</p> <p>L.I. To be able to use technical vocabulary to evaluate and analyse the creative works of a famous</p>	<b>Cycle A</b>	No Art Planned

artist. (*Lucian Freud, Rembrandt, Da Vinci, Picasso, Van Gogh.*)

L.I. To be able to use a range of pencils & techniques to show movement, form and effect of a 3d shape. (*drawing different shades of a sphere using techniques below, also see folder for original file*)




L.I. To be able to use a variety of pencil techniques (shading) to create textures and tones when drawing. (*Drawing eyes using the techniques taught in previous lesson*)

L.I. To be able to use a range of tools to create different lines, colours, shapes, tones and textures using digital media.



L.I. To be able to apply the techniques of an artist when drawing. (*Pencil drawing of a portrait*)

L.I. To be able to use my knowledge of colour mixing to create tones and shades. (*Paint a portrait or sections of a portrait for final piece to display*)

**Key Knowledge:**


				<p>Know how to evaluate the work of some artists and analyse creative works.</p> <p>In painting, know how to create a colour wheel.</p> <p>In painting, know how to use white to make tints and black to make shades</p> <p>Know how to use photography as a medium for art.</p> <p>In digital media, know how to use a range of tools to create different lines, colours, shapes, tones and textures.</p> <p>Know how to use a variety of pencil techniques to create shades, tones and textures.</p> <p><b>Vocabulary:</b> Portrait, texture, colour, observe, perspective, technique, palette, reflection, contemporary, convey, shading, blending, graduated, scumbling, hatching, cross hatching, stippling.</p>		
<p><b>Cycle B</b> <b>2023-2024</b></p>		<p><b>Growing Up- <i>Observational drawings and exploring different media.</i></b></p> <p>L.I. To be able to use a variety of thick and thin brushes to produce lines of different lengths and thickness.</p> <p>L.I. To be able use colour to recreate a piece of art. (<i>Romero Britto – Y1 pre-printed image/Y2 copy a chosen image</i>)</p> <p>L.I. To be able to use primary colours to create shades and tints.</p> <p>L.I. To be able to use colour and line in art. (<i>include colour mixing</i>)</p> 	<p><b>Cycle B</b></p>	<p><b>Seven Wonders of the World (<i>Painting the wonders of the world</i>)</b></p> <p>L.I. To be able to evaluate work of some artists and analyse creative works using technical vocabulary.</p> <p>L.I. To be able to use a range of pencils &amp; techniques to show perspective. (<i>2 lessons – technique first in sketchbook and then use Taj Mahal, The Great Wall of China or Chichén Itzá, applying their knowledge of linear perspective, including shading</i>)</p> <p>L.I. To be able to use a range of pencils &amp; techniques to show reflection. (<i>Taj Mahal</i>)</p>	<p><b>Cycle B</b></p>	<p>No Art Planned</p>



		<p>L.I. To be able to use symmetry in art. <i>(butterfly – finger art using bright primary colours, dots etc)</i></p>  <p>Final piece</p> <p>L.I. To be able to use colour, line and symmetry in a final piece of art.</p>  <p><b>Key Knowledge:</b> Know how to use different shades of primary colours. Know how the artist Romero Britto used bright colours to create vibrant and bold art called 'happy art'. Know what the 'happy art movement' is and how it inspired Romero Britto's art. Know what symmetry is and what it looks like in nature. Know how symmetry is used in art.</p> <p><b>Vocabulary:</b> Media, line, shape, form, texture, vibrant, bold, pattern, symmetry, tone, shade, tint.</p>	<p>L.I. To be able to use water colours to create a background wash. <i>(Children select their chosen wonder of the world to create as a final piece)</i></p> <p>L.I. To be able to apply my knowledge of shading by using black to make shades and white to make tints.</p> <p><b>Key Knowledge:</b> Know how to draw an image using linear perspective. Know how to use a range of pencil techniques to create shades, tones and texture. Know how to create a reflection of an image onto a flat reflective surface. Understand what a horizon line is and how it is used when drawing images in the distance. Know how to use water colours to create a wash for a background image. When painting, know how to use white to create tints and black to create shades.</p> <p><b>Vocabulary:</b> Perspective, linear, horizon line tints, tones, shade, shading, blending, graduated, scumpling, hatching, cross hatching, stippling.</p>		
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## Summer 1

	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
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<p><b>Cycle A</b> 2024-2025</p>		<p><b>Castles - Paul Klee and John Piper</b> – art of castles (sculpture) clay relief castles.</p> <p>L.I. To be able to discuss, compare and contrast the artists Paul Klee and John Piper.</p> <p>L.I. To be able to use colour and shape to recreate a piece of art. (Paul Klee ‘castle and sun’ – draw around 2d shapes to recreate the image, use a white oil pastel over the pencil lines, then filling shapes with a limited pallet of oil pastels. To complete, children will be shown how to paint a water colour wash across their picture, learning that oil pastel ‘resists’ paint wash.)</p> <p>L.I. To be able to use a range of pencils to draw shapes using line. (Draw a castle, including features- look at paintings by John Piper)</p> <p>L.I. To be able to show pattern and texture by adding dots and lines. (Use original castle drawing, water colour wash, use fine liners to draw in detail)</p>  <p>L.I. To be able to use a selection of tools to create patterns and shapes in clay.</p>	<p><b>Cycle A</b></p>	<p>No Art Planned</p>	<p><b>Cycle A</b></p> <p><b>Across the Ocean - Painting Techniques (oceans, printing) with a focus on the artist Dan Tirels mono printing.</b></p> <p>L.I. To be able to communicate opinions of the artist Dan Tirel’s artwork (mono printing) using artistic language.</p> <p>L.I. To be able to use the artistic technique of monoprint art. (Use the technique of Dan Tirel to create a foreground image) (Dan Tirels - monoprint - A Stormy Sea ) <a href="https://www.youtube.com/watch?v=rWjPgMzyUzw">https://www.youtube.com/watch?v=rWjPgMzyUzw</a> (Dan Tirels – monoprint – abstract seascape) <a href="https://www.youtube.com/watch?v=dc5vNdr0ZMq">https://www.youtube.com/watch?v=dc5vNdr0ZMq</a></p> <p>L.I. To be able to use variety of materials (collage) to create a tactile effect. (Add in detail of the sea using a variety of materials; string, ribbed card, wire to create the sea, include images of sea creatures using tissue paper, cut out magazine images etc.)</p> <p>L.I. To be able to mix ‘cool’ colours and know how to control paint to communicate an idea. (Select photographs of waves, describe them, use them as a stimulus to create a foreground - create wave patterns-see below)</p>
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L.I. To be able to carve shapes and texture into clay to create a relief clay sculpture.

*(Cut out image, carve into clay, paint using metallic paint – 2 lessons)*



**Key Knowledge:**

Know how to say/explain what they like or dislike about a piece of art.  
Know how Paul Klee and John Piper were inspired by castles.  
Know the techniques both artists used in their art.  
Know how to use a variety of pencils to create thick and thin lines.  
Know how shape and colour have been used in art.  
Know how to use oil pastels.  
Know how to use fine liners to create texture in a drawing.  
Know how to use water colours to create a light wash over a pre-drawn image.  
Know how to use a range of clay tools to create patterns, texture and shape.



L.I. To be able to use carving tools to create an ocean print.


*(Use linoleum or Styrofoam A4/A5 to carve out an ocean wave image – The Great Wave off Kanagawa as inspiration-link to the story Kensuke’s Kingdom)*

<https://www.youtube.com/shorts/cs-XGqXDG9E>

**Key Knowledge:**

Know how to use a variety of materials to create a monoprint image of the sea.  
Know how Dan Tirel reused debris from the ocean to create monoprint seascapes.  
Know how to use a variety of materials to create a tactile effect.  
Know how to mix poster paints to create ‘cool’ colours for a wave image.  
Know how to use long brush strokes to create wave movement in an image.  
Know how to carve a linoleum or Styrofoam image to create a printing tile, which can be reused again and again, unlike the monoprint seen used by the artist Dan Tirel.

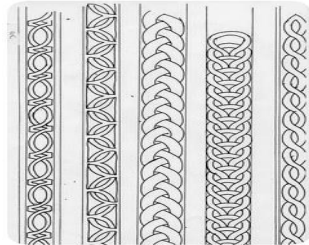
**Vocabulary:**

		<p><b>Vocabulary:</b> Sculpture, clay, relief sculpture, tile, wash, pattern, texture, shape, form, compare, contrast, oil pastel, pallet, wash, carve, metallic,</p>			<p>Foreground, monoprint, abstract, tactile, collage, debris, Styrofoam, craft, carve, inspiration, print, linoleum, pressure.</p>
<p><b>Cycle B</b> <b>2023-2024</b></p>	<p><b>Sink or Swim - David Hockney - representing collage.</b> <i>(Link with Geography)</i> L.I. To be able to identify and discuss the techniques used by David Hockney. L.I. To understand how photography is used as a medium in art. (Take and use photographs of the local area for use in the final piece) L.I. To be able to overlap different images to create a collage effect. (Link to David Hockney) L.I. To be able to use images of the local area to create a montage or collage. (Use a composite of the images taken by the children of the local area) L.I. To be able to discuss the similarities and differences between an artist's piece of art and our own. <b>Key Knowledge:</b> Know the techniques of David Hockney (photography/ overlapping images in a collage effect). Know how to take images and create a collage or montage by overlapping images.</p>	<p><b>Cycle B</b></p>	<p><b>Stone Age to Iron Age</b> <i>Cave Paintings/natural paints.</i> L.I. To be able to use a range of artistic vocabulary to discuss and evaluate <b>Stone Age</b> cave paintings. L.I. To be able to apply art and design techniques with creativity, experimentation and increasing awareness. <i>(Blowing paint over a solid shape to create an outline)</i></p>  <p>L.I. To be able to use the techniques of <b>stone Age</b> cave paintings, emulating the style. <i>(Using natural materials to create paints (berries/mud/charcoal etc)</i> L.I. To know how <b>Iron Age</b> art shaped our history and contributed to the culture of our nation. <a href="https://www.bbc.co.uk/bitesize/articles/zvhy3j6#z934kty">https://www.bbc.co.uk/bitesize/articles/zvhy3j6#z934kty</a> L.I. To be able to use tools and techniques in an Iron Age design.</p>	<p><b>Cycle B</b></p>	<p><b>Where Land meets the Sea</b> <i>Digital media – creating the water cycle.</i> L.I. To understand what digital media is and how it can be enhanced by using sound, video, animation and installations. <i>(Download Stop motion Studio app onto the ipads or I can animate app)</i> <i>(Stop motion video example)</i> <a href="https://www.youtube.com/watch?v=q5wgXmOqcMY">https://www.youtube.com/watch?v=q5wgXmOqcMY</a> L.I. To be able to use a variety of materials to create each stage of the water cycle process. <i>(2 lessons - Draw what happens at each stage on separate pieces of paper-use materials to create a collage/textured effect e.g. cotton wool, crepe paper, playdough, sand for the land.</i> <a href="https://zanelf.wordpress.com/my-stop-motion-movie-of-the-water-cycle/">https://zanelf.wordpress.com/my-stop-motion-movie-of-the-water-cycle/</a> L.I. To be able to use digital media to create stop-motion animations of the water cycle. L.I. To know how to enhance digital media by including sound.</p>

		<p>Know what a montage is and how it can be used in art to create a new image.          Know what a medium is in art.          Know how to say what is similar or different in two pieces of artwork from the same artist, using this knowledge to compare with their own artwork created.</p> <p><b>Vocabulary:</b>          Montage, overlapping, photography, medium, collage, artist, similarities, differences, composite.</p>		<p><i>(Design a typical image used by Iron Age people for a piece of jewellery/coin etc)</i></p> <p>L.I. To be able to use tools and techniques to mould and sculpt a piece of art from the Iron Age.  <i>(Finish off final piece using metallic silver/gold paint)</i></p> <p><b>Key Knowledge:</b>          Explore a variety of cave paintings and know how they were created.          Understand how art changed from the Stone Age to the Iron Age.          Know how Iron Age people use a variety of materials to create decorative art.          Know how to use a variety of painting techniques used by the Stone Age people.          Know how to use tools and techniques to sculpt and carve clay.</p> <p><b>Vocabulary:</b>          Record, carving, cave, sculpt, period, charcoal, ochre, Paleolithic, pigment</p>		<p><b>Key Knowledge:</b>          Know what digital media is and how it can be used to enhance a piece of digital art.          Know how to use a video camera to create a stop motion image of the water cycle.          Know how to use a variety of materials to enhance animation.          Know how to include sound into the stop motion video/image.</p> <p><b>Vocabulary:</b>          Digital media, stop motion, media, animation, enhance, digital, motion.</p>
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## Summer 2

	EYFS	Years, 1 & 2	Years 3 & 4		Years 5 & 6	
<b>Cycle A</b> <b>2023-2025</b>	<p>ELG- Creating with materials.            Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	No Art Planned	<b>Cycle A</b>	<p><b>Divide and conquer</b>  <i>Viking Long boat – mixed media – water colours/pastels.</i>            L.I. To be able to use a range of digital media tools to create an image.            (Prow carving of an animal for the front of the boat).</p>	<b>Cycle A</b>	No Art Planned

<p>Share their creations, explaining the process they have used.          Make use of props and materials when role playing characters in narratives and stories.          EYFS – Physical development          ELG Fine motor          Use a range of small tools, including scissors, paintbrushes and cutlery.</p>		<p>L.I. To be able to draw on the work of Viking artistry and begin to emulate this style.  <i>(Research Viking art and recreate using a variety of materials/string.)</i></p>  <p>L.I. To be able to experiment and record, with increasing accuracy, blending colours using pastels.  <i>(Experiment with blending pastels for a background-record in sketchbooks)</i>  <a href="https://www.youtube.com/watch?app=desktop&amp;v=wv7BSK6uatk">https://www.youtube.com/watch?app=desktop&amp;v=wv7BSK6uatk</a></p> <p>L.I. To be able to use the blending pastels technique for a background.  <i>(Create a background e.g. a sunset for the longboat image blending colours with a finger or a blending stump - earbud)</i></p> <p>L.I. To know how to use mixed media in art.  <i>(Draw/cut out and paint the longboat design image on top of the pastels background, including the Viking art – 3d image using string)</i></p> <p><b>Key Knowledge:</b>          Know that Vikings used animals at the head of the longboat (prow).          Know how to use digital media to recreate images of a prow.</p>	
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				<p>Know how to blend pastels effectively.          Know how to use a variety of materials to recreate artwork by the Vikings.          Know what type of art Vikings used on their longboats.          Know what mixed media is and how it can be used in art to make a 3d effect.  <b>Vocabulary:</b>          Prow, carving, medium, blending stump, mixed media, emulate.</p>		
<p><b>Cycle B</b>  <b>2023-2024</b></p>	<p>ELG- Creating with materials.          Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>EYFS – Physical development</p> <p>ELG Fine motor</p>	No Art Planned	<b>Cycle B</b>	No Art Planned	<b>Cycle B</b>	No Art Planned

	Use a range of small tools, including scissors, paintbrushes and cutlery.					
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