



Art Curriculum

Year Group: 1	Term: Autumn	Topic: Cutting and Collage
NC Links		
<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
Other Curriculum Links		
Topic Overview		
Children will learn about the range of artists, artisans and designers and use their work and ideas as the inspiration for artwork. They will combine materials, explore a variety of techniques and discuss their ideas.		
Possible Visits/Visitors		
Visits to local galleries. Visits from artists.		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 		
Overall Learning Outcomes		
By the end of this unit, children will develop their ideas from a starting point. They will discuss their ideas through talk and writing. They will explore different techniques in a sketchbook and master techniques and resources. They will research artists and use the work of artists to inspire their own work.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To use different methods to cut, tear and glue materials To combine materials to reach a desired effect To explore and mix materials to create texture To sort and arrange materials 		

Year Group: Year 1	Term: Autumn	Topic: Cutting and Collage
Possible Activities		
<ul style="list-style-type: none"> • Look at the work of different collage artists. • Explore and feel different collage materials - children to discuss the texture of the materials and write about them in their sketchbooks. • Explore Kandinsky's <i>Circles</i> as a starting point and discuss how they look like flowers. Children can experiment cutting, tearing materials and sticking in sketchbook, taking inspiration from Kandinsky's work. • Use different materials and textures to experiment with making circles/leaves/flower patterns in book. Children to consider which is most effective. • Look at the work of Picasso. Experiment with a range of materials (such as newspaper, magazines, crepe paper, felt, tissue paper) in sketchbook and annotate work to highlight which materials are most effective. • Children to design a final piece of work and make it using various collage materials. 		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Use sketchbooks to explore different textures and materials. Write comments/teacher to write verbal feedback. • Research artists and record key facts • Photograph work 		

Year Group: Year 1	Term: Autumn	Topic: Cutting and Collage	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	1.1	1.2	1.3
To develop ideas	Children can communicate simple ideas with support.	Children can communicate relevant ideas orally.	Children can communicate and elaborate on their ideas.
To master techniques	Children cut, tear and combine materials with support Children can talk about the different between materials and sort them Children can mix different materials	Children cut, tear and combine materials Sort and arrange materials. Mix materials to create texture.	Children combine materials using a range of cutting, tearing and joining techniques Children can sort and arrange materials confidently Children can choose different materials and confidently combine them to create desired textures.
To take inspiration from the greats (classic and modern)	To talk about the work of notable artists, artisans and designers with support.	To describe the work of notable artists, artisans and designers orally.	To describe and elaborate on the work of notable artists, artisans and designers orally.

Year Group: 1	Term: Spring	Topic: Drawing: Pencil, Wax & Crayon
NC Links		
<ul style="list-style-type: none"> To use a range of resources creatively to design and make products. To share ideas using drawing and sketching. To explore a variety of techniques. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
Other Curriculum Links		
Literacy (work of illustrators in books)		
Topic Overview		
Children will learn about the range of artists and use their work and ideas as the inspiration for artwork. They will use a variety of artistic mediums such as pencils of different grades, crayons and pastels and explore a variety of techniques. They will discuss their ideas and their work.		
Possible Visits/Visitors		
Visits from illustrators, artists. Visits to local galleries.		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 		
Overall Learning Outcomes		
By the end of this unit, children will develop their ideas using a famous artist as a starting point. They will discuss their ideas of the artist's work through discussions and writing. They will explore different drawing, sketching, blending and smudging techniques in a sketchbook. Children will be able to discuss and contract the different techniques. They will apply techniques to a final piece of work.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To be able to make different marks using wax, pastel and pencil To be able to push down when using a wax crayon to make bold and strong To use a wax crayon lightly to make soft lines. To be able to blend and smudge. To understand and discuss the work of an artist. 		

Year Group: Year 1	Term: Spring	Topic: Drawing: Pencil, Wax & Crayon
Possible Activities		
<ul style="list-style-type: none">• Choose a focus for an observational drawing e.g. animals/people/objects/portraits.• Children to use sketchbooks to copy and practise drawing in the style of an artist.• Consider the colours they use e.g. pastels to make faint and strong like in Rousseau's <i>Tiger in a Tropical storm</i> or smudging pastels to replicate soft tones in Quentin Blake's work.• Children to complete their final piece in the style of the artist.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Use sketchbooks to explore different media; wax crayons, drawing pencils and pastels. Write comments/teacher to write verbal feedback.• Research artists and record key facts• Photograph work		

Year Group: Year 1	Term: Spring	Topic: Drawing: Pencil, Wax & Crayon	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	1.1	1.2	1.3
To develop ideas	Children can communicate simple ideas with support.	Children can communicate relevant ideas orally.	Children can communicate and elaborate on their ideas.
To master techniques	Children colour (own work) and mostly stay within the lines. Children can sometimes draw lines of different sizes and thickness. Children use coloured pencils and choose colours for a purpose.	Children colour (own work) stay within the lines. Children can draw lines of different sizes and thickness. Children use coloured pencils to show tones.	Children colour (own work) neatly and stay within the lines. Children can draw lines of different sizes and thickness using a range of drawing materials. Children purposefully use pencils to show difference in tones.
To take inspiration from the greats (classic and modern)	To talk about the work of notable artists, artisans and designers with support.	To describe the work of notable artists, artisans and designers orally.	To describe and elaborate on the work of notable artists, artisans and designers orally.

Year Group: 1	Term: Spring	Topic: Drawing: Pencil, Wax & Crayon
NC Links		
<ul style="list-style-type: none"> To use a range of resources creatively to design and make products. To share ideas using prints, paints and shapes. To explore a variety of techniques. To learn about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
Other Curriculum Links		
Topic Overview		
Children will look at a range of prints in art, in the environment and in everyday life. Children will explore a range of objects to create prints and discuss the different effects. Children will learn about the range of artists and use their work and ideas as the inspiration for artwork. They will discuss their ideas.		
Possible Visits/Visitors		
Print designer (fashion, interior design)		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints. 		
Overall Learning Outcomes		
By the end of this unit, children will explore a range of prints found in artwork, in the environment and in everyday life. They will use a range of resources to mimic prints and patterns and use techniques such as rolling, pressing, rubbing and stamping.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To use repeating or overlapping shapes to create patterns and effects. To understand how prints are used in everyday life (fabric, clothes, wallpaper) To be able to use the work of artists as inspiration To use various objects to create prints (e.g. fruit, vegetables or sponges). To be able to use a range or techniques such as rolling, rubbing and stamping to make prints. 		

Year Group: Year 1	Term: Spring	Topic: Drawing: Pencil, Wax & Crayon
Possible Activities		
<ul style="list-style-type: none"> • Explore the work of different print artists and discuss their style e.g. if their prints overlap, the colours they use. • Look at how patterns are used in everyday life e.g. wallpaper (William Morris) • Explore the school environment and find what could be used to make prints (such as leaves, flowers, Lego pieces, bubble wrap, thick fabric etc.). • Make printing blocks from stamps, sponges, vegetables etc. • Experiment with using different paints to print - poster paint, tempura powder, poster paint - what is most effective? Which is least effective? Overlap and repeat patterns. • Choose an artist/subject as inspiration for final piece. 		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Use sketchbooks to explore different media; poster paint, tempura powder, poster paint • Experiment with different printing resources and record in sketch books • Research artists and record key facts • Photograph work 		

Year Group: Year 1	Term: Spring	Topic: Drawing: Pencil, Wax & Crayon	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	1.1	1.2	1.3
To develop ideas	Children can communicate simple ideas with support.	Children can communicate relevant ideas orally.	Children can communicate and elaborate on their ideas.
To master techniques	<p>Children can use repeating or overlapping shapes with support.</p> <p>Children can mimic print from the environment (e.g. wallpapers) and discuss their ideas orally with support.</p> <p>Children can use objects to create prints (e.g. fruit, vegetables or sponges) with support.</p> <p>Children can apply techniques such as pressing, rolling, rubbing and stamping to make prints with support.</p>	<p>Children can use repeating or overlapping shapes.</p> <p>Children can mimic print from the environment (e.g. wallpapers) and discuss their ideas orally.</p> <p>Children can use objects to create prints (e.g. fruit, vegetables or sponges)</p> <p>Children can apply techniques such as pressing, rolling, rubbing and stamping to make prints.</p>	<p>Children can use repeating or overlapping shapes with precision.</p> <p>Children can mimic print from the environment and discuss their ideas confidently.</p> <p>Children can use objects to create prints (e.g. fruit, vegetables or sponges) with precision</p> <p>Children can master techniques such as pressing, rolling, rubbing and stamping to make prints.</p>
To take inspiration from the greats (classic and modern)	To talk about the work of notable artists, artisans and designers with support.	To describe the work of notable artists, artisans and designers orally.	To describe and elaborate on the work of notable artists, artisans and designers orally.

Year Group: 2	Term: Autumn	Topic: Painting
NC Links		
<ul style="list-style-type: none"> To use a range of resources creatively to design and make products. To share ideas using drawings and paints. To explore a variety of techniques. To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
Other Curriculum Links		
History		
Topic Overview		
Children will use paints and brushes to explore different effects. Children will learn about the range of artists and use their work and ideas as the inspiration for artwork. They will discuss and develop their ideas, using artists as a source of inspiration.		
Possible Visits/Visitors		
Local art galleries		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 		
Overall Learning Outcomes		
By the end of this unit, children will explore a range of thick and thin brushes and discuss why they would use them. Children will mix paints and annotate their findings in a sketchbook. They will explore the paintings of famous artists and use their work to influence a final piece of artwork.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To be able to hold and use a brush correctly To use a paint brush to dab, smooth, wash, sponge, stipple and stroke To use different brush sizes and different brush types To be able to control paint and water to mix paint of different thicknesses. 		

Year Group: Year 2	Term: Autumn	Topic: Painting
Possible Activities		
<ul style="list-style-type: none"> • Explore the work of different artists and discuss which paintings the children like and what they notice. • Discuss how the artists use primary and secondary colours and introduce the colour wheel. • In sketchbooks, mix paints to form secondary and tertiary colours, and add black and white to make tints and tones. Children to annotate what they did. • In sketchbooks, experiment with different ways of applying the paint - dab, smooth, wash, sponge, stipple and stroke. Link this to artist's techniques (e.g. a stipple effect may look like techniques found in Klee's <i>Senecio</i>, thickened paint may give a similar effect to Mondrian's) Can children replicate similar effects? • Experiment with different types of paint in a variety of different ways: dry powder on a wet surface; diluted paint; paint thickened with PVA. Make lines, blobs, dots and encourage children to consider how to use different brush sizes to paint different areas. • Children to complete a final piece on chosen subject e.g. using secondary and tertiary colours to create a Mondrian style piece using different brush effects. 		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Use sketchbooks to explore different media; poster paint, tempura powder, poster paint • Experiment with different printing resources and record in sketch books • Research artists and record key facts • Photograph work 		

Year Group: Year 2	Term: Autumn	Topic: Painting	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	2.1	2.2	2.3
To develop ideas	Children can communicate simple ideas with support.	Children can communicate relevant ideas.	Children can communicate and elaborate on their ideas.
To master techniques	<p>Children can use thick and thin brushes with support.</p> <p>Children can mix primary colours to make secondary with support.</p> <p>Children can add white to colours to make tints and black to colours to make tones with support.</p> <p>Children can create colour wheels.</p>	<p>Children can choose thick and thin brushes.</p> <p>Children can mix primary colours to make secondary.</p> <p>Children can add white to colours to make tints and black to colours to make tones.</p> <p>Children can create colour wheels and talk about cool and warm colours with support.</p>	<p>Children can choose thick and thin brushes for a purpose.</p> <p>Children can mix primary colours to make secondary and talk about their findings.</p> <p>Children can add varying amounts of white and black to colours to make a variety of tints and tones.</p> <p>Children can create colour wheels and discuss cool and warm colours.</p>
To take inspiration from the greats (classic and modern)	Children can talk about the work of notable artists, artisans and designers with support.	Children can describe the work of notable artists, artisans and designers orally.	Children can describe and elaborate on the work of notable artists, artisans and designers orally.

Year Group: 2	Term: Spring	Topic: Sculpture
NC Links		
<ul style="list-style-type: none"> To use a range of resources creatively to design and make products. To share ideas. To explore a variety of techniques. To learn about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
Other Curriculum Links		
DT		
Topic Overview		
<p>Children will look at a range of famous sculpture artists and their work. Children will explore a range of materials such as paper, straws, paper, card and clay and discuss the different ways they can be manipulated. Children will develop skills in techniques such as rolling, cutting, moulding and carving. Children will learn about the range of artists and use their work and ideas as the inspiration for artwork. They will discuss their ideas.</p>		
Possible Visits/Visitors		
Visits into the local environment; Angel of the North, Blacksmith's Needle		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces. 		
Overall Learning Outcomes		
<p>By the end of this unit, children will have explored a range of different sculpture artists and discussed their work. They will talk about sculptures they have seen. They will explore a variety of materials and how materials can be manipulated to achieve a desired effect. They will explore different techniques to create sculptures..</p>		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To use a combination of shapes^[SEP] To use lines and texture^[SEP] To use techniques such as rolling, cutting, moulding and carving To use the work of notable artists as inspiration 		

Year Group: Year 2	Term: Spring	Topic: Sculpture
Possible Activities		
<ul style="list-style-type: none">• Study the work of different sculpture artists, drawing on comparisons and differences in their work. Discuss the materials they used and how this adds to the overall effect of their work.• Explore sculpture in local area (Angel of the North, Blacksmith's Needle) and talk about why they are part of the local environment and what they represent. Discuss what materials have been used to make them.• Experiment with replicating some sculptures using different materials - paper, straws, lolly sticks, plasticine and use tools to make marks and add detail.• Choose final subject (e.g. people, animals etc) - children design their sculpture in sketchbook then make using materials of choice.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Use sketchbooks write about the work of famous sculpture artists• Take photographs of local sculptures in Newcastle and Gateshead• Research artists and record key facts• Photograph work		

Year Group: Year 2	Term: Spring	Topic: Sculpture	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	2.1	2.2	2.3
To develop ideas	Children can communicate simple ideas with support.	Children can communicate relevant ideas.	Children can communicate and elaborate on their ideas.
To master techniques	<p>Children can combine some shapes</p> <p>Children can use rolled up paper, straws, paper, card and clay as materials.</p> <p>Children can apply techniques such as rolling, cutting, moulding and carving with support.</p>	<p>Children can use a combination of shapes.</p> <p>Children can use rolled up paper, straws, paper, card and clay as materials purposefully.</p> <p>Children can use techniques such as rolling, cutting, moulding and carving.</p>	<p>Children can combine shapes and discuss the effect</p> <p>Children can use rolled up paper, straws, paper, card and clay as materials purposefully and discuss their effect.</p> <p>Children can use techniques such as rolling, cutting, moulding and carving with confidence.</p>
To take inspiration from the greats (classic and modern)	Children can talk about the work of notable artists, artisans and designers with support.	Children can describe the work of notable artists, artisans and designers orally.	Children can describe and elaborate on the work of notable artists, artisans and designers orally.

Year Group: 2	Term: Summer	Topic: Drawing: Charcoal, Chalk, Wax, Pencil
NC Links		
<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
Other Curriculum Links		
Literacy (the work of famous illustrators)		
Topic Overview		
Children will look at a range of famous artists and their work. Children will explore a range of different drawing media such as charcoal, chalk, wax and pencil. They will explore and experiment how different techniques create different effects which can change the overall composition of a piece. They will create drawings and discuss the different effects. Children will learn about the range of artists and use their work and ideas as the inspiration for artwork. They will discuss their ideas.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley; Illustrators to visit school		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 		
Overall Learning Outcomes		
By the end of this unit, children will have explored a range of different artists and discussed their work. They will explore a variety of materials and learn how they can adapt their techniques - such as blending, shading, smudging - to achieve different effects.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To be able to make different marks using charcoal, chalk, wax and pencil To use lines, dots, hatching and cross hatching to show texture and patterns To use pressure, blending and smudging to make bold and soft lines To use colour pencils to explore different tones 		

Year Group: 2	Term: Summer	Topic: Drawing: Charcoal, Chalk, Wax, Pencil
Possible Activities		
<ul style="list-style-type: none">• Choose a focal point for final piece e.g. houses, animals, landscapes etc.• Look at the work of Hundertwasser - what do children notice about his work? Give children a range of materials and encourage them to replicate wavy lines, dots, dashes etc.• Try to replicate Hundertwasser's work using a range of materials in sketchbook. Comment on which media is the most effective and which easiest to use.• Look at drawings within famous books; how did they add to the overall composition and effect of the story. What value did they add? What style are they in?• Children to design and complete a final piece in the style of their artist.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Use sketchbooks to explore cross hatching, hatching, dots, lines, shading and textures• Look at drawings within famous books.• Research artists and record key facts• Photograph work		

Year Group: 2	Term: Summer	Topic: Drawing: Charcoal, Chalk, Wax, Pencil	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	2.1	2.2	2.3
To develop ideas	Children can communicate simple ideas with support.	Children can communicate relevant ideas.	Children can communicate and elaborate on their ideas.
To master techniques	<p>Children colour (own work) following the lines.</p> <p>Children can draw lines of different sizes and thickness with support.</p> <p>Children can use dots and lines in their drawings.</p> <p>Children use pencils to show difference in colours.</p>	<p>Children colour (own work) following the lines with increasing precision.</p> <p>Children can draw lines of different sizes and thickness.</p> <p>Children can show pattern and texture by adding dots and lines.</p> <p>Children use pencils to show difference in colours, tones and shades.</p>	<p>Children colour (own work) skillfully following the lines.</p> <p>Children can draw lines of different sizes and thickness using a variety of media.</p> <p>Children can show pattern, texture and shade by adding a variety of techniques.</p> <p>Children use pencils to show purposeful difference in colours, tones and shades.</p>
To take inspiration from the greats (classic and modern)	Children talk about the work of notable artists with support.	Children describe the work of notable artists orally.	Children describe and elaborate on the work of notable artists orally.

Year Group: 3	Term: Autumn	Topic: Collage
NC Links		
<ul style="list-style-type: none"> To develop and share ideas using the work of other artists as an influence for artwork. To begin to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 		
Other Curriculum Links		
History (mosaics)		
Topic Overview		
Children will build upon previous knowledge and experience of collage work; they will use precision to master collage techniques and be introduced to new skills such as tessellation and coiling. They will research the work of artists and use this as a basis for their own artwork.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 		
Overall Learning Outcomes		
By the end of the topic, children will be able to use a range of collage techniques, talk about their work and the work that has inspired them and develop skills of precision.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To understand the work of artists and use this to influence own work. To be able to create a desired effect through choosing and arranging a range of materials, textures and resources. To use a range of techniques and ensure work is precise. To use coiling, overlapping, tessellation, mosaic and montage. 		

Year Group: 3	Term: Autumn	Topic: Collage
Possible Activities		
<ul style="list-style-type: none">• Look at the work of an artist and discuss the colours, organisation of materials, textures and what children like about their work etc.• Discuss Gaudi's mosaic technique as well as the history and origins of mosaics; compare Gaudi's work to historical mosaics.• Explore a range of everyday materials and textures such as broken CDs, buttons, stones, tiles. Annotate work with what worked well, what looked best etc.• Complete final piece and discuss the inspiration behind it as well as the techniques and resources used.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Research artists and record key facts• Photograph work• Compare the work of artists• Explore different media		

Year Group: 3	Term: Autumn	Topic: Collage	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	3.1	3.2	3.3
To develop ideas	Through exploring a range of techniques, children can discuss, in simple terms, what was successful and unsuccessful about their ideas	Through exploring a range of techniques, children can discuss how successful their ideas are and suggest possible ways to improve	Through exploring a range of techniques, children can evaluate, adapt and refine their ideas and suggest ways to improve
To master techniques	Children can use materials that create a desired effect. Children can use coiling, overlapping, tessellation, mosaic and montage with some precision.	Children can select and arrange materials for a striking effect. Children can use coiling, overlapping, tessellation, mosaic and montage with precision.	Children can select and arrange materials purposefully to achieve a desired striking effect Children can use coiling, overlapping, tessellation, mosaic and montage carefully, confidently and precisely
To take inspiration from the greats (classic and modern)	With support, children can replicate some of the techniques used by notable artists, artisans and designers. Children can use the work of others as a starting point to create their own artwork.	Children can replicate some of the techniques used by notable artists, artisans and designers. Children can create original pieces that are influenced by studies of others.	Children can replicate techniques used by notable artists, artisans and designers and with precision and confidence. Children can create their own original pieces that are influenced by the work of others and adapted to suit their own style.

Year Group: 3	Term: Spring	Topic: Sculpture
NC Links		
<ul style="list-style-type: none"> To develop and share ideas using the work of other artists as an influence for artwork. To improve their mastery of art and design techniques, including drawing, painting and sculpting with a range of materials [for example, pencil, charcoal, paint, clay] 		
Other Curriculum Links		
History, Geography		
Topic Overview		
Children will build upon previous knowledge and experience of sculptures and sculpture artists; they will use various malleable materials to create sculptures and use texture and detail. They will research the work of artists and use this as a basis for their own artwork.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley; Visits into the environment to look at local sculptures.		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 		
Overall Learning Outcomes		
By the end of the unit, children will have a firm understanding of different forms of sculpture and artists. They will have explored various malleable materials and made informed decisions on which materials to use for their work. They will be able to create recognisable sculptures and forms and will use tools to add textures and details. They will comment on their work and the inspirations behind their ideas.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To use a combination of shapes.^[L]_[SEP] To use lines, detail and texture to convey an idea, movement or emotions. To use techniques such as rolling, cutting, moulding and carving. To understand the impact of sculpture artists' work. 		

Year Group: 3	Term: Spring	Topic: Sculpture
Possible Activities		
<ul style="list-style-type: none">• Use the work of Elizabeth Frink to explore how she makes sculptures of horses and humans.• Discuss the texture and detail in her work.• Choose a focal point for study e.g. people, animals etc• Experiment with making marks in plasticine e.g. fur on animals, wrinkles on a face. Use a variety of tools and talk about what works best. Photograph evidence for books.• Use paper, card, art straws to make sculptures.• Use clay as a final piece.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Research artists and record key facts• Photograph work• Compare the work of artists• Drawings and annotations in sketch book• Explore different media		

Year Group: 3	Term: Spring	Topic: Sculpture	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work and annotations in their sketchbooks and finished piece of art.			
	3.1	3.2	3.3
To develop ideas	Children are able to communicate their ideas in simple terms using visual and tactile forms	Children are able to explain their ideas in visual and tactile form.	Children are able to communicate fluently in visual and tactile form.
To master techniques	<p>Children can use materials that create an effect.</p> <p>Children can use malleable materials with some degree of precision.</p>	<p>Children can select and arrange materials for a desired effect.</p> <p>Children can use malleable materials and add details with precision.</p>	<p>Children can select and arrange materials purposefully to achieve a desired striking effect</p> <p>Children can use malleable materials and carefully add interesting details confidently and with precision.</p>
To take inspiration from the greats (classic and modern)	<p>With support, children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can use the work of others as a starting point to create their own artwork.</p>	<p>Children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can create original pieces that are influenced by their study of others.</p>	<p>Children can carefully replicate techniques used by notable artists, artisans and designers with precision and confidence.</p> <p>Children can discuss their studies of artists and create their own original pieces that are influenced by the work of others.</p>

Year Group: 3	Term: Summer	Topic: Drawing
NC Links		
<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To develop and share ideas using the work of other artists as an influence for artwork. To begin to master techniques. 		
Other Curriculum Links		
History		
Topic Overview		
Children will build upon previous knowledge and experience of artists and drawing; they will become familiar with different grades of pencils and use them to show line, tone and texture in their work. They will develop skills in drawing techniques such as cross-hatching and hatching, exploring how to vary tones and shades. They will research the work of artists and use this as a basis for their own work.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley; Visits from local artists.		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Use different hardness of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 		
Overall Learning Outcomes		
By the end of the topic, children will have developed techniques in using pencils to sketch, hatch, cross hatch and add tones and shades. They will use the work of artists as a starting point for their ideas and replicate the styles of artists.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To use different hardness of pencils to show line, tone and texture To use a variety of techniques to add interesting effects e.g. reflections, shadows. To be able to annotate sketches to elaborate ideas To be able to sketch lightly (no need to use a rubber to correct mistakes) To use hatching and cross hatching to show tone and texture To understand how artists have used techniques to add detail to their work 		

Year Group: 3	Term: Summer	Topic: Drawing
Possible Activities		
<ul style="list-style-type: none"> • Look at the work of a range of artists - what is similar and what is different? Do they use colour or is it black and white? What effect does colour/black and white have? • Look at Cezanne's paintings of fruit and how he uses colour. Children to discuss the outline of fruit and how colour is used to shade and add depth. Discuss tone and texture and the effect it has. • Choose a subject for children to observe e.g. portraits, flowers, shells, nature, etc. • Children to colour in outlines of a chosen focus such as fruit, trees, shells and use darker colours for where the shadow would be, in the same style as Cezanne. Use different materials such as pencil, chalk pastels and wax crayons, exploring different techniques such as blending, smudging etc. Discuss which looks best. • Children to complete their own observational drawings. 		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Research artists and record key facts • Photograph work • Compare the work of artists • Drawings and annotations in sketch book • Explore different media 		

Year Group: 3	Term: Summer	Topic: Drawing	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work and annotations in their sketchbooks and finished piece of art.			
	3.1	3.2	3.3
To develop ideas	Children are able to communicate their ideas in simple terms using visual and tactile form	Children are able to explain their ideas in visual and tactile form	Children are able to communicate fluently in visual and tactile form.
To master techniques	<p>Children can use resources and materials to create different tones and textures.</p> <p>Children can apply new techniques with support.</p>	<p>Children can select and use resources and materials to create different tones and textures.</p> <p>Children can apply new techniques to their work.</p>	<p>Children can select and use resources and materials purposefully to achieve a desired tonal or textured effect</p> <p>Children can apply new techniques confidently and with precision.</p>
To take inspiration from the greats (classic and modern)	<p>With support, children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can use the work of others as a starting point to create their own artwork.</p>	<p>Children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can create original pieces that are influenced by their studies of others.</p>	<p>Children can carefully and skillfully replicate techniques used by notable artists, artisans and designers.</p> <p>Children can discuss their studies of artists and create their own original pieces that are influenced by the work of others.</p>

Year Group: 4	Term: Autumn	Topic: Collage
NC Links		
<ul style="list-style-type: none"> To develop and share ideas using the work of other artists as an influence for artwork. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history 		
Other Curriculum Links		
History (mosaics)		
Topic Overview		
Children will build upon previous knowledge and experience of collage work; they will use precision to master collage techniques and be introduced to new skills such as tessellation and coiling. They will research the work of artists and use this as a basis for their own artwork.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 		
Overall Learning Outcomes		
By the end of the topic, children will be able to use a range of collage techniques, talk about their work and the work that has inspired them and develop skills of precision.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To understand the work of artists and use this to influence own work To be able to create a desired effect through choosing and arranging a range of materials, textures and resources To use a range of techniques and ensure work is precise. To use coiling, overlapping, tessellation, mosaic and montage. 		

Year Group: 4	Term: Autumn	Topic: Collage
Possible Activities		
<ul style="list-style-type: none">• Look at the work of an artist and discuss the colours, organisation of materials, textures, what children like about their work etc.• Discuss Gaudi's mosaic technique as well as the history and origins of mosaics; compare Gaudi's work to historical mosaics.• Explore a range of everyday materials and textures such as broken CDs, buttons, stones, tiles. Annotate work with what worked well, what looked best etc.• Complete final piece and discuss the inspiration behind it as well as the techniques and resources used.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Research artists and record key facts• Photograph work• Compare the work of artists• Explore different media		

Year Group: 4	Term: Autumn	Topic: Collage	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	4.1	4.2	4.3
To develop ideas	Through exploring a range of techniques, children can discuss, in simple terms, what was successful and unsuccessful about their ideas	Through exploring a range of techniques, children can discuss how successful their ideas are and suggest possible ways to improve	Through exploring a range of techniques, children can evaluate, adapt and refine their ideas and suggest ways to improve
To master techniques	Children can use materials that create a desired effect. Children can use coiling, overlapping, tessellation, mosaic and montage with some precision.	Children can select and arrange materials for a striking effect. Children can use coiling, overlapping, tessellation, mosaic and montage with precision.	Children can select and arrange materials purposefully to achieve a desired striking effect Children can use coiling, overlapping, tessellation, mosaic and montage confidently and precisely.
To take inspiration from the greats (classic and modern)	With support, children can replicate some of the techniques used by notable artists, artisans and designers. Children can use the work of others as a starting point to create their own artwork.	Children can replicate some of the techniques used by notable artists, artisans and designers. Children can create original pieces that are influenced by studies of others.	Children can replicate techniques used by notable artists, artisans and designers and with precision and confidence. Children can discuss their studies of artists and create their own original pieces that are influenced by the work of others.

Year Group: 4	Term: Spring	Topic: Printing
NC Links		
<ul style="list-style-type: none"> To develop and share ideas using the work of other artists as an influence for artwork. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history 		
Other Curriculum Links		
Topic Overview		
Children will gain an understanding and develop skills in print and through using print resources. They will make their own blocks and explore how to replicate patterns. They will research artists throughout history and use their work to support their own ideas.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Collect information, sketches and resources. Adapt and refine ideas as they progress. Comment on artworks using visual language. Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns. 		
Overall Learning Outcomes		
By the end of this unit, children will develop, adapt and refine their ideas. They will explore various printing resources, make their own blocks and explore how to replicate patterns. They will research artists who are renowned for their print-work and use their research to inspire their own work. They will develop precision when painting and print making.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To use various print artists as a starting point for ideas. To use paint/blocks and resources to layer prints. To be able to print precisely. To be able to replicate techniques used by artists. To use appropriate language to discuss personal artwork. 		

Year Group: 4	Term: Spring	Topic: Printing
Possible Activities		
<ul style="list-style-type: none">• Explore a range of repeated patterns - what do children notice about them all? Discuss any similarities or differences.• Discuss print or repeated patterns in the environment - wallpaper, brick work etc.• Looking at the work of Maurits Cornelis Escher, children could make their own tessellation stencil shapes from cutting a piece of rectangular card and sticking the cut out on the opposite side. Draw into sketchbooks.• Using their tessellation stencil to help, children could then explore making their own blocks for printing such as collagraph printing, etching into card or polystyrene blocks.• Children to experiment in sketch books and annotate their work, commenting on what works well.• Complete repeated pattern as a final piece.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Research artists and record key facts• Photograph work• Compare the work of artists• Explore different media• Make own printing blocks and annotate the different effects		

Year Group: 4	Term: Spring	Topic: Printing	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	4.1	4.2	4.3
To develop ideas	<p>With support, children use the work of other artists as a starting point to develop their own work.</p> <p>Children can discuss what was successful and unsuccessful about their ideas</p>	<p>Children use the work of other artists as a starting point to develop their own work.</p> <p>Children can discuss how successful their ideas are and suggest possible ways to improve</p>	<p>Children use the work of other artists to inspire and influence their own work.</p> <p>Children can evaluate, adapt and refine their ideas and suggest ways to improve</p>
To master techniques	<p>Children can use materials that create a desired effect.</p> <p>Children can print with some precision.</p>	<p>Children can select and arrange materials for a striking effect.</p> <p>Children can print with increasing precision.</p>	<p>Children can select and arrange materials purposefully to achieve a desired striking effect</p> <p>Children can print confidently and precisely.</p>
To take inspiration from the greats (classic and modern)	<p>With support, children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can use the work of others as a starting point to create their own artwork.</p>	<p>Children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can create original pieces that are influenced by studies of others.</p>	<p>Children can replicate techniques used by notable artists, artisans and designers and with precision and confidence.</p> <p>Children can discuss their studies of artists and create their own original pieces that are influenced by the work of others.</p>

Year Group: 4	Term: Summer	Topic: Painting
NC Links		
<ul style="list-style-type: none"> To develop and share ideas using the work of other artists as an influence for artwork. To begin to master techniques. 		
Other Curriculum Links		
Topic Overview		
Children will use a range of resources to develop their own styles of painting as well as to replicate the work of famous artists. They will use different brushes and media and produce work that has been influence by the style of others.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. 		
Overall Learning Outcomes		
By the end of this unit, children will develop, adapt and refine their ideas. They will explore and experiment with various painting techniques and use the work of famous artists to develop their own ideas and style.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To use a number of brush techniques using thick and thin brushes to produce shapes textures, patterns and lines To be able to mix colours effectively^[SEP] To use watercolour paint to make washes To be able to experiment with creating mood with colour To use inspiration from other artists to create personal pieces of work 		

Year Group: 4	Term: Summer	Topic: Painting
Possible Activities		
<ul style="list-style-type: none">• Look at landscapes from one or more artists. Discuss similarities and differences within the pictures - are they realistic or abstract? What colours do the artists use and why do you think they've chosen them? Discuss the difference between portrait and landscape orientation.• Use the colour wheel and sketchbooks to explore contrasting and complementary colours - did the artist(s) use contrasting or complementary colours. Discuss warm and cool colours and the effects of this e.g. what mood do the colours convey?• In sketch books, draw sections of landscapes and use different paints to experiment; eg watercolour paints to make washes, acrylic, tempura• Children to choose suitable brushes.• Use research and sketchbook work to inform final piece.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Record examples of experiments with different brush sizes, mixing different colours and thicknesses of paint• Research artists and record key facts• Photograph work• Compare the work of artists		

Year Group: 4	Term: Summer	Topic: Painting	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	4.1	4.2	4.3
To develop ideas	<p>Children can use an artist/piece of artwork as a starting point for developing their ideas with support.</p> <p>Children can discuss what was successful and unsuccessful about their ideas.</p>	<p>Children can use an artist/piece of artwork as a starting point for developing their ideas.</p> <p>Children can discuss how successful their ideas are and suggest possible ways to improve.</p>	<p>Children use an artist/piece of artwork as a starting point for developing their ideas. They use inspiration from the artist's style and techniques.</p> <p>Children can evaluate, adapt and refine their ideas and suggest ways to improve.</p>
To master techniques	<p>Children can use a variety of brushes to create thick and thin effects.</p> <p>With guidance, children use different colours to convey moods.</p>	<p>Children can choose a variety of brushes to create thick and thin effects, textures and patterns.</p> <p>Children use different colours to convey moods.</p>	<p>Children can choose a variety of brushes to effectively create thick and thin effects, textures and patterns.</p> <p>Children understand how to use colour to convey mood and do so successfully.</p>
To take inspiration from the greats (classic and modern)	<p>With support, children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can use the work of others as a starting point to create their own artwork.</p>	<p>Children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can create original pieces that are influenced by studies of others.</p>	<p>Children can replicate techniques used by noted artists, artisans and designers, with precision.</p> <p>Children create and discuss their own original pieces that are influenced by the work of others.</p>

Year Group: 5	Term: Autumn	Topic: Textiles
NC Links		
<ul style="list-style-type: none"> To develop and share ideas using the work of other artists as an influence for artwork. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history 		
Other Curriculum Links		
History; Literacy (Myths, Legends, Fables); Religion		
Topic Overview		
Children they will use fabrics, dying, printing and stitching to create a final art piece. They will research the work of artists and use this as a basis for their own artwork.		
Possible Visits/Visitors		
Local art galleries; Baltic, Shipley; Local places of worship		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Show precision in techniques (basic cross-stitch and backstitch). Colour fabric. Create weavings. Quilt, pad and gather fabric. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. 		
Overall Learning Outcomes		
By the end of the topic, children will be able to use a range of techniques including cross stitch and backstich and use them to create quilted and padded pieces of work. They will develop their skills of weaving. They will talk about their work and the work that has inspired them and develop skills of precision.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To understand the work of artists and use this to influence own work To be able to use cross stitch and back stitch To be able to colour fabric using different techniques To use a range of techniques and ensure work is precise. To use quilting, padding and gathering to add effects to fabrics. 		

Year Group: 5	Term: Autumn	Topic: Textiles
Possible Activities		
<ul style="list-style-type: none"> • Using history/art/literacy as a starting point, look at tapestry throughout history, including the Bayeux tapestry. Children to design their own tapestry piece to meaningfully convey a famous story/fable etc. • Look at Mozambique batik art and different painting techniques. Children to discuss the artist's colours, representation etc. Copy sections of the batik, printing an painting into their sketchbooks then experiment on different fabrics. • Children could experiment with different methods of staining and painting fabrics eg use white cotton and a flour-paste resist, crayons/PVA glue and watercolour paint washes to show how the wax resists the dye/paint. • Children could research the Victorian era and William Morris patterns. Children could look at the patterns of William Morris and discuss. Children could design their own patterns and make them into stencils to paint onto fabric. Children could develop their stitching skills to make a padded/quilted cushion in the style of William Morris. 		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Research artists and record key facts • Photograph work • Compare the work of artists • Compare different painting techniques • Compare different stitch techniques • Explore textiles through different periods of history 		

Year Group: 5	Term: Autumn	Topic: Textiles	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	5.1	5.2	5.3
To develop ideas	Children can discuss, in simple terms, what was successful and unsuccessful about their ideas	Through exploring a range of techniques, children can discuss how successful their ideas are and suggest ways to improve.	Through exploring a range of techniques, children can evaluate, adapt and refine their ideas and suggest ways to improve.
To master techniques	Children can use materials that create a desired effect. With support, they can colour and decorate fabrics using different techniques. Children can use backstitching, cross-stitching, quilting, padding and gathering some precision.	Children can select and arrange materials for a striking effect. They can colour and decorate fabrics using different techniques. Children use backstitching, cross-stitching, quilting, padding and gathering with precision.	Children can select and arrange materials purposefully to achieve a desired striking effect. They choose different techniques to colour and decorate fabrics and apply their techniques carefully. Children can use backstitching, cross-stitching, quilting, padding and gathering confidently and precisely.
To take inspiration from the greats (classic and modern)	With support, children can replicate some of the techniques used by notable artists, artisans and designers.	Children can replicate some of the techniques used by notable artists, artisans and designers.	Children can replicate techniques used by notable artists, artisans and designers and with precision and confidence.

Year Group: 5	Term: Spring	Topic: Painting
NC Links		
<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. 		
Other Curriculum Links		
History		
Topic Overview		
Children will learn about the range of artists, artisans and designers and use their work and ideas as the inspiration for artwork. They will develop colour palettes using watercolours and acrylics, and develop their own personal style of drawing.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Sketch (lightly) before painting to combineline and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. 		
Overall Learning Outcomes		
During this topic, children will learn to develop and extend ideas from a starting point. They will look at the work of other artists and use their research to develop their own personal drawing and painting style. They will create interesting pieces and combine colours to represent moods and feelings. They will use a range of resources and master new skills.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To use different hardness of pencils to show line, tone and texture To use a variety of techniques to add interesting effects e.g. reflections, shadows. To be able to match colours to moods. To be able to annotate sketches to elaborate ideas^[SEP] To be able to show the influence of an artists work on a personal piece 		

Year Group: 5	Term: Spring	Topic: Painting
Possible Activities		
<ul style="list-style-type: none"> • Explore the emotions in paintings - how do the paintings make the children feel? How would they describe them? • Look at the colour wheel and discuss how colours convey emotions - warm, cool etc. Look at photos of emotions - what colours would be used to represent them? • Experiment with replicating sections of an artist's work; e.g. using layers of paint and choosing suitable brush sizes to replicate the background of The Scream. Experiment with different paint e.g. watercolour, paint with PVA added to it etc. • Choose a stimulus for painting (e.g a happy version of 'The Scream') and complete a similar style painting and use knowledge of colours to complete the painting effectively i.e using colours that convey happiness 		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Record examples of different brush sizes, mixing different colours and thicknesses of paint • Use sketchbook to mix and experiment with tones • Research artists and record key facts • Photograph work • Compare the work of artists • Explore different media 		

Year Group: 5	Term: Spring	Topic: Painting	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	5.1	5.2	5.3
To develop ideas	<p>Children can discuss what was successful and unsuccessful about their ideas.</p> <p>Children use the work of others as a starting point with support.</p>	<p>Children can discuss how successful their ideas are and suggest possible ways to improve.</p> <p>Children use the work of others as a starting point.</p>	<p>Children can evaluate, adapt and refine their ideas and suggest ways to improve.</p> <p>Children use the work of others to influence their style of art whilst still developing their own style.</p>
To master techniques	<p>Children can use a variety of brushes to create thick and thin effects.</p> <p>With guidance, children use different colours to convey moods.</p>	<p>Children can choose a variety of brushes to create thick and thin effects, textures and patterns.</p> <p>Children use different colours to convey moods.</p>	<p>Children can choose a variety of brushes to effectively create thick and thin effects, textures and patterns.</p> <p>Children understand how to use colour to convey mood and do so successfully.</p>
To take inspiration from the greats (classic and modern)	<p>With support, children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can use the work of others as a starting point to create their own artwork.</p>	<p>Children can replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Children can create original pieces that are influenced by studies of others.</p>	<p>Children can replicate techniques used by notable artists, artisans and designers and with precision and confidence.</p> <p>Children can discuss their studies of artists and create their own original pieces that are influenced by others</p>

Year Group: 5	Term: Summer	Topic: Drawing
NC Links		
<ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas .To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] .To learn about great artists, architects and designers in history. 		
Other Curriculum Links		
History		
Topic Overview		
Children will learn about the range of artists, artisans and designers and use their work and ideas as the inspiration for artwork. They will build on their existing skills in relation to drawing. They will approach different techniques such as hatching and explore how to vary tones and shades. They will research the work of artists and use this as a basis for their own artwork.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection; Use lines to represent movement Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Give details (including own sketches) about the style of some notable artists, artisans and designers Create original pieces that show a range of influences and styles. 		
Overall Learning Outcomes		
During this topic, children will learn to develop and extend ideas from a starting point. They will look at the work of other artists and use their research to develop their own personal drawing and painting style. They will create interesting pieces and combine colours to represent moods and feelings. They will use a range of resources and master new skills.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To be able to layer colours to create depth of colour To be able to block colour by applying pencil strokes in the same direction. To be able to control depth of colour by applying different pressures on the pencil tip. To be able to vary the thickness of lines. To use blending and overlaying colours to create soft backgrounds To use different hardness of pencils to show line, tone and texture 		

Year Group: 5	Term: Summer	Topic: Drawing
Possible Activities		
<ul style="list-style-type: none"> • Look at the work of famous artists and compare and comment. Looking specifically at Hundertwasser and explore the way the artist uses colour and line. What effect does this have? Does it make the painting realistic or abstract? Experiment with replicating a similar style of drawing lines using pencil, pastel and charcoal - which is most effective and why? Draw coloured wax crayons onto paper then wash over with black paint and washing up liquid - use a sharp tool to scratch lines into the surface in a similar style of the artist. • Choose a focal point for final piece e.g. a local street, a town centre, a row of cars, the seaside, the Quayside etc. • Children to choose medium to use and draw sections of their final piece in sketchbook, using lines and patterns to colour in. • Complete final piece for topic books/display 		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Record examples of different brush sizes, mixing different colours and thicknesses of paint • Use sketchbook to mix and experiment with tones • Research artists and record key facts • Photograph work • Compare the work of artists • Explore different media 		

Year Group: 5	Term: Summer	Topic: Drawing	
Assessment			
Ongoing assessment from observations and photographs of children working, discussions with children, work in their sketchbooks and finished piece of art.			
	5.1	5.2	5.3
To develop ideas	Children can devise relevant ideas based on a starting point. With guidance, they can develop ideas as their work progresses.	Children can develop, refine and extend their ideas imaginatively based on a starting point. They are beginning to develop their ideas as their work progresses.	Children can develop, refine and extend their ideas imaginatively and purposefully based on a starting point. They reflect on their ideas and develop them as their work progresses.
To master techniques	Children can use some techniques to add interesting effects.	Children can use a range of different techniques to add interesting effects.	Children can purposefully use a range of different techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
To take inspiration from the greats (classic and modern)	Children can discuss in simple terms how the work of artists influenced societies. Children use inspiration from famous artwork to create pieces that show some influence from other artists.	Children can discuss how the work of artists influenced societies and other artists. Children use inspiration from famous artwork to create pieces that show influence from other artists.	Children can discuss deep understanding how the work of artists influenced and impacted societies and other artists. Children use inspiration from famous artwork to create pieces that shows clear influence and detail inspired from other artists

Year Group: 6	Term: Autumn	Topic: Drawing
NC Links		
<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. 		
Other Curriculum Links		
Topic Overview		
<p>Children will develop their ideas through using an artist as a starting point. They will develop skills and techniques and use resources to depict movement, perspective and other effects. They will gain develop techniques in drawing and using tone, shades and shadows. They will learn about different art movements and drawing styles. They will learn about the influential work of artists.</p>		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Use lines to represent movement. Create original pieces that show a range of influences and styles. Comment on artworks with a fluent grasp of visual language. 		
Overall Learning Outcomes		
<p>By the end of this unit, children will creatively and imaginatively develop, refine, adapt and extend their ideas using an artist/art movement as a starting point. Children will become confident in using a range of resources and techniques to depict movement, shadows and light within their art. They will become confident at using resources to add effects to their work and discuss their ideas. They will develop an understanding of how artists and art movements influenced societies and create original pieces influenced by others.</p>		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To be able to layer colours to create depth of colour To be able to block colour by applying pencil strokes in the same direction. To be able to control depth of colour by applying different pressures on the pencil tip. To be able to vary the thickness of lines. To use different hardness of pencils to show line, tone and texture To use a variety of techniques to add interesting effects e.g. reflections, shadows, 		

Year Group: 6	Term: Autumn	Topic: Drawing
Possible Activities		
<ul style="list-style-type: none">• Choose a focal point for final piece e.g. houses, animals, landscapes etc.• Look at the work of Degas - what do children notice about his work? Give children a range of materials and encourage them to replicate wavy lines, dots, dashes etc. Which ones look most like Degas'• Try to replicate them using a range of materials in sketchbook. Comment on which ones look the best and which (pastels, pencil, crayon) is easiest to use.• Children to design and complete a final piece in the style of their artist.		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Research artists and record key facts.• In sketchbook, practise shading, develop perspective, represent movement and build colour• Annotate work• Photograph work• Compare the work of artists• Explore different media		

Year Group: 6	Term: Autumn	Topic: Drawing	
Assessment			
Ongoing assessment from written work, research, annotations, sketches, art work, observations and photographs of children working.			
	6.1	6.2	6.3
To develop ideas	Children can devise relevant ideas based on a starting point. With guidance, they can develop ideas as their work progresses.	Children can develop, refine and extend their ideas imaginatively based on a starting point. They are beginning to develop their ideas as their work progresses.	Children can develop, refine and extend their ideas imaginatively and purposefully based on a starting point. They reflect on their ideas and develop them as their work progresses.
To master techniques	Children can use some techniques to add interesting effects. With support, children can choose techniques which best depict movement, perspective, shadows and reflection.	Children can use a range of different techniques to add interesting effects. Children can choose techniques which best depict movement, perspective, shadows and reflection.	Children can purposefully use a range of different techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Children purposefully choose and skilfully use techniques to depict movement, perspective, shadows and reflection.
To take inspiration from the greats (classic and modern)	Children can discuss in simple terms how the work of artists influenced societies. Children use inspiration from famous artwork to create pieces that show some influence from other artists.	Children can discuss how the work of artists influenced societies and other artists. Children use inspiration from famous artwork to create pieces that show influence from other artists.	Children can discuss deep understanding how the work of artists influenced and impacted societies and other artists. Children use inspiration from famous artwork to create pieces that shows clear influence and detail inspired from other artists

Year Group: 6	Term: Spring	Topic: Sculpture
NC Links		
<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. 		
Other Curriculum Links		
History		
Topic Overview		
Children will explore the work of famous print makers and use their work to influence a finished art piece. They will learn how to make detailed prints and patterns using a range of resources. They will understand how artists and art movements influenced societies and create pieces that are original yet influenced by different artists and styles.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley; Visits to local sculptures.		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Use frameworks (such as wire or moulds) to provide stability and form. Give details (including own sketches) about the style of some notable artists, artisans and designers. Create original pieces that show a range of influences and styles. 		
Overall Learning Outcomes		
By the end of this unit, children will creatively and imaginatively develop, refine, adapt and extend their ideas using an artist/art movement as a starting point. They will continuously reflect on their work as it progresses, and assess and develop their ideas. They will use tools to add detail, textures and patterns through carving. They will reinforce their sculpture to ensure it is stable, if necessary, using different methods.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To understand the influential work of artists and art movements To use the work of artists to inspire their own work To be able to use methods to make sculpture stable To be able to purposefully develop ideas To be able to use textures and detail purposefully 		

Year Group: 6	Term: Spring	Topic: Sculpture
Possible Activities		
<ul style="list-style-type: none">• Look at and discuss different sculpture artists and their work; try to understand the different inspirations behind sculptures. Consider the emotions, expression and movement conveyed in the sculptures.• Draw preliminary sketches of people - are Henry Moore's sculptures life-like?• Give children a range of materials such as art straws, lolly pop sticks, modelling plasticine etc.• Experiment with different methods of building sculptures using the materials.• Children to design their own sculpture in sketch book and then complete using chosen resources		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Research artists and record key facts• Photograph work• Sketches in sketch book• Compare the work of artists• Explore different media• Explore different textures, carving and tools.		

Year Group: 6	Term: Spring	Topic: Sculpture	
Assessment			
Ongoing assessment from written work, art work, observations and photographs of children working. Ongoing assessments from discussions with children, understanding of their ideas, work in their sketchbooks and finished piece of art.			
	6.1	6.2	6.3
To develop ideas	Children can devise relevant ideas based on a starting point.	Children can develop, refine and extend their ideas imaginatively based on a starting point.	Children can develop, refine and extend their ideas imaginatively and purposefully based on a starting point. They reflect on their ideas and develop them as their work progresses.
To master techniques	<p>Children can create patterns, textures and shapes with support.</p> <p>Children can reinforce and ensure their model is stable using support.</p> <p>Children can select appropriate tools with support.</p>	<p>Children can create patterns, textures and shapes.</p> <p>Children can reinforce and ensure their model is stable.</p> <p>Children can select appropriate tools.</p>	<p>Children can purposefully create patterns, textures and shapes.</p> <p>Children can skilfully reinforce and ensure their model is stable.</p> <p>Children can select appropriate tools.</p>
To take inspiration from the greats (classic and modern)	<p>Children can discuss in simple terms how the work of artists influenced societies.</p> <p>Children use the work of artists to create pieces that show some influence from other artists</p>	<p>Children can discuss how the work of artists influenced societies and other artists.</p> <p>Children use the work of artists to create pieces that show influence from other artists</p>	<p>Children use deep understanding to explain how the work of artists influenced and impacted societies and other artists.</p> <p>Children use the work of artists to create pieces that shows clear influence and detail inspired from other artists</p>

Year Group: 6	Term: Summer	Topic: Printing
NC Links		
<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history. 		
Other Curriculum Links		
Topic Overview		
Children will explore the work of famous print makers and use their work to influence a finished art piece. They will learn how to make detailed prints and patterns using a range of resources. They will understand how artists and art movements influenced societies and create pieces that are original yet influenced by different artists and styles.		
Possible Visits/Visitors		
Visits to local art galleries; Baltic, Shipley		
Essential Subject Skills to be covered		
<ul style="list-style-type: none"> Build up layers of colours. Create an accurate pattern, showing fine detail. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Create original pieces that show a range of influences and styles. 		
Overall Learning Outcomes		
By the end of this unit, children will creatively and imaginatively develop, refine, adapt and extend their ideas using an artist/art movement as a starting point. They will continuously reflect on their work as it progresses, and assess and develop their ideas. They will learn how to make detailed prints and patterns. They will understand how artists and art movements influenced societies and create pieces that are original yet influenced by different artists and styles.		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> To understand the influential work of artists and art movements To understand the impact that artists had on societies in history To use the work of artists to inspire their own work To be able to make detailed prints and patterns To be able to use colours to build layered prints 		

Year Group: 6	Term: Summer	Topic: Printing
Possible Activities		
<ul style="list-style-type: none">• Explore the work of print artists and compare, comment on and annotate their work in sketchbooks.• Experiment with different print blocks - make own block in the style of one artist by sticking string onto a block, carving lino, engraving polystyrene blocks etc.• Children to discuss which printing block was most effective. Draw final piece onto chosen material and use to make a final piece• Explore the work of Andy Warhol, Ernst Ludwig Kirchner, Emil Nolde		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Research artists and record key facts• Photograph work• Compare the work of artists• Explore different media• Make own printing blocks and annotate the different effects		

Year Group: 6	Term: Summer	Topic: Printing	
Assessment			
Ongoing assessment from written work, art work, observations and photographs of children working. Ongoing assessments from discussions with children, understanding of their ideas, work in their sketchbooks and finished piece of art.			
	6.1	6.2	6.3
To develop ideas	Children can devise relevant ideas based on a starting point.	Children can develop, refine and extend their ideas imaginatively based on a starting point.	Children can develop, refine and extend their ideas imaginatively and purposefully based on a starting point. They reflect on their ideas and develop them as their work progresses.
To master techniques	Children can create a pattern that shows some attention to detail.	Children can create a pattern and demonstrate their attention to fine details.	Children can create an imaginative and purposeful pattern, which demonstrates their deep understanding and fine attention to details.
To take inspiration from the greats (classic and modern)	Children can discuss in simple terms how the work of artists influenced societies. Children use the work of artists to create pieces that show some influence from other artists	Children can discuss how the work of artists influenced societies and other artists. Children use the work of artists to create pieces that show influence from other artists	Children use deep understanding to explain how the work of artists influenced and impacted societies and other artists. Children use the work of artists to create pieces that shows clear influence and detail inspired from other artists