



		Recognise shapes			shapes and texture in their work.	<ul style="list-style-type: none"> <li>The colours and materials I use will change with the seasons.</li> <li>Andy Goldsworthy is an environmental artist who works outside, using natural materials.</li> <li><b>I can make collages and patterns outside like Andy Goldsworthy.</b></li> <li><b>How to draw flowers by observing and paint them by colour mixing.</b></li> <li><b>Georgia O'Keefe was an artists who specialised in flora.</b></li> </ul>	
		Create structures					
		Use a variety of tools	<b>How would my sculpture change in the autumn compared to the summer?</b>		Explore families of colour (hot/cold etc)		
		Talk about my own and other people's art work	<b>Can I observe flowers to make realistic drawings and paintings?</b>	Paint for different purposes Add a variety of textures to paint	<b>Colour:</b> Mix colours by adding black and white to create tones and tints.		
			<b>Who was Georgia O'Keefe and how can I work in her style?</b>	Recognise the different styles of artists			
			<b>Can I say what I like about my own work and that of others?</b>	Talk about my finished work. What do I like? What would I change?			

### Summer Term - Year 2

Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Essential Learning	Vocabulary
Y2	<b>Illustration</b>	Drawing from imagination and from real life Observational drawing  Use knowledge of proportion  talk about artists work	1)Can I explore the illustrations of Quentin Blake?	<b>Drawing:</b> Draw from Imagination Draw from direct experience Explore proportion	Use line to represent an image (real or imagined)  Use line to represent an object  Look at how artists use line and experiment	I know... <ul style="list-style-type: none"> <li>Illustrations are pieces of art that are created for books that help to tell a story.</li> <li>Quentin Blake and Axel Scheffler illustrate children's books.</li> <li>Books can be illustrated in many different ways. For</li> </ul>	Line colour illustrations illustrator Quentin Blake Axel Scheffler collage texture

					with a variety of approaches.	<ul style="list-style-type: none"> <li>example, by painting, drawing and collage.</li> <li>Collage artists spend time arranging the materials and trying out different ideas, before sticking them onto a surface.</li> <li><b>I can illustrate my own writing by using drawing, painting and collage.</b></li> <li><b>What illustrations I like.</b></li> <li><b>I have an opinion about what works well on my illustration and what I would try to do differently next time</b></li> </ul>	
		2) Can I explore the illustrations of Axel Scheffler? 3) Can I compare Quentin Blake to Axel Scheffler's illustrations?	<b>Drawing:</b> Draw from Imagination Draw from direct experience Explore proportion	Name primary and secondary colours  Mix colours by adding black and white to create tones and tints.			
		5) Can we explore other distinctive styles of illustration?  (collage, very hungry caterpillar, photography- Naught bus etc)	<b>Collage:</b> Use appropriate adhesives. Develop skills in overlaying and overlapping to build up an image	Repeat shapes,  Overlap shapes, arrangement of pattern			
		6) Can I choose a style of illustration I want to recreate?  Illustrate your own piece of writing using skills gained.	Application of above.				
		7) How effective are my illustrations?	Say what I like and do not like about my own piece of work.				

### Summer Term Year 3

Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Essential Knowledge	Vocabulary
Y3	Ancient Egyptians meet modern Art	Cross curricular links to Historical knowledge of the Egyptians.	<b>How did the Ancient Egyptians adorn themselves and their possessions?</b>  Sketchbook work – exploring, making notes.	Identify a variety of imagery typical of the time period	Look at how artists use line and experiment with a variety of approaches.	I know... <ul style="list-style-type: none"> <li>Ancient Egyptians adorned themselves and their possessions with</li> </ul>	Adornment Pattern Repeated pattern Decorative In the style of embellish

		<p>Patterns</p> <p>Repeated patterns</p> <p>Sculpting with paper and masking tape (previous DT topics)</p>	<p><b>How did Gustav Klimt use pattern in his art work?</b></p> <p>Sketchbook work- exploration of pattern. Complete half of one of Klimt's pieces. Thumbnail explorations of patterns in the similar style.</p>	Use the same starting points as a variety of artists	<p><b>Texture:</b> Recreate texture through a range of marks and patterns</p> <p>Use sketchbooks to record observations and ideas. Experiment with a variety of formal and informal pattern.</p>	<p>highly decorative images and patterns.</p> <ul style="list-style-type: none"> <li>Gustav Klimt is an artist who used pattern in his art-work.</li> <li>We build up our sketchbook with ideas that lead to a final piece.</li> <li><b>How to make an Egyptian inspired artefact</b></li> <li><b>I can adorn the surface of my artefact with patterns inspired by Gustav Klimt.</b></li> <li>What is similar and different to Egyptian art, Gustav Klimt's work and my own final piece of art.</li> </ul>	<p>design artefacts</p> <p>compare/contrast sculpt</p>
			<ul style="list-style-type: none"> <li><b>Can I design and make an Egyptian inspired artefact?</b></li> </ul> <p>Use of death masks, canopic jars etc.</p> <p>Make masks (papier mache?) newspaper and masking tape</p>	Develop construction skills into more complex methods (Papier mache, Mod roc etc)	<p>Create structures by experimenting with a range of materials.</p> <p>Compare and contrast methods of construction</p>		
			<p><b>Can I adorn the surface of my artefact with patterns in the style of Gustav Klimt?</b></p> <p>Use of acrylic paint and lots of gold</p>	,	<p><b>Pattern:</b> Experiment with a variety of formal and informal pattern</p> <p>Use colour to create different effects, moods, space, size,</p>		
			<p><b>What is similar and different to Egyptian art, Gustav Klimt's work and my own final piece of art?</b></p> <p>Evaluation</p>	Responses to art work to become more personal			

Summer Term Year 4

Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Essential Knowledge	Vocabulary
Y4	<b>Landscapes</b>		<b>What is a landscape?</b>	Use the same starting points as a		I know...	Landscape nature

<p>Colour mixing confidence with primary, secondary colours and use of tones and tints in paint</p> <p>Use of tone</p> <p>Use of texture</p> <p>Drawing techniques of proportion, observational skills</p>	<p><b>How have artists been inspired to use landscapes as the subject of their art?</b></p> <p>Explore landscape artists from different time periods and cultures. How have they been inspired? Aboriginal artists, impressionists like Monet,</p>	<p>variety of artists (natural forms, environment)</p>		<ul style="list-style-type: none"> <li>• A landscape is a piece of art that shows a scene from nature.</li> <li>• Many artists from different time periods and cultures have used landscapes to inspire their work.</li> <li>• How I can use my sketchbook to explore how I can build texture in landscapes. (thumbnail explorations)</li> <li>• Different types of paints give different effects. (E.g. acrylic compared to watercolour)</li> <li>• Tonal drawings explore shading dark, medium and light tones</li> <li>• Perspective is how we show depth and distance in art. (near and far)</li> </ul>	<p>Subject</p> <p>Texture</p> <p>Tone - tonal drawings</p> <p>perspective</p>
	<p><b>Can I explore how different types of paint give different effects?</b></p> <p>Sketchbook work:</p> <p>Compare acrylic and watercolours to create landscapes</p>	<p>Use sketchbooks to record and collect information and to develop ideas.</p> <p>Paint for different purposes</p>	<p>Explore families of colour (hot/cold etc)</p>		
	<p><b>How can we ensure our drawing of landscapes are tonal drawings?</b></p> <p><a href="http://sophiepeanut.com">Drawing Texture - Landscape Sketches For Beginners - Pen, Watercolour (sophiepeanut.com)</a></p>	<p>Use sketchbooks to record and collect information and to develop ideas.</p>			
	<p><b>How can we create textures in paint?</b></p> <p>Sketchbook thumbnail explorations</p> <p>Explore- For example, how do you make a rock look different to a tree.</p>	<p>Use sketchbooks to record and collect information and to develop ideas.</p>	<p>experiment with a variety informal patterns.</p> <p>Recreate texture through a range of marks and patterns</p>		
	<p><b>What is perspective?</b></p> <p>Explore how we can add depth and distance to our paintings and drawings using a vanishing point.</p> <p>E.g. Try drawing a row of trees, getting further away.</p>	<p>Explore composition (near/far) and perspective</p>	<p>Use a variety of scales and perspectives to encourage accuracy in drawing</p>		

			<p><b>Can I apply my learning to paint a landscape?</b></p> <p><b>Larger scale final piece</b></p> <p>Take children to the quarry/ outdoor area to paint/photograph a landscape. Children should be allowed to explore how they wish to portray this using their sketchbooks as previous learning (watercolour/acylic, pencils to make a tonal image, how are textures being used?)</p>	<p>Vary scales to develop accuracy</p> <p>Gather information, responses to become more personal</p>			
--	--	--	---	---	--	--	--

### Summer Term Year 5

Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Essential Learning	Vocabulary
Y5	<b>Surrealism</b>	<p>Colour mixing confidence with primary, secondary colours and use of tones and tints in paint</p> <p>Knowledge of drawing techniques- composition, Proportion and perspective</p> <p>Collage techniques</p>	<p>1)What is surrealism? Compare and contrast styles (sketchbook work)</p> <p>( irrational, dream like, non sensical)</p> <p>2) Who was Salvador Dali and what was he famous for?</p> <p>(Explore, use of melting clocks, stretched animal legs, lobster phone etc)</p> <p>3)How can I manipulate objects to make them appear surreal?</p> <p>Sketchbook work: Change drawings of animals non-surreal and surreal versions</p>	<p>Make comparisons and identify contrasting styles in artists work. Use the same starting points as a variety of artists (the fantastic and strange)</p> <p>Explore composition (near/far) and perspective</p> <p>Make comparisons and identify contrasting styles in artists work.</p> <p><b>Painting:</b> Express mood and feelings through the application of paint.</p>	<p>Discuss colour, line, imagery used by different artists and designers</p> <p><b>Colour:</b> Use colour to create different effects, moods, space, size, Consider contrasting and complimentary colours</p> <p>Line: Use a variety of scales and perspectives to encourage accuracy in drawing</p>	<p>I know...</p> <ul style="list-style-type: none"> <li>Surrealism is the irrational juxtaposition of images. This means that images and compositions do not make sense.</li> <li>Salvador Dali was a surrealist artist with memorable images like his lobster phone, melting clocks, stretched animal legs.</li> <li>How to manipulate (change) objects to make them appear surreal. For example, use of stretched legs/necks etc on animals.</li> <li><b>How to create images in the surrealist style through collage and drawing.</b></li> <li>Mixed media is using more than one material</li> </ul>	<p>Surrealism</p> <p>Fantasy</p> <p>Juxtaposition</p> <p>Irrational</p> <p>Salvador Dali</p> <p>Melting Clocks</p> <p>Perspective</p> <p>Composition</p> <p>Mood</p>

		Knowledge of different artists	<p>4) Can I create images in the surrealist style through collage and drawing?</p> <p>5) Can I create my own, mixed media surrealist inspired final piece?</p> <p>Understand what mixed media means.</p> <p>(sketchbook work with collage of magazine/newspaper images- leading into a final piece)</p>	<p>Express mood and feelings through the application of paint.</p> <p>Consider composition to evoke a feeling and/or mood</p> <p>Build up imagery with the use of a variety of medium</p>	<p><b>Texture:</b> Recreate texture through a range of marks and patterns</p>	<p>of technique. For example, collage, painting with acrylic and drawing with pastels etc.</p> <ul style="list-style-type: none"> <li>How to evaluate my art work with successes and next steps.</li> </ul>	
			6) Can I evaluate the success of my final piece?	Make judgements about our own work and give constructive feedback to others.			

**Summer Term Year 6**

Year Group	Key title	Prior Learning	Enquiry questions and suggested learning	Progression of Art skills	Progression of core elements of Art	Essential Learning	Vocabulary
Y6	<p><b>Fashion Design</b></p> <p>Use of Access Art Pathways (Fashion Design)</p>	<p>Development of sketchbook- record ideas, practise skills, make notes and reflect to help generate ideas for my own piece of art work</p> <p>Colour mixing</p> <p>Pattern development</p> <p>Reflection of our own and our peer's work.</p>	<p><b>How do fashion designers use their interests to inspire their own work?</b></p> <p><b>Can I identify what I like and what I do not like about other peoples' art work?</b></p> <p>Sketchbook work using Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun and Hormazd Narielwalla)</p> <p><b>Can I follow a design brief?</b></p> <p><b>Can I use my sketchbook to generate and test ideas? Explore colour, line, shape, pattern in response to the brief.</b></p>	<p>Drawing: Make visual notes in sketchbooks to record ideas.</p> <p>Make comparisons and identify contrasting styles in artists work.</p> <p>Gather information, responses become more personal</p> <p><b>Drawing:</b> Vary scales to develop accuracy. Gather information, responses to become more personal</p>	<p>Pattern: Make patterns for a specific purpose</p> <p><b>Colour:</b> Use colour to create different effects, moods, space, size,</p>	<p>I know...</p> <ul style="list-style-type: none"> <li>How fashion designers use their interests to inspire their own work. Pyer Moss amongst others.</li> <li><b>What I like and what I do not like about other people's work.</b></li> <li>A design brief is a set of instructions given to you as a designer to adhere to.</li> <li><b>How to use my sketchbook to generate and test ideas, explore colour, line,</b></li> </ul>	<p>Design brief Inspiration 2D to 3D</p>

<p>(Revisit sketchbook work from previous week to remind children how the designers investigated worked. Use sketchbooks to generate and test ideas, experiment with shape, form and pattern, colour and texture. What can be stuck into sketchbooks- fabric, paper, thread etc to exemplify their ideas)</p> <p>Over a couple of sessions</p>	<p>Adhere to a design brief, showing creativity but following instructions.</p> <p>Gather information, responses become more personal</p>	<p>Consider contrasting and complimentary colours Discuss colour used by different artists and designers</p>	<p><b>shape, pattern in response to the brief.</b></p> <ul style="list-style-type: none"> <li>• How 2D shapes can become 3D forms</li> <li>• <b>I can give feedback to others, listen to feedback about my own work and respond to it positively.</b></li> </ul>
<p><b>Can I explore and make how to make 2D shapes into 3D forms with painted and decorated paper?</b></p> <p>(Over a couple of weeks- 1)decorate papers to make fabric designs 2- create the form of the clothing based on designs 3- add to 3D models/2D models )</p>	<p><b>Printing:</b> Develop printing techniques through more sophisticated techniques E.g Lino</p>	<p><b>Shape:</b> Record shape in 2d and 3d <b>Space and form:</b> Create structures by experimenting with a range of materials. Compare and contrast methods of construction <b>Texture:</b> Produce textured prints.</p>	
<p><b>Can I evaluate my work, giving and taking feedback positively?</b></p> <p>(create a gallery and give time to discuss intention v outcome)</p>	<p>Make judgements about our own work and give constructive feedback to others.</p>		