

**Non-negotiables for each unit of work for every year group from Y1-6:**

- Sketch books to be used for recording and reflecting on personal responses to own work and the work of others
- **Each unit of work must contain an element of drawing**, with specific skills being taught as well as allowing time for children to practise these skills
- Each unit should expose the children to working with a variety of media.
- Each unit must focus on at least one artist, preferably with reference to more to ensure children are being taught to compare and contrast. Throughout the unit the children must be taught explicitly about the particular focus artist/s/movement/their style/artistic vision.

St Nicholas Catholic Primary Schools					
Curriculum Flight Path: Art					
Year A	Nursery	Reception	Year 1/2	Year 3/4 (Year 4 follow flightpath B)	Year 5/6 (Year 6 follow flightpath B)
<p><b>Possible Themes</b></p> <p><b>Colour - Pattern abstract art</b></p> <ul style="list-style-type: none"> <li>• <b>Painting</b></li> </ul>	<p><b>painting/ printing</b>  <u>This unit will develop the children's ability to use and experience primary colours to ensure they know their names.</u></p>	<p><b>printing/ painting</b>  <u>This unit will develop children's ability to Recognise and name the primary colours being used.</u></p>	<p><b>Drawing/ painting</b>  <u>This unit will develop children's skills in looking at artwork and exploring techniques used by an artist</u></p>	<p><b>painting/ drawing</b>  <u>This unit will develop children's skills to extend the exploration of colour mixing to secondary colours in greater depth using colour charts to extend knowledge of variation of colour.They will use colour to express meaning</u></p>	<p><b>painting</b>  <u>This unit will develop children's skills to Consider colour for purpose, for example choosing certain colours to express moods and feelings.</u></p>
<p><b>Suggested artists</b></p>	<p><i>Hockney</i></p>	<p><i>Mondrian</i></p>	<p><i>Kandinsky - colourful swirls</i>  <i>Books to support - colour monster, my many coloured days, the feelings book.</i></p>	<p><i>Jackson Pollock</i></p>	<p><i>Andy Warhol</i></p>
<p><b>Substantive knowledge</b>  <i>As a *****er, I am learning about</i></p>	<p>How tools can be used for a purpose.                       how to give simple opinions</p>	<p>How to talk about what I have produced, describing simple techniques and media used.                       How to Use a sketchbook to plan and develop simple ideas.</p>	<p>How to use a sketchbook to build information on colour mixing, the colour wheel and colour as well as develop ideas.                       Begin to talk about the style of a chosen artist and notice</p>	<p>How to develop intricate patterns using different grades of pencil and other implements to create lines and marks.                       How to use a range of brushes to demonstrate</p>	<p>How to use artists' work to influence their work.                       Consider the use of colour, line and shape when exploring work from another time or culture.</p>



		<p>How to recognise and name the primary colours used.</p> <p>How to give opinions about the artists they are looking at.</p> <p>How to record simple media explorations in a sketchbook.</p>	<p>techniques used by artists.</p> <p>Consider shape and form.</p> <p>Drawing using a continuous line for a minute or two. I can make different marks with different drawing tools.</p>	<p>increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>light and dark within painting and begin to explore complimentary colours.</p> <p>Mixing colour, shades and tones with increasing confidence.</p> <p>Colour choice and how it creates expression.</p> <p>how we can experiment with colours to portray a symbolic message.</p> <p>Work in the style of a selected artist (not copying).</p>	<p>Build up drawings of whole or parts of items</p> <p>Embellish decoratively using layers of materials, drawing on known skills and techniques in collage, painting, drawing, printing.</p>
<p><b>Disciplinary Knowledge</b> As a *****er, I am learning to</p>	<p>Control: Gives meaning to the marks they make</p> <p>Experiment with some colour mixing.</p> <p>Handle tools and equipment with more accuracy.</p> <p>learn what the primary colours are.</p> <p>Shape: understand they can use lines to enclose space</p>	<p>Colour: learning to mix the primary colours and correctly name them.</p> <p>Gives meaning to the marks they make</p> <p>Handles tools and equipment effectively, including pencils for writing.</p> <p>Record simple media explorations in a sketchbook.</p> <p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes,</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Draw from observation.</p> <p>Create shapes for purpose. Mark make using brush strokes and different media fingers and stamps.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p>	<p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Draw the same object from different perspectives.</p> <p>Use a developed colour vocabulary.</p> <p>Begin to experiment with different methods of painting i.e splatters, scratches.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Annotate my work in a sketchbook.</p> <p>Use the sketch book to plan learning to create a colour palette which creates a variety of different moods.</p> <p>Produce increasingly detailed preparatory</p>

	and that they can begin to use these shapes to represent objects.	fingers, twigs.  Recognise and name the primary colours being used.  Mix and match colours to different artefacts and objects.  Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper	Build confidence in mixing colour shades and tones.  Understand the colour wheel and colour spectrums. Grow in confidence to mix all the secondary colours using primary colours	Advise and question suitable brushes- size of use of paper.  Make choices on how to use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.  Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.	sketches for painting and other work. To make and apply decisions about the use of colour to accentuate the message of my artwork. Develop identification of specific equipment.  learning about their own style: their own style of painting. This style may be through the development of: colour, tone and shade  Keep detailed notes and annotations which consider how a piece of work may be developed further.  Use colour, line and shape when exploring work from another time or culture.
<b>Possible leading enquiry question</b>	Can you name the primary colours?  Can you find an object which is the same colour as each of the primary colours?  How do you hold a paintbrush?	What have you learnt about the primary colours?  Can you identify all of the primary colours?  Do you prefer painting with your fingers or a brush? Why?	What emotions do you associate with yellow? (happiness)  How has the artist used patterns effectively in their work?  What is important to remember when mixing paint with brushes?	Convince me how your understanding of how to make colours allowed you to create more meaningful art?  How can you use a range of paint brushes effectively?	How has the artist used colour and paint to express feelings and emotions?  How does the artist's use of colour affect your feelings and emotions?  How would you define Pop art?  How has the artist influenced your own style?
<b>Vocabulary</b> (progressive – so what are the new words?)	paint, colour primary colours, make	primary colours paint, match, explore, experiment	Artist, explore, create, describe, intention, meaning, style, primary colours and tint, evaluate, primary colours, secondary colours.	Artist, explore, create, style, observe, purpose, compare, adapt, accurate, annotate, colour theory secondary colours warm, cold colours, evaluate, contrasting colours, clashing colours	Artist, explore, create, style, observe, annotate, compare, methods, approaches, adapt, accurate, purpose, evaluate, abstract, emotion, atmospheric . Pop Art, culture, influence, impact

<b>Possible Themes</b> <b>Portraits</b> <b>Drawing</b>	Me and My Family <u>This unit enables children to intentionally create their own lines, patterns, or shapes using their bodies or tools.</u>	Me and My Family Textiles- collage <u>This unit enables children to develop drawing skills, giving meaning to the marks they make. They will also explore paint and collage.</u>	Colour emotion - <u>In this unit, children will think about how artists use colour, line and shape to express emotions. They will use oil pastels to create a self portrait.</u>	Portraits - Picasso Salvador Dali <u>In this unit children will explore colours and shapes to create abstract self portraits they will choose the media that gives the best outcome for their piece.</u>	Frida Kahlo - portraits <u>In this unit children will explore colours and shapes to create abstract self portraits they will start to develop their own style focusing on tonal contrast.</u>
<b>Suggested Artist</b>	<b>Van Gogh</b> <b>Seurat</b>	<b>Van Gogh</b> <b>Seurat</b>	<b>Edward Munch</b>	<b>Picasso</b> <b>Salvador Dali</b>	<b>Frida Kahlo</b>
<b>Substantive knowledge</b> <i>As a *****er, I am learning about</i>	How to hold a crayon with some accuracy.  How to hold different drawing equipment.  How to draw for a sustained amount of time.	How lines represent objects seen.  How to use graphic tools, fingers, hands, chalk, pens and pencils.  How to use a sketchbook to plan and develop simple ideas.	How to describe what I think and feel about the work of a chosen artist, craft maker or designer Begin to talk about the style of a chosen artist, craft maker or designer.  How to hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations  Use lines to represent objects seen.  Accurately represent face with the correct features in the correct relative position  Accurately represent face with the correct features an appropriate size and shape	Colour: Experiment with colour to portray a symbolic message Red = East ( where the sun is born), White = North (sacred items are white), Yellow = South ( the dying place of the sun)  Pattern: apply recognized patterns to my own work, adapt and apply using spatial and geometrical thinking Replacing features with Shapes to represent facial expressions /emotion.  Learn about 'how to create an abstract portrait..' from an artist's work.	How to critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.  how to use an imaginative use of the knowledge previously acquired to use tools, techniques and materials with increasing precision and matched to an intended outcome  Contribute to a large-scale piece , use a viewfinder to focus on a specific section of a larger work  Working in a sustained and independent way to create a detailed drawing.  Developing a key element of their work: line, tone,

<p><b>Disciplinary Knowledge</b> As a *****er, I am learning to</p>	<p>Begin to use graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Start to draw some shapes.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil.</p> <p>Produce different patterns and textures from observations, imagination and illustrations.</p> <p>How to record simple ideas in a sketchbook.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Space: Position the features of the face relative to one another and within the face as a whole and discuss choices made, consider the unused space within the face</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Describe what I see, think, feel when looking at images and artefacts in different forms and suggest reasons for the artist's intention or meaning of the work.</p> <p>Understand the different grades of pencil and other implements to achieve and experiment variations in tone as well as make marks on a range of media.</p> <p>Develop further drawings featuring the third dimension and perspective. Develop intricate patterns/marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to indicate facial expressions in drawings</p> <p>Begin to show consideration in the choice of pencil grade using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas.</p>	<p>pattern, texture.</p> <p><b>Colour:</b> Make own selection of colour adhering to conventions of culture and tradition and as part of a larger collaborative piece</p> <p>Observe and use a variety of techniques to show the effect of light on objects.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop detailed notes and annotations which consider how a piece of work may be developed further.</p>
---	---	--	---	--	--

<b>Possible leading enquiry question</b>	Which shapes have you used in your portrait?  How have you used increased control	How have you used different lines and mark making in your art work?	How have you combined colours in images to create feelings?	Convince me of the ways that Picasso uses shape and colour to convey emotions?	How can we use colours to express identity?  What have you noticed about the artist's use of colour?
<b>Vocabulary</b> (progressive – so what are the new words?)	mark making, shapes, pattern.	Lines, patterns, texture, mark making, size, marks, observations	Observation, control, tone, media, light/ dark, pattern, shape, marks, features, viewfinder, frame, image, plan,	artist intent, emotions, expression, abstract, portraits, self portraits, form, Picasso. Observation, control, tone, media, light/ dark, pattern, shape, positioning, marks, features, viewfinder, frame, image, plan, techniques.	position, feature, hues, accurate, identity, feelings, style, evaluate, compare, respond, similarities, differences. Frida Kahlo. Composition, grades, dexterity, third dimension. Control, media, scale, adapt, sketching, hatching, improve, adapt
<b>Possible Themes surface, texture and pattern</b>  <b>Textiles</b>	Finding texture -	Rubbings - Surface and texture Natural forms	Textile collage: Link to topic (ie Great Fire of London)		Transferal of prior skills on to textiles. Natural form - under the sea to include texture and pattern.  Batik
<b>Suggested artists</b>	<b>Warhol</b>	<b>Hiroshige, Esche</b>	<b>Hiroshige, Escher</b>	<b>William Morris Labelling</b>	<b>Sue Hotchkis</b>
<b>Substantive knowledge</b> <i>As a *****er, I am learning about</i>	choose from a range of materials and surfaces.	Group textures. Rough and smooth.	Experiment with and apply a range of techniques for collaging- modify materials by cutting, tearing, layering, super imposing before adding other marks( including text) and colour to represent an idea  Sort and use materials according to specific qualities e.g. shiny , hot colours  Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea.	Use the work of a well known artist to understand 'how to...' ( create a repeating motif for wallpaper)	Explore a stimulus as a starting point for developing your own ideas.  Develop an application of knowledge of techniques to create mood  Reflect and explain the reasons for use and artists influence
<b>Disciplinary Knowledge</b> <i>As a *****er, I am learning to</i>	Consider the use of natural and made collage materials	Consider the use of colour for effect – warm and hot colours / natural / realistic	Consider the use of colour for effect – warm and hot colours	Recognise patterns in industrial shapes and use them as inspiration for your	Form: How is form created by what is cut out and what is left

	<p>on different surfaces, both indoors and outside.</p> <p>Use a variety of textiles and fabric.</p>	<p>Consider the use of materials to create texture.</p> <p>Decorate a piece of fabric. Use simple weaving techniques: paper, twigs. Make a fabric collage: layering fabric.</p>	<p>and black in a random arrangement</p> <p>consider how the space between, above and below collaged areas contributes to the overall effect of the piece.</p> <p>Show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern;</p> <p>Decorate textiles with glue or stitching, to add colour and detail;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>own patterns, make choices about what is repeated and how it is repeated – is the pattern regular or irregular? Understand motif as a single element within a more complex arrangement</p> <p>Consider the type of line used in the motif. How does this help the motif to tessellate?</p> <p>Select appropriate materials, giving reasons;</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining;</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>where pieces have been removed?</p> <p>Recognise and make choices around the elements of dark against light and light against dark.</p> <p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>
<b>Possible leading enquiry question</b>	<p>How have you arranged the different natural form objects?</p> <p>Why have you decided to use this object?</p>	<p>How have you used texture?</p> <p>Which textures do you like the most?</p> <p>What you used to decorate your fabric?</p>	<p>How can you build texture using weaving?</p> <p>What is the overall effect of your piece?</p>	<p>How has the work of William Morris inspired you to create a wallpaper?</p> <p>Why is it important to consider the size of the space around the motif?</p>	<p>How have you used transfer to include texture and pattern?</p> <p>How have you experimented with batique? What impact has it had on your art and expression as an artist?</p>
<b>Vocabulary</b> (progressive – so what are the new words?)	<p>feel, nature, colour, collage</p>	<p>rough, smooth, texture, surface, size, colour, natural form</p>	<p>colours, design, material, make, measure, sew, cut, thread, join</p>	<p>design, evaluate, make, measure, sew, cut, thread,</p>	<p>natural form, transferral of skills, texture, pattern. design, evaluate, make, measure, sew, cut, thread, textiles, material,</p>

				textiles, material, join, improve, modify, functional	join , purposeful, functional, appealing, preference, generate, explore and evaluate, design criteria
--	--	--	--	---	---



St Nicholas Catholic Primary School

Curriculum Flight Path: Subject

Year B	Nursery	Reception	Year 1/2	Year 3/4	Year 5/6
<b>Possible Themes CLAY Topic focused</b>  <b>Sculpture</b>	<b>CLAY Topic focused</b> <ul style="list-style-type: none"> <li>- <u>This unit will allow children the chance to manipulate and model clay or plasticine to make an animal.</u></li> <li>- <u>Link to theme ( animal/ safari etc</u></li> </ul>	<b>CLAY Topic focused Clay creatures</b> <u>This unit will allow children the chance to model real or imagined creatures out of clay</u>	<b>CLAY Topic focused Clay fossils</b> <u>This unit will allow children the chance to develop their skills with clay, creating clay to represent a theme or idea</u>	<b>CLAY Topic focused Clay pots</b> <u>This unit will allow the children the chance to build in clay a functional form using a range of techniques and surface decoration.</u>	<b>Clay structures</b> <u>Children will develop their skills using Shape, form, model and join using malleable and rigid materials – wire, clay and mod rock.</u>
<b>Suggested artists</b>	<b>Helen Burgess</b>  <a href="https://mymodernmet.com/ceramic-animals-helen-burgess/">https://mymodernmet.com/ceramic-animals-helen-burgess/</a>  <a href="https://www.noseymungo.com/">https://www.noseymungo.com/</a>	<b>Sue Jenkins</b>  <a href="https://www.hand-built-pottery.co.uk/">https://www.hand-built-pottery.co.uk/</a>	<b>Moore, African, Native American.</b>	<b>Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India</b>	<b>Have opportunity to explore modern and traditional artist</b>  <a href="https://www.metmuseum.org/blogs/metkids/2017/greeks-vs-amazons">https://www.metmuseum.org/blogs/metkids/2017/greeks-vs-amazons</a>  <b>Link to History- tell story of everyday life in ww2 through emulation of greek art</b>  <b>Modern artist- Ola Mirecka</b>
<b>Substantive knowledge</b> <i>As a *****er, I am learning about</i>	Exploring and using clay with hands and tools.  Manipulates materials to achieve a planned effect  Handle, manipulate and enjoy using materials.	roll and shape clay into distinctive features.  uses familiar objects and shapes to create and recreate patterns and models  Manipulates materials to achieve a planned effect	Handle and manipulate rigid and malleable materials and found objects to represent something known. Use equipment and media with increasing confidence.  Shape and model materials for a purpose (e.g. a pot, tile)	Build in clay as a functional form using a range of techniques and surface decoration.  plan, design, make models.	Use my imagination to use my previous knowledge of tools, materials ( Clay) and techniques to express my own ideas and feelings.  Compare own designs and pattern making with those from



		<p>Uses tools and techniques competently and appropriately</p>	<p>from observation and imagination.</p> <p>Construction to represent personal ideas</p> <p>Carve into media using tools</p>	<p>Joining clay adequately and work reasonably independently</p> <p>How to cut and join in different ways.</p> <p>How to Work in a safe, organised way, caring for equipment.</p>	<p>periods of history – Ancient Greece.</p> <p>How to develop an understanding of different ways of finishing work: glaze, paint, polish Gain experience in modelling over an armature: newspaper frame for modroc</p> <p>Plan/paint symbols and forms when exploring the work of other cultures combining pencil drawing with painting to mark out both subject and background.</p>
<p><b>Disciplinary Knowledge</b> As a <i>*****er</i>, I am learning to</p>	<p>Create and mould shapes using playdough</p>	<p>Understand that what has been created can be changed and manipulated in other ways.</p> <p>selects appropriate resources and adapts work where necessary.</p> <p>Enjoy using a variety of malleable media such as clay, papier mache, salt dough.</p> <p>Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials</p>	<p>Understand that form is three dimensional and has height, length and width, and know how this is different to a flat image, drawing or painting</p> <p>Use both hands and tools to build.</p> <p>Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art</p> <p>Using my sketchbook to plan my ideas.</p>	<p>Structure clay so it hold its shape and has volume use colour and painting skills to apply surface techniques to create or suggest a place or time</p> <p>plan, design, make models.</p> <p>Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily.</p> <p>Model over an armature: newspaper frame for modroc. Use recycled, natural and man- made materials.</p> <p>Cut and join in different ways.</p> <p>Use relief/imprint to create pattern and texture.</p> <p>Annotate ideas for improving their work through keeping notes in a sketch book</p>	<p>build on understanding of layering (coiling) to create a robust 3D structure.</p> <p>Use clay to form and create shapes with increasing complexity requiring form and joins.</p> <p>relief/ imprint to create intricate and well-designed pieces involving pattern and texture.</p> <p>Recognise sculptural forms in the environment: Furniture, buildings.</p> <p>Confidently carve a simple form.</p> <p>Solve problems as they occur.</p> <p>Use language appropriate to skill and technique</p> <p>Be creative with tools</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p>

<p><b>Possible leading enquiry question</b></p>	<p>How have you used the clay to make an animal?</p> <p>How have you used your hands to mould the clay?</p>	<p>What have you learnt about rolling and sticking clay?</p> <p>What effects can you make by using different tools?</p>	<p>Why is form three dimensional?</p> <p>How can you use paint to apply surface?</p> <p>Convince me how you can make marks in the clay?</p>	<p>What do I think the artist's intention was?</p> <p>Tell me about that you are making and what inspired you</p> <p>What might you do next?</p> <p>Tell me about the materials and techniques you are using</p> <p>What have you discovered?</p> <p>How do you feel about the end result?</p> <p>What kinds of problems did you encounter and how did you get around them?</p> <p>How does it make you feel?</p> <p>How might it inspire you?</p>	<p>Tell me about the materials and techniques you are using</p> <p>What have you discovered?</p> <p>How do you feel about the end result?</p> <p>What kinds of problems did you encounter and how did you get around them?</p> <p>What would you like to explore more of?</p> <p>What is the potential of what you have done? What could you do next?</p>
<p><b>Vocabulary</b> (progressive – so what are the new words?)</p>	<p>clay, plasticine, mould, texture, soft, hard, tools, press.</p>	<p>Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor</p>	<p>Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material, build textured tile</p>	<p>Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips</p>	<p>Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures</p>
<p><b>Possible Themes</b> <b>Landscapes</b></p>	<p>Wildflower meadows</p>	<p><b>Wildflower Meadows</b></p>	<p>Landscapes</p>	<p><b>Observational</b></p>	<p><u>Children will learn about a local artists and explore the style</u></p>

<b>Printmaking</b>	Children will collect natural objects and create some leaf rubbings using crayons.	Children will make a shared artwork, inspired by wildflower meadows.  <b>Artist to consider Sarah Pye.</b>	Children will make a collage landscape picture by using a variety of media to create the piece.	Children will complete observational drawings. Children will attempt colour mixing shade and tone.	and techniques they use. They will create their own painting of a local landscape.
<b>Suggested artists</b>		<b>Sarah Pye</b>	<b>Hiroshige, Escher, James Green</b>  <a href="https://blog.folksy.com/2015/11/19/landscape-artist-of-the-year-james-green">https://blog.folksy.com/2015/11/19/landscape-artist-of-the-year-james-green</a>	<b>Van Gogh Sunflowers</b>	<b>Kurt Jackson, Laura Wall</b> <b>Local landscape artist</b>
<b>Substantive knowledge</b> <i>As a *****er, I am learning about</i>	Create simple rubbings of leaves.  Identify pattern.  How to use my fingers to mould and manipulate.	Creates simple representations of objects.  How to Use colour and painting skills to apply surface techniques to create or suggest a time of day	skills of overlapping and overlapping to place objects in front and behind  Use paste and adhesives to select and place cut and torn shapes/words/images onto a flat surface to convey an idea.  Making simple marks rollers and printing palettes Taking simple prints i.e. mono - printing.  Experimentation with overprinting motifs and colour.	Decorate using colour to reflect mood and purpose  Understand how paintings communicate ideas and emotions.  Increase awareness of mono and relief printing.  Demonstrate experience in fabric printing.	How to reflect and explain the reasons for use and artists influence  Artists style and describing how this is similar to and different from other great artists/practices.  Development and application of knowledge of techniques to create mood  Demonstrating experience in a range of printmaking techniques.
<b>Disciplinary Knowledge</b> <i>As a *****er, I am learning to</i>	Enjoy taking rubbings: of leaves and natural objects to explore patterns.  Develop simple patterns.	Look at drawings and comment on likes/dislikes  experiments with texture, design, colour, form and function. Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)  Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.	Space: consider how the space between, above and below collaged areas contributes to the overall effect of the piece  Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.  Use equipment and media correctly and be able to produce a clean printed image.	Critical and contextual skills:  Describe what you see, think, feel when looking at images and artefacts in different forms and suggest reasons for the artist's intention or meaning of the work.  Expand experience in 3 colour printing.  Continue to experience in combining prints taken from different objects to produce an	Colour: To confidently make and apply decisions about the use of colour to accentuate the message of my artwork.  Reflect on the use of colour in paintings  Use colour to reflect mood  Demonstrate experience in a range of printmaking techniques. Describe techniques and processes.

		<p>Develop simple patterns by using objects.</p>	<p>Explore printing in relief: e.g. String and card. Begin to identify forms of printing: Books, posters, pictures, fabrics.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Make simple marks on rollers and printing palettes Take simple prints ie ,monoprinting</p> <p>Experiment with overprinting motifs and colour. Use printmaking to create a repeating pattern.</p> <p>Develop skills of over-lapping and over-laying.</p> <p>Use collage skills to make a specific picture</p> <p>Collect textures and patterns to inform other work.</p>	<p>end piece. Create repeating patterns.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning.</p>	<p>Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast.when necessary and explain why in their sketchbooks.</p>
<p><b>Possible leading enquiry question</b></p>	<p>How do the leaves and plants feel?</p> <p>What patterns can you see?</p>	<p>What have you learnt about creating colour washes for backgrounds?</p> <p>How have you worked together well to create a mural?</p> <p>How could you have improved your mural?</p>	<p>What words would you use to describe this piece?</p> <p>how have you used collage skills effectively?</p> <p>What patterns can I observe in a landscape?</p>	<p>Why do you suppose the artist created this piece of artwork? What makes you think that?</p> <p>What do you think it would be like to live inside of this artwork? Why?</p>	<p>What do you think other people would say about this piece of art? Why do you think that?</p> <p>What would you do with this piece of artwork if you owned it?</p> <p>What do you think is worth remembering about this painting?</p>

<b>Vocabulary</b> (progressive – so what are the new words?)	crayon, pattern, texture, feel, rubbing, print	landscapes, observations, drawings, colour, mixing, imagination	media, resist, techniques, water colour, wax, crayons, detail, texture, landscape, observation	sunflowers, observation, colour, tone, shade, colour mixing, drawing, relief, printing,	explore, technique, style, painting, landscape, sculpture, compare, contrast, local, environment, experiment, materials, charcoal, pastel, water colour, drawing, sketch
<b>Possible Themes</b> <b>Digital Art</b>	Links to computing- see medium term plans creating class photo album	Digital Art - Using technology to create tinga tinga tale inspired piece.  Possible artist- Andrea Costantini	Digital Art - Space  Possible artist- jonathan davies <a href="https://www.art2arts.co.uk/jonathan-davies?context=credentials">https://www.art2arts.co.uk/jonathan-davies?context=credentials</a>	Digital Art - Photography - Links to nature - light - Science	Digital Art - Magazine covers Links to PSHE
<b>Substantive knowledge</b> <i>As a *****er, I am learning about</i>	How to take a simple photo.	Open apps and use fingers to create different effects.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Create via slides/	Open and use an art programme, select simple tools to make lines, shapes and pour colours  Using printed images taken with a digital camera and can combine them with other media to produce art work.	Use camera to take photos with a specific focus Cameras - Zoom landscape and portrait.  Record photographic images and select from them , as inspiration for own work	Use a digital art programme , making decisions about how and where to place images, text and using colour to convey a message  Plan and take photographs to provide content to be cut and pasted or superimposed in other images  Compose a photo with thought for textural qualities, light and shade.  Design Magazine cover highlighting an emotive topic – e.g. equality/discrimination

<p><b>Disciplinary Knowledge</b> As a <i>*****er</i>, I am learning to</p>	<p>Use a simple computer paint program to create a picture</p>	<p>Re-create graphics using pixels with different colours.</p> <p>Take a self-portrait or a photograph.</p> <p>Use a simple computer paint program to create a picture.</p>	<p>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</p> <p>Take photographs and explain their creative vision</p> <p><b>Link of computing- use scratch to produce piece. Include images inserted on google slides.</b></p>	<p>Work on a variety of different scales (wrist movement as well as work that involves upper body movement and visual perceptions)</p> <p>Create a piece of art which includes integrating a digital image they have taken.</p> <p>Take a photo from an unusual or thought-provoking viewpoint</p> <p>Colour: Identify and explain the effect of light (shadows) on a surface, on objects and on people in a photo.</p>	<p>Colour: Confidently make and apply decisions about the use of colour to accentuate the message conveyed by the design of the magazine cover.</p> <p>Consider how colour is used in both subject and background and how it links with the choice of font and arrangement of text.</p> <p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p>
<p><b>Possible leading enquiry question</b></p>	<p>Can you show me how you would take a photograph?</p> <p>What photographs do you have of your family?</p>	<p>Tell me about your self portrait?</p> <p>How can you use paint to create an image?</p>	<p>What is your creative vision?</p>	<p>How have your photographic images inspired you?</p> <p>Why is it important to understand the terms: zoom, landscape and portrait when setting up a photograph?</p>	<p>How do we use images and fonts to create a particular effect for an audience?</p>
<p><b>Vocabulary</b> (progressive – so what are the new words?)</p>	<p>photograph, digital, camera , photography, image</p>	<p>digital art, technology, mural, colour mixing</p>	<p>fill effect, impact. erase, blend, graduate, paint, stamp, motif</p>	<p>photography, images, zoom, lens, landscape portrait</p>	<p>photoshop, crop, rotate, insert, enlarge, reduce, scale, font, graphics, size, re size, background, colour fill, block fill, graduated colour, blending, Filters, Realism</p>