



Bramcote Hills Primary School  
'Make the future better for all'



## Curriculum Depth Map - Art and Design

### Intent:

At BHPS we provide children with a challenging and engaging Art and Design curriculum that develops creativity, sets challenges, engages, and inspires children and equips them with the knowledge and skills to experiment, invent and create their own works of art, craft, and design. The curriculum has appropriate subject knowledge, skills and understanding to explore and investigate, create and evaluate artwork as set out in the National Curriculum and so will enable the children to reach and exceed their potential. It enables pupils to create art work with a real purpose, encouraging the display and sharing of work created and showcasing the skills and progress made.

### Implementation:

Our Art and Design curriculum provides a clear and comprehensive scheme of work that will show progression of skills across all key stages within the strands of Art and Design. The children are given an opportunity to present their sense of vision through observation, experimentation, and illustration. Pupils are encouraged to use their imagination through a wide variety of media and manipulative skills are developed as well as an awareness of colour, texture, design and dimension. Because the children will have access to key knowledge, language and meanings, they will be able to apply this to their work in Art and Design and across the wider curriculum. There will be, where applicable, links to develop the children's learning experiences.

Our Art and Design curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition - both in a year group and across both key stages. Curriculum coverage is mapped out carefully from Year 1 to Year 6 which allows some key concepts to be developed at a deeper level of learning, understanding and mastery. Fundamental *knowledge* and **skills** are covered at key points throughout the primary phase and repeated to allow pupils to build on what has been taught before. Where year groups are covering an area in more depth, this will be highlighted in green on the Curriculum Depth Map below. Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, where the new knowledge and skills fit in with their prior learning, any sticky knowledge they need to understand and key vocabulary they need to learn.

### Impact:

Impact is evidenced through:

- Pupils will have clear enjoyment and confidence in art that they will then apply to other areas of the curriculum
- Pupils will ultimately know more, remember more and understand more about art
- Demonstrating *knowledge* when using tools or **skills** in other areas of the curriculum and in enrichment opportunities both in and out of school
- The use and outcomes of the varied activities
- Children will understand what being an 'artist' means
- Children will retain knowledge about focus artists

## Key Stage One

Year 1	Skills	Year 2
<b>Drawing</b>		
Explore their own ideas using a range of media	Generating Ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques
Use sketchbooks to explore ideas in an open-ended way	Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.	Making Skills (including formal elements)	Further develop mark-making within a greater range of media, demonstrating increased control.
Develop observational skills to look closely and reflect surface texture through mark-making		Develop observational skills to look closely and reflect surface texture through mark-making.
Explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary		Experiment with drawing on different surfaces and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.
Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.	Knowledge of artists	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art
Describe and compare features of their own and other's artwork	Evaluating & analysing	Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.
<b>Painting and Mixed Media</b>		
Explore their own ideas using a range of media.	Generating Ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Use sketchbooks to explore ideas in an open-ended way	Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Experiment with paint, using a wide variety of tools to apply paint to a range of different surfaces.	Making Skills (including formal elements)	Begin to develop some control when painting, applying knowledge of colour and how different media behave
Play with combinations of materials to create simple collage effects. Select materials based on their properties		Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.
		Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.
Describe similarities and differences between practices in Art and design, and link these to their own work.	Knowledge of artists	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Describe and compare features of their own and other's artwork	Evaluating & analysing	Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.
<b>Sculpture and 3D</b>		
Explore their own ideas using a range of media	Generating Ideas	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Use sketchbooks to explore ideas in an open-ended way	Sketchbooks	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Use their hands to manipulate a range of modelling materials	Making Skills (including formal elements)	Develop understanding of 3D forms to construct and model simple forms using a range of materials.
Create 3D forms to make things from their imagination or recreate things they have seen.		Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
		Develop basic skills for shaping and joining clay, including exploring surface texture.
Describe similarities and differences between practices in Art and design	Knowledge of artists	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Describe and compare features of their own and other's art work.	Evaluating & analysing	Explain their ideas and opinions about their own and other's artwork, giving reasons. Begin to talk about how they could improve their own work.

Craft and Design		
Explore their own ideas using a range of media.	<b>Generating Ideas</b>	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
Use sketchbooks to explore ideas in an open-ended way	<b>Sketchbooks</b>	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
Able to select colours, shapes and materials to suit ideas and purposes.	<b>Making Skills (including formal elements)</b>	Respond to a simple design brief with a range of ideas
Design and make something that is imagined or invented.		Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.
Design and make something that is imagined or invented.		Experiment with techniques when trying out design ideas
		Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.
Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	<b>Knowledge of artists</b>	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.
Describe and compare features of their own and other's artwork	<b>Evaluating &amp; analysing</b>	Explain their ideas and opinions about their own and other's artwork, giving reasons
		Begin to talk about how they could improve their own work.

## Key Stage Two

Year 3	Year 4	Year 5	Year 6
<b>Generating Ideas</b>			
<b>Sketch books</b>			
Use sketchbooks to generate ideas and record thoughts and observations	Use sketchbooks for planning and refining work, to record observations and ideas	Developing ideas through sketches	Make personal investigations and record observations in sketchbooks
Make records of visual experiments	Develop skill and technique	Enhancing knowledge of skill and technique using experimental media in sketchbooks	Record experiments with media and try out new techniques and processes in sketchbooks
<b>Creating original artwork</b>			
Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art.	Express thoughts and feelings about familiar products.	Develop personal, imaginative responses to a theme
	Express thoughts and feelings through the tactile creation of art.	Design new architectural forms, design and invent new products, link artwork to literary sources.	Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning
	Manipulate materials to achieve desired effects.	Create and invent for purposes.	Express ideas about art through messages, graphics, text and images.
	Represent ideas from multiple perspectives.		
<b>Making Skills (Procedural Knowledge)</b>			
<b>Drawing</b>			
Developing drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing	Draw still life from observation and for mark making	Furthering knowledge of drawing from observation	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop understanding of geometry and mathematical proportion when drawing	Draw using perspective, mathematical processes, design, detail and line.	
Use materials such as paper weaving, tie dying, sewing & other craft skills to design and make products.			
<b>Painting</b>			
Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression	Painting with mastery skill and control
<b>Craft, design, materials, and techniques</b>			

Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
<b>Formal elements: colour</b>			
<i>Increase awareness and understanding of mixing and applying colour, including use of natural pigments.</i>	<i>Analyse and describe colour techniques in artist work</i>	<b>Select and mix more complex colours to depict thoughts and feelings</b>	<b>Mix and apply colours to represent objects from observation</b>
<b>Use aspects of colours such as tints and shades for different purposes</b>	<b>Manipulate colour for printing purposes</b>		<b>Express feelings and emotions with colour</b>
			<i>Study colours used by Impressionist painters</i>
<b>Formal elements: form</b>			
<b>Further develop their ability to describe 3D form in a range of materials, including drawing.</b>	<i>Develop their ability to describe and model form in 3D using a range of materials.</i>	<i>Further extend their ability to describe and model form in 3D using a range of materials.</i>	Expressing and articulating a personal message through sculpture.
	<i>Analyse and describe how artists use and apply form in their work.</i>		<i>Analysing and studying artists' use of form.</i>
<b>Formal elements: line</b>			
<i>Express and describe organic geometric forms through different types of line.</i>	<b>Learn and apply symmetry to draw accurate shapes.</b>	<i>Extend and develop a greater understanding of applying expression when using line.</i>	<i>Deepen knowledge and understanding of using line when drawing portraits.</i>
	<i>Analyse and describe how artists use line in their work.</i>		<b>Develop greater skill and control of line.</b>
			<i>Study and apply the line techniques of other artists.</i>
<b>Formal elements: pattern</b>			
<b>Construct a variety of patterns through craft methods</b>	<b>Create original designs for patterns using geometric repeating shapes</b>	<b>Construct patterns through various methods to develop their understanding.</b>	<b>Create sophisticated artwork using their knowledge of pattern</b>
<i>Further develop knowledge and understanding of pattern</i>	<i>Analyse and describe how other artists use pattern.</i>		<b>Represent feelings and emotions through patterns.</b>

**Formal elements: shape**

<i>Identify, draw and label shapes within images and objects.</i>	<b>Create geometric compositions using mathematical shapes.</b>	<b>Compose original by adapting and synthesising the work of others.</b>	<b>Fluently sketching key shapes of objects when drawing.</b>
<b>Create and form shapes from 3D materials.</b>	<i>Analyse and describe the use of shape in artist's work.</i>	<i>Analyse and evaluate artists' use of shape.</i>	<b>Create abstract compositions using knowledge of other artists' work.</b>

**Formal elements: texture**

<i>Analyse and describe texture within artists' work.</i>	<i>Analyse and describe texture within artists' work.</i>	<b>Using texture within drawings to show careful observation and understanding of illustrating different surfaces.</b>	<b>Explore art through a range of different textural mediums.</b>
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**Formal elements: tone**

<b>Develop skill and control when using tone</b>	<b>Use a variety of tones to create different effects</b>	<b>Develop an increasing sophistication when using tone to describe objects when drawing</b>	<i>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow</i>
<i>Learn and use simple shading rules</i>	<i>Understand tone in more depth to create 3D effects</i>	<i>Analysing artists' use of tone</i>	<b>Manipulate tone for halo and chiaroscuro techniques</b>
	<i>Analyse and describe use of tone in artists' work.</i>		

**Knowledge (Factual Knowledge)**

**Artists, craftspeople, and designers**

<i>Carl Giles</i>	<i>Luz Perez Ojeda</i>	<i>Edward Hopper</i>	<i>Friedensreich Hundertwasser</i>	<i>Claude Monet</i>
<i>Diego Velázquez.</i>	<i>Barbara Hepworth</i>	<i>Pieter Brueghel</i>	<i>Banksy</i>	<i>William Morris</i>
<i>Prehistoric art</i>	<i>Paul Cézanne</i>	<i>Fiona Rae</i>	<i>Andy Warhol</i>	<i>Edward Hopper</i>
	<i>Giorgio Morandi</i>	<i>El Anatsui</i>	<i>John Singer Sargent</i>	<i>Kathe Kollwitz</i>
	<i>David Hockney</i>	<i>Giuseppe Arcimboldo</i>	<i>Magdalene Odundo</i>	<i>Pablo Picasso</i>
	<i>Paula Rego</i>	<i>Sokari Douglas Camp</i>		<i>Mark Wallinger</i>

**Evaluation**

**Identifying similarities and differences to others' work**

<i>Discuss own and other's work using increasingly sophisticated use of language</i>	<b>Build a more complex vocabulary when discussing own and other's work</b>	<b>Develop a greater understanding of vocabulary when discussing their own and the work of others</b>	<i>Using the language of art with greater sophistication to discuss art</i>
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**Reflecting**

<b>Reflecting on their own work to make improvements</b>	<b>Reflecting on their own work in order to make improvements</b>	<i>Regularly analysing and reflecting on their progress taking account of intentions and choices</i>	<i>Giving reasoned evaluations of both their own and others' work which takes account context and intention</i>
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## Appendix - Key Knowledge and Vocabulary

Art - KS1	
Key Knowledge	Key Vocabulary
<b>Year 1</b>	
<b>Formal elements of art</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Primary colour are blue, yellow and red</li> <li><input type="checkbox"/> Secondary colours (orange, green &amp; purple) are made by mixing two primary colours together:               <ul style="list-style-type: none"> <li>• Red + yellow = orange</li> <li>• Yellow + blue = green</li> <li>• Blue + red = purple</li> </ul> </li> <li><input type="checkbox"/> Horizontal lines going from left to right, across the page, like a horizon line</li> <li><input type="checkbox"/> Vertical lines go up and down, the length of the page, from top to bottom Crosshatch lines are overlapping parallel lines which run alongside each other</li> <li><input type="checkbox"/> Working collaboratively means to work in a group on the same piece of work</li> </ul>	Abs tract composition modern art optical illusion photorealism pop art primary colours secondary colours shape
<b>Art and Design Skills</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> 2D shapes are flat shapes which have just a length and width</li> <li><input type="checkbox"/> 3D shapes are solid shapes which have 3 dimensions - height length and width</li> <li><input type="checkbox"/> Different shades of secondary colours, such as green, can be made by mixing different amounts of primary colours together.</li> <li><input type="checkbox"/> Drawing mediums are materials to draw with such as ink, graphite, charcoal, and pastel</li> <li><input type="checkbox"/> A mirror image is the reflection of the image</li> <li><input type="checkbox"/> A motif is a small design which can be repeated to make a pattern A Tudor style house describes many houses in the Tudor times which were half timbered. This means they had a wooden frame and the spaces between were filled with sticks and wet clay</li> </ul>	2D shapes 3D shapes abstract contemporary drawing mediums narrative printing shade tudor-style house
<b>Landscapes using different media</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> A horizon line is a line which runs left-to-right across the page.</li> <li><input type="checkbox"/> Different tints can be made by adding white to my colours to lighten them</li> <li><input type="checkbox"/> Textures can be created by using different material to show how things feel when touched.</li> <li><input type="checkbox"/> Impressionism describes how artwork shows an 'impression' of what the person, object, light or place looked like, rather than exactly what it looked like.</li> <li><input type="checkbox"/> Post Impressionism was an art movement that came from Impressionism, where artwork was created to express the artist's thoughts and feelings.</li> </ul>	figurative horizon line impressionism landscape post impressionism representation shading tones
<b>Sculptures and collages</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clay or plasticine are materials which can be moulded to make different shapes and create a sculpture.</li> <li><input type="checkbox"/> Camouflage allows animals and insects to blend into their surrounding so they cannot be seen.</li> <li><input type="checkbox"/> A pattern is a repeated decorative design.</li> <li><input type="checkbox"/> Bronze is a strong, hard metal</li> <li><input type="checkbox"/> Contemporary describes artwork of the present day</li> <li><input type="checkbox"/> Land art is made directly into the ground using natural materials such as rocks or twigs.</li> <li><input type="checkbox"/> Etching tools can used to create patterns by scratching lines onto a plate, applying ink and then paper</li> </ul>	bronze contemporary etching land art metallic pattern sculpture sketch symmetrical textile

Artists' work looked at: Year 1		
Art and Design Skills	Landscapes using different media	Sculptures and collages
<ul style="list-style-type: none"> <li>❑ Louis Wain is an English artist, and he is known for his drawings of large-eyed cats and kittens</li> <li>❑ Ilya Bolotowsky is a Russian American abstract painter</li> <li>❑ Wassily Kandinsky is an artist from Russia. He was the first artist to create modern abstract art</li> <li>❑ Reneta Bernal is a modern artist from America. She works using various drawing mediums including ink, pastels, and acrylic.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Joaquin Sorolla was a painter from Spain who painted portraits and landscapes.</li> <li>❑ Vincent Van Gogh was one of the most famous post-impressionist painters. He was from the Netherlands and famously cut off one of his ears.</li> <li>❑ Auguste Renoir was an artist from France who was a leading painter in the development of the Impressionist style.</li> <li>❑ Peder Severin Kroyer was a painter from Denmark famous for his paintings of beach scenes.</li> </ul>	<ul style="list-style-type: none"> <li>❑ William Morris was a textile designer from Britain who created patterns inspired by nature.</li> <li>❑ Louise Bourgeois was born in France and is best known for her large sculpture and installation art pieces</li> <li>❑ John Henry Dearle was a textile and stained-glass designer from Britain who was taught by William Morris.</li> <li>❑ Edouard Martinet uses scrap metal to create sculptures of animals.</li> <li>❑ Susan Beatrice uses parts of old watches to create sculptures.</li> <li>❑ Andrew Goldsworthy is a sculpture from Britain who makes land art</li> </ul>



Art - KS1	
Key Knowledge	Key Vocabulary
<b>Year 2</b>	
<b>Formal elements of art (pattern, texture, and tone)</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Tone means the darkness or lightness is something</li> <li><input type="checkbox"/> Shading with various tones makes objects look 3D</li> <li><input type="checkbox"/> There are different grades of pencils to make different tones: H is the hard and B is for black. The higher the number for black "B" the darker the shade and the softer the pencil</li> <li><input type="checkbox"/> Frottage is a type of rubbing technique</li> <li><input type="checkbox"/> Dada is a modern art movement which makes fun at the modern world</li> <li><input type="checkbox"/> Surrealism is an art movement where artists painted from their imaginations. The images look as though they are from a dream</li> <li><input type="checkbox"/> Pop art is a simple art style which uses bright colours and everyday objects</li> </ul>	3d drawing colour contrasting dada design experiment form frottage grades line opaque overprinting pattern pop art repeating pattern rubbing shading shape surrealism tear tessellation tone transparent
<b>Art and Design Skills</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> A repeated pattern is a repeated design or sequence which continues over and over again.</li> <li><input type="checkbox"/> A sketch is a rough first drawing which helps you to plan your work. It is a light, fast drawing.</li> <li><input type="checkbox"/> Air drying clay is a type of clay which does not need to be fired to dry it</li> <li><input type="checkbox"/> Ceramics are a type of pottery such as plates, bowls and vases which could be made from clay</li> <li><input type="checkbox"/> Concentric circles are circles that all have the same centre. They fit inside each other and are the same distance apart all the way around</li> <li><input type="checkbox"/> Slip is a thick mixture of water and clay used to join pieces of clay together</li> </ul>	air drying clay ceramics concentric circles repeating pattern score sketch slip tone
<b>Human Form</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Contemporary describe the altered today, produced in the second half of the 20th century or in the 21st century</li> <li><input type="checkbox"/> Day of the dead is a Mexican holiday to celebrate the dead</li> <li><input type="checkbox"/> Mixed media is technique that uses lots of different art materials to make one piece of work</li> <li><input type="checkbox"/> A sculpture is a 3-dimensional piece of artwork</li> <li><input type="checkbox"/> A self-portrait is a drawing or painting which the artist makes of their own face</li> <li><input type="checkbox"/> Symbolism shows when one object stands in place of another</li> <li><input type="checkbox"/> Collage means to make a piece of artwork from a collection of materials or objects, and it is an example of mixed media</li> </ul>	choreograph collaboration contemporary day of the dead mixed media sculpture self-portrait symbolism
<b>Sculpture and mixed media</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Blending is a technique of gradually and gently joining two colours, tones or images together</li> <li><input type="checkbox"/> Pastel colours are soft and light colours. They can be created by adding white to primary and secondary colour</li> <li><input type="checkbox"/> Facial features are the parts of a person's face such as their nose, eyes and mouth</li> <li><input type="checkbox"/> A comic is a series of drawings which tell an amusing story</li> <li><input type="checkbox"/> A dot matrix is a series of dots that are evenly spaced to create the effect of a colour or tone.</li> <li><input type="checkbox"/> An illustrator is an artist who draws pictures for books</li> <li><input type="checkbox"/> Pop Art is a simple style using bright colours in everyday objects</li> </ul>	blend cartoon colour wash comic dot matrix illustrator pop art proportion sculpture

Artists' work looked at: Year 2			
Formal elements of Art	Art and Design Skills	Landscapes using different media	Sculptures and collages
<ul style="list-style-type: none"> <li>❑ Max Ernst is a German artist who was one of the first to work in surrealist and Dada way</li> <li>❑ Ed Ruscha is an American artist associated with the pop art movement</li> </ul>	<ul style="list-style-type: none"> <li>❑ Clarice Cliff is an English artist who created pottery</li> <li>❑ Nancy McCroskey is an American artist who created ceramics</li> </ul>	<ul style="list-style-type: none"> <li>❑ Julian Opie is a modern, visual artist from Britain who make portraits and animated walking figures, which minimal detail.</li> <li>❑ Edwina Bridgeman is a modern artist and craftsperson from Britain who makes mixed media artworks from objects</li> <li>❑ Damien Hirst is a modern artist from Britain who created a collection of 200 specially made skulls and decorated them using spin painting. He also created a skull that he decorated with diamonds called "For the Love of God"</li> </ul>	<ul style="list-style-type: none"> <li>❑ Roy Lichtenstein is an American artist; he was a leading figure in the Pop Art movement</li> <li>❑ Leo Baxendale: An English cartoonist who created characters for the Beano comic</li> </ul>

Art - Lower KS2	
Key Knowledge	Key Vocabulary
Year 3	
Formal elements of art: Drawing (shape and tone)	

<ul style="list-style-type: none"> <li>❑ Everything in our world is made from simple shapes</li> <li>❑ Identifying shapes within objects will help you to draw more accurately e.g squares and rectangles, circles and ovals, triangles, straight and wavy lines,</li> <li>❑ There are 2 ways to hold a pencil. <ul style="list-style-type: none"> <li>➢ The detail grip is a handwriting grip and is used for shading accurate lines with the tip of the pencil.</li> <li>➢ The shading grip uses the side of the pencil point, holding it flat to the paper.</li> </ul> </li> <li>❑ The 4 rules of how-to shade are: create smooth, neat even tones; shade in one direction; ensure straight edges and leave no gaps</li> <li>❑ Dark tones: show where there is less light on an object. Pressing firmly when you shade will create darker tones</li> <li>❑ Light tones: show where there is more light on the subject and less pressure is needed when you shade.</li> </ul>	3d form abstract botanical art composition facial features geometric geometric shapes guidelines organic scale shading sketching template texture tone																
<b>Painting and Mixed Media (Prehistoric Art)</b>																	
<ul style="list-style-type: none"> <li>❑ The process of making art in prehistory was to tell stories and record history</li> <li>❑ Early man created art to communicate</li> <li>❑ Large wild animals, such as bison, horses, aurochs and deer were important to people in prehistory</li> <li>❑ The earth colours which prehistoric people painted with were: red, yellow and umber pigments, black charcoal from the fire, burnt bones (bone black) and white.</li> <li>❑ Charcoal is made from thin peeled willow twigs which are heated without oxygen</li> <li>❑ Crushed charcoal can be used to create different textures</li> <li>❑ Charcoal smudges easily. Fixing spray can be used to stop it smudging any further.</li> </ul>	cave artists charcoal geometric shapes iron age line drawing native prehistoric proportions stone age texture tone																
<b>Sculpture &amp; 3D (To be updated Dec 2022)</b>																	
<ul style="list-style-type: none"> <li>❑ A cartoonist is a type of artist who makes a series of drawings or illustrations</li> <li>❑ Cartoons tell a story and do not always have to be funny. They are drawn in a simple and minimal style.</li> <li>❑ Shadows are formed by shining a light at an object</li> <li>❑ A silhouette is the dark solid shape that can be seen when there is a bright light behind an object</li> </ul>	<table border="0" style="width: 100%;"> <tr> <td>cartoonist</td> <td>style</td> </tr> <tr> <td>character</td> <td>three dimensional</td> </tr> <tr> <td>minimal</td> <td>(3d)</td> </tr> <tr> <td>opaque</td> <td>tint</td> </tr> <tr> <td>puppet</td> <td>tone</td> </tr> <tr> <td>sketching</td> <td></td> </tr> </table>	cartoonist	style	character	three dimensional	minimal	(3d)	opaque	tint	puppet	tone	sketching					
cartoonist	style																
character	three dimensional																
minimal	(3d)																
opaque	tint																
puppet	tone																
sketching																	
<b>Craft (To be updated Dec 2022)</b>																	
<ul style="list-style-type: none"> <li>❑ A loom is a frame or card to weave with</li> <li>❑ A mood board is a collection of pictures, drawings, words, colours, and textures to show your ideas. It can be used to help focus creativity, by collecting pictures, objects and shapes or practicing colour palettes and drawings to help create a 'mood' or 'feel' before beginning a topic.</li> <li>❑ Tie dye means to make unusual patterns in fabric by tying the material into parts and covering it in dye</li> <li>❑ In tie dye, the parts of the fabric wrapped tightly with elastic bands will remain white and the rest of the fabric will be dyed.</li> </ul>	<table border="0" style="width: 100%;"> <tr> <td>interior designer</td> <td>wax resist</td> </tr> <tr> <td>intersectional points</td> <td>weave</td> </tr> <tr> <td>loom card frame</td> <td>weft</td> </tr> <tr> <td>mood board</td> <td></td> </tr> <tr> <td>personality</td> <td></td> </tr> <tr> <td>running stitch</td> <td></td> </tr> <tr> <td>synthetic materials</td> <td></td> </tr> <tr> <td>textile designer</td> <td></td> </tr> </table>	interior designer	wax resist	intersectional points	weave	loom card frame	weft	mood board		personality		running stitch		synthetic materials		textile designer	
interior designer	wax resist																
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<b>Artists' work looked at: Year 3</b>		
<b>Formal elements of Art (Drawing)</b>	<b>Sculptures and 3D</b>	<b>Craft &amp; Design</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Georgia O'Keeffe</li> <li><input type="checkbox"/> Charles Darwin</li> <li><input type="checkbox"/> Maud Purdy</li> <li><input type="checkbox"/> Max Ernst</li> <li><input type="checkbox"/> Carl Linneaus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Diego Velazquez. A Spanish painter known for painting very life like pictures</li> <li><input type="checkbox"/> Walt Disney: An American animator and cartoonist</li> <li><input type="checkbox"/> Carl Giles. A British cartoonist</li> <li><input type="checkbox"/> Sam McBratney. A British author of children's books (including 'Guess how much I love you?')</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ann Roth. A contemporary American textile designer who specialises in weaving</li> </ul>

Key Knowledge	Key Vocabulary
<b>Year 4</b>	
<b>Formal elements of art (texture and pattern)</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Symmetrical patterns look the same on either side of the centre</li> <li><input type="checkbox"/> A printing block can be made from different materials such as wood or lino which can be carved to create a stamp</li> <li><input type="checkbox"/> A compass can be used to draw circles and arcs</li> <li><input type="checkbox"/> To see if an object is symmetrical, a line can be drawn through the centre to see if it's a perfect match (mirror image) on either side.</li> <li><input type="checkbox"/> Mark making is a creation of different patterns, lines, textures and shapes</li> </ul>	2d shapes abstract charcoal pattern reflection symmetrical texture
<b>Art and Design Skills</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Optical illusions are patterns which use light, shape, and colour to create images that look as if they are moving or blurring</li> <li><input type="checkbox"/> Lenticular prints are made by using lenses to produce images with an illusion of depth, or which change or move as the image is viewed from different angles</li> <li><input type="checkbox"/> Horizontal lines run from right to left</li> <li><input type="checkbox"/> Vertical lines run up and down from top to bottom</li> <li><input type="checkbox"/> Perpendicular lines are 2 lines which intersect each other and create a right angle</li> <li><input type="checkbox"/> Parallel lines are two lines that are always the same distance apart and never touch</li> <li><input type="checkbox"/> Scoring is to make a crease on paper or card so it can be neatly folded with ease</li> </ul>	lenticular lens optical illusion op art illusion optical score sequential order thematic
<b>Every Picture Tells a Story</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Abstract is a type of modern art which has colours, lines and shapes but does not represent objects or living things</li> <li><input type="checkbox"/> A narrative is a story, with paintings being used to tell a story</li> <li><input type="checkbox"/> Art can be created based on an emotion or to evoke a feeling</li> <li><input type="checkbox"/> Pop art is an art movement which began in the 1950s. It is a style which is based on simple, bold images of everyday items</li> <li><input type="checkbox"/> Artwork can be analysed and described through the formal elements of art: shape, form, tone, texture, pattern, colour and composition.</li> </ul>	abstract narrative pop art preparatory drawing re-enact
<b>Sculpture (Skip Lesson 2 on Kapow unit)</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> A geometric pattern is a pattern formed of geometric shapes such as circles, rectangles, squares, and triangles</li> <li><input type="checkbox"/> An optical effect is an arrangement of shapes, colours and patterns to create images that look as if they are moving or blurring</li> <li><input type="checkbox"/> The primary colours are red, blue, and yellow</li> <li><input type="checkbox"/> Secondary colours are mixed from the primary colours and are orange, purple and green</li> <li><input type="checkbox"/> Wax resist is a technique of drawing with wax then painting over it. The areas covered in wax will not allow the paint to settle</li> </ul>	composition contrast geometric maracas optical recycle sketch upcycle
<b>Painting and Mixed Media (Light &amp; Dark) - New unit</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Still life is a form of artwork showing a collection of things that don't move e.g. objects rather than people</li> <li><input type="checkbox"/> Contrast can be created by contrasting texture or colour</li> <li><input type="checkbox"/> Using tints and shades can help a painted object appear three-dimensional</li> <li><input type="checkbox"/> Work can be laid out in two ways: portrait or landscape</li> <li><input type="checkbox"/> Making colours lighter = a lighter colour + water + white</li> <li><input type="checkbox"/> Making colours darker = a darker colour + black</li> <li><input type="checkbox"/> Painting techniques include: dabbing, stippling, pointillism, adding texture to paint, washes and using different tools</li> </ul>	composition hue proportion shade shadow still life tint tone

Artists' work looked at: Year 4		
Every Picture tells a story	Art & Design Skills	Sculpture
<ul style="list-style-type: none"> <li>❑ Fiona Rae is a modern, British artist, born in Hong Kong.</li> <li>❑ David Hockney is a British painter, printmaker and photographer. He is one of the most influential British artists of the 20th century and contributor to the pop art movement of the 1960s</li> <li>❑ Paula Rego is a Portuguese-born artist who is known for her paintings and prints based on story books</li> <li>❑ Pieter Brueghel is an artist from Belgium, known for painting sweeping landscapes and peasant scenes</li> <li>❑ Edward Hopper was American painter and printmaker of modern life.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Bridget Riley, Victor Vasarely and Jesus Rafael Soto were three of the most important Op artists</li> <li>❑ Giorgio Morandi is an Italian painter and printmaker who specialised in still life</li> <li>❑ Barbara Hepworth is an English artist and sculptor</li> <li>❑ Luz Perez Ojeda is a digital photography and lenticular artist from France</li> <li>❑ Paul Cezanne is a French, post-impressionist painter.</li> </ul>	<ul style="list-style-type: none"> <li>❑ EL Anatsui is an artist and sculptor from Ghana</li> <li>❑ Sam Francis is an American painter and printmaker</li> <li>❑ Guiseppe Arcimboldo is an Italian painter best name for creative imaginative portrait heads made of objects such as fruits comment vegetables and flowers</li> <li>❑ Sokari Douglas Camp was born in Nigerial and is now based in London. She is a sculptor, who works mainly with steel.</li> <li>❑</li> </ul>

Art - Upper KS2	
Key Knowledge	Key Vocabulary
<b>Year 5</b>	
<b>Formal elements of art (Architecture)</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> First-hand drawings are drawn from life, not from pictures</li> <li><input type="checkbox"/> Second-hand drawings are drawn from a photograph or a picture, rather than the real object or place</li> <li><input type="checkbox"/> An architectural style refers to the features that make a building historically identifiable, such as the shape, materials used or method of construction</li> <li><input type="checkbox"/> Abstract art does not represent images of our everyday world. It has colour, lines and shapes but it is not intended to represent objects or living things</li> <li><input type="checkbox"/> Architects are designers of buildings</li> <li><input type="checkbox"/> A mono print is a form of printmaking where the designer drawing can only be made once</li> </ul>	<ul style="list-style-type: none"> <li>abstract</li> <li>amphitheatre</li> <li>ancient</li> <li>architects</li> <li>composition</li> <li>cryptic</li> <li>legacy</li> <li>mono-print</li> <li>ornate</li> <li>pattern</li> <li>plaque</li> <li>representation</li> <li>shading</li> <li>sketch</li> <li>stadium</li> <li>symbolism</li> <li>temple</li> </ul>
<b>Art and Design Skills</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> To scale up means to enlarge</li> <li><input type="checkbox"/> Complementary colours are opposites on the colour wheel</li> <li><input type="checkbox"/> Mixing secondary colours from primary <ul style="list-style-type: none"> <li><input type="checkbox"/> Blue + Red = Purple</li> <li><input type="checkbox"/> Red + Yellow = Orange</li> <li><input type="checkbox"/> Yellow + Blue = Green</li> </ul> </li> <li><input type="checkbox"/> Analytical observational drawing - the process of drawing real objects from observation, rather than copying from a secondary source, such as a picture.</li> <li><input type="checkbox"/> A computer-aided design is one which has been created using a computer</li> <li><input type="checkbox"/> A continuous line drawing is a drawing made from one long line, without taking the pencil off the page</li> </ul>	<ul style="list-style-type: none"> <li>analytical observational drawing</li> <li>annotation</li> <li>collage</li> <li>computer-aided design (cad)</li> <li>continuous line drawing</li> <li>diagram</li> <li>exploded-diagram</li> <li>invention</li> <li>portrait</li> <li>prototype</li> <li>sketch</li> <li>texture</li> </ul>
<b>Every picture tells a story</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Speech bubbles show what a character is saying or thinking</li> <li><input type="checkbox"/> To use your imagination, remember experiences, stories and dreams so that artwork is created</li> <li><input type="checkbox"/> Visual symbols are pictures, objects, colours etc which are used to represent an idea</li> <li><input type="checkbox"/> Abstract art is that which does not represent images of our everyday world. It has colour, lines and shapes (form) but they are not intended to represent objects or living things</li> <li><input type="checkbox"/> Street art: drawings or words made on a surface in a public place, often created with spray paint. If the owner of the property does not give their permission, then this is considered to be vandalism - which is illegal.</li> </ul>	<ul style="list-style-type: none"> <li>abstract</li> <li>anonymous</li> <li>Brexit</li> <li>emojis</li> <li>immigration</li> <li>mural</li> <li>pictograms</li> <li>racism</li> <li>street art</li> <li>symmetrical</li> </ul>
<b>Design for purpose</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Armour and chainmail were protective metal uniforms worn by knights</li> <li><input type="checkbox"/> A coat of arms was a symbol that was worn over a knight's armour so that they could be identified from one another</li> <li><input type="checkbox"/> Adverts try to persuade people to buy their products or services by showing the good things about them. They often appear on television, radio, newspapers, magazines and billboards in streets</li> <li><input type="checkbox"/> A potential audience are people who eventually may buy a product</li> <li><input type="checkbox"/> A design that is fit for purpose means that it does the job that it was designed to do</li> </ul>	<ul style="list-style-type: none"> <li>client</li> <li>collaboration</li> <li>design brief</li> <li>font</li> <li>heraldry</li> <li>logo</li> <li>pitch</li> <li>presentation</li> <li>prototype</li> <li>sketch</li> <li>slogan</li> <li>soundbite</li> <li>template</li> <li>urban</li> <li>unique-selling-point (USP)</li> </ul>

**Artists' work looked at: Year 5**

<b>Formal elements of Art</b>	<b>Art &amp; Design</b>	<b>Every Picture tells a story</b>	<b>Design for a purpose</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Hundertwasser: A modern artist and architect who was born in Austria</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Leonardo da Vinci: An Italian artist. He was an inventor, painter, sculpture and architect, who was inspired by science, music, maths and literature</li><li><input type="checkbox"/> Paul Klee: Born in Switzerland, he was interested in the theory of colour</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Hermann Rorschach: An artist from Switzerland. He developed the inkblot test which is used to explore people's personalities based on how they see a series of ten inkblot images</li><li><input type="checkbox"/> Banksy: An English Street artist who creates his work anonymously. His pieces are often inspired by current themes</li><li><input type="checkbox"/> John Singer Sargent: An America artist, who has been described as the leading portrait painter of his generation</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Morag Myerscough: A modern British designer and artist from London. She is inspired by how colour, pattern and words can change urban environments</li></ul>



Art - Upper KS2		
Key Knowledge	Key Vocabulary	
<b>Year 6</b>		
<b>Art and Design Skills</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Impressionism is a style of painting that focuses on light.</li> <li><input type="checkbox"/> Impressionist artists often use thick, broken brush strokes and painted scenes of everyday life.</li> <li><input type="checkbox"/> The post impressionism art movement followed after the impressionists</li> <li><input type="checkbox"/> Like the impressionist artistic feature bright colours and thick brush strokes but they included more emotion and expression in their paintings. Rely herringbone: a pattern which looks like the skeleton of a herring fish. It's made up of an arrangement of rectangles or parallelograms in the repetitive pattern</li> <li><input type="checkbox"/> Realism: to represent something as it really looks</li> <li><input type="checkbox"/> Zentangle patterns: an abstract drawing created using repeated patterns will stop</li> </ul>	abstract herringbone milliner mindfulness pattern polyprint tile prototype realism symbolism zentangle pattern	
<b>Making my voice heard</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Complementary colours are directly opposite each other on the colour wheel</li> <li><input type="checkbox"/> Shading using pencil can create shadows, degrees of light and dark and a 3D effect</li> <li><input type="checkbox"/> Cubism ignores perspective and artists paint their subjects from lots of different angles</li> <li><input type="checkbox"/> Chiaroscuro: the darkening of the background around the face and the adding of shadows</li> </ul>	abstract chiaroscuro composition figurative graffiti art	parallel lines serif symbolism tag
<b>Photography</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Photomontage is a type of collage in which the photographs are placed into a single composition</li> <li><input type="checkbox"/> The 'frame' in photography refers to the way you plan the composition to draw attention to something</li> <li><input type="checkbox"/> Contemporary artists are artists who are alive and currently making artwork</li> <li><input type="checkbox"/> A macro is a type of camera lens which allows you to see in capture very small details and objects</li> <li><input type="checkbox"/> Self-portrait: art which is created by the artist of themselves</li> </ul>	composition crop digital expression lens	macro photography self-portrait technique truism
<b>Still Life</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Font means the size, shape and style of lettering</li> <li><input type="checkbox"/> In a negative image the dark carries are light and the light areas are dark</li> <li><input type="checkbox"/> Grey scale is the range of tones from light to dark</li> <li><input type="checkbox"/> Hue describes the colour within a spectrum</li> <li><input type="checkbox"/> Under painting is the preparing of the painting surface to give something to paint onto</li> <li><input type="checkbox"/> Visual minutes (also called 'graphic recording' or scribing) is a live, illustrated record of what is heard</li> </ul>	abstract cartoon charcoal colour wheel composition cuboid greyscale	hue negative image sketching still life underpainting visual minutes

**Artists' work looked at: Year 6**

Art & Design Skills	Make my voice heard	Photography	Still Life
<ul style="list-style-type: none"> <li><input type="checkbox"/> Edward Hopper: An American realist painter and printmaker#</li> <li><input type="checkbox"/> William Morris: A British textile designer</li> <li><input type="checkbox"/> Edgar Degas: A French artist famous for his pastel drawings and oil paintings of ballerinas</li> <li><input type="checkbox"/> Paul Cezanne: A French artist and post-impressionist painter</li> <li><input type="checkbox"/> Georges-Pierre Seurat: A French post-impressionist artist</li> <li><input type="checkbox"/> Vincent Van Gogh: A Dutch painter and well-known post-impressionist artist</li> <li><input type="checkbox"/> Claude Monet: A French painter and founder of French Impressionist painting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Kathe Kollwitz: a German artist who worked with painting, printmaking and sculpture</li> <li><input type="checkbox"/> Mark Wallinger: A contemporary British artist</li> <li><input type="checkbox"/> Pablo Picasso: A Spanish artist who cofounded Cubism art movement with artist George Braque</li> <li><input type="checkbox"/> David Shrigley: a contemporary British visual artist</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hannah Hoch: A German Dada artist. She was one of the originators of photomontage during the Weimar.</li> <li><input type="checkbox"/> Pete Kennard: A contemporary British photomontage artist</li> <li><input type="checkbox"/> Jerry Uelsmann: A contemporary American photomontage artist</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Jaromir Funke: and leading photographer from Czechoslovakia during the 1920s and 1930s</li> <li><input type="checkbox"/> Ben Nicholson: An English painter who painted abstract compositions, landscapes and still life</li> <li><input type="checkbox"/> Ibere Camargo: An expressionist painter from Brazil</li> <li><input type="checkbox"/> Paul Cezanne: a French artist and painter</li> </ul>