










## Art Curriculum Map

	Autumn		Spring	Summer	
	How can stories of the past be shared?		How has life changed?	What's beyond my window?	
<b>Year 1</b>	<b>Art Day: Portraits</b>	<b>Main focus: Drawing</b> <b>Artist: Irina Sztukwski</b> (fireworks) <b>Outcome: Drawing fireworks</b> onto black background using pastels and crayons	<b>Main focus: Printing</b> <b>Artist: William Morris</b> <b>Outcome: Printing repeating</b> patterns using block printing and objects to create shapes	<b>Art Day: Sculpture</b>	<b>Main focus: Painting</b> <b>Artist: Paul Klee</b> <b>Outcome: paintings with</b> block colours/shapes to show Shrivensham street / Columbia
					
<b>Knowledge</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul>				
<b>Skills</b>	I1 Describe the work of a famous, notable artist or designer  I2 Comment on the work of a famous, notable artist, saying what they like/don't like  I3 Use some of the ideas of the artist studied to create pieces  I4 Reflect on their own work and artist studied,	E1 Collect visual information by researching and studying various pictures  E2 Develop ideas from starting points  E3 Make changes to work  E3b Evaluate work by explaining what they like and dislike  T1a Draw lines of different sizes and thickness	I1 Describe the work of a famous, notable artist or designer  I2 Comment on the work of a famous, notable artist, saying what they like/don't like  I3 Use some of the ideas of the artist studied to create pieces  I4 Reflect on their own work and artist studied, comparing similarities and differences	I1 Describe the work of a famous, notable artist or designer  I2 Comment on the work of a famous, notable artist, saying what they like/don't like  I3 Use some of the ideas of the artist studied to create pieces  I4 Reflect on their own work and artist studied,	E1 Collect visual information by researching and studying various pictures  E2 Develop ideas from starting points  E3 Make changes to work  E3b Evaluate work by explaining what they like and dislike  T2a Use different tools to make marks with paint,




	<p>comparing similarities and differences</p> <p>T1a Draw lines of different sizes and thickness</p> <p>T1b Use dots and lines to show pattern and texture</p> <p>T1c Use different materials to draw, e.g. pencils, crayons, pastels, chalk, felt tips</p> <p>E1 Collect visual information by researching and studying various pictures</p> <p>E2 Develop ideas from starting points</p> <p>E3 Make changes to work</p> <p>E3b Evaluate work by explaining what they like and dislike</p>	<p>T1b Use dots and lines to show pattern and texture</p> <p>T1c Use different materials to draw, e.g. pencils, crayons, pastels, chalk, felt tips</p>	<p>T5a Copy repeated pattern</p> <p>T5b Use a variety of materials, e.g. sponges, fruit/veg, blocks</p> <p>T5c Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</p> <p>E1 Collect visual information by researching and studying various pictures</p> <p>E2 Develop ideas from starting points</p> <p>E3a Make changes to work</p> <p>E3b Evaluate work by explaining what they like and dislike</p>	<p>comparing similarities and differences</p> <p>T3a Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</p> <p>T3b Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>T3c Use a variety of shapes, including lines and texture</p> <p>E1 Collect visual information by researching and studying various pictures</p> <p>E2 Develop ideas from starting points</p> <p>E3a Make changes to work</p> <p>E3b Evaluate work by explaining what they like and dislike</p>	<p>e.g. sponges, fingers and brushes</p> <p>T2b Use thick and thin brushes</p> <p>T2c Name primary and secondary colours</p>
<b>Vocab</b>	<p>work, work of art, idea, starting point, observe, focus, design, line drawing, detail, oil pastels, chalk, drawings, line, bold, size, space, primary colours, secondary colours, sculpture, statue, model, shapes, 2D shapes, 3D shapes, colour, shape, printing, objects, decoration, decorative, crayons, pattern, repeating pattern</p>				

	How did the great fire change London?		Are all our journeys the same?	How is Shrivvenham different?	
<b>Year 2</b>	<b>Art Day: Portraits</b>  	<b>Main Focus: Sculpture</b> <b>Artist: Granger</b> <b>Outcome: Creating 3d houses with sculptured flames (tissue paper and glue)</b>	<b>Main focus: Drawing</b> <b>Artist: Leonid Afremov</b> <b>Outcome: Designing and drawing hot air balloons using oil pastels and children's photographs</b>  	<b>Art Day: Painting</b>  	<b>Main focus: Collage</b> <b>Artists: Van Gogh (KP)</b> <b>Outcome: beach scene using different collage techniques</b>
<b>Knowledge</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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</li> </ul>				
<b>Skills</b>	<b>I1 Describe the work of a famous, notable artist or designer</b>  <b>I2 Comment on the work of a famous, notable artist, saying what they like/don't like</b>  <b>I3 Use some of the ideas of the artist studied to create pieces</b>  <b>I4 Reflect on their own work and artist studied, comparing similarities and differences</b>	<b>E1 Collect visual information</b>  <b>E2 Develop ideas from starting points</b>  <b>E3a Make changes and improve original ideas</b>  <b>E3b Evaluate work by explaining what they like and dislike</b>  <b>T3a Use a variety of natural, recycled and manufactured materials</b>	<b>I1 Describe the work of a famous, notable artist or designer</b>  <b>I2 Comment on the work of a famous, notable artist, saying what they like/don't like</b>  <b>I3 Use some of the ideas of the artist studied to create pieces</b>  <b>I4 Reflect on their own work and artist studied, comparing similarities and differences</b>	<b>I1 Describe the work of a famous, notable artist or designer</b>  <b>I2 Comment on the work of a famous, notable artist, saying what they like/don't like</b>  <b>I3 Use some of the ideas of the artist studied to create pieces</b>  <b>I4 Reflect on their own work and artist studied, comparing similarities and differences</b>	<b>I1 Describe the work of a famous, notable artist or designer</b>  <b>I2 Comment on the work of a famous, notable artist, saying what they like/don't like</b>  <b>I3 Use some of the ideas of the artist studied to create pieces</b>  <b>I4 Reflect on their own work and artist studied, comparing similarities and differences</b>




	<p>T1a Draw lines of different sizes and thickness</p> <p>T1b Use different marks, lines and pressures to show pattern and texture</p> <p>T1c Use different materials to draw, e.g. pencils, crayons, pastels, chalk, felt tips</p> <p>E1 Collect visual information</p> <p>E2 Develop ideas from starting points</p> <p>E3a Make changes and improve original ideas</p> <p>E3b Evaluate work by explaining what they like and dislike</p>	<p>for sculpting, e.g. clay, straw and card</p> <p>T3b Use a variety of techniques, e.g. rolling, cutting, pinching</p> <p>T3c Use a variety of shapes, including lines and texture</p>	<p>T1a Draw lines of different sizes and thickness</p> <p>T1b Use different marks, lines and pressures to show pattern and texture</p> <p>T1c Use different materials to draw, e.g. pencils, crayons, pastels, chalk, felt tips</p> <p>E1 Collect visual information</p> <p>E2 Develop ideas from starting points</p> <p>E3a Make changes and improve original ideas</p> <p>E3b Evaluate work by explaining what they like and dislike</p>	<p>T2a Use different tools to make marks with paint, e.g. sponges, fingers and brushes</p> <p>T2b Use thick and thin brushes</p> <p>T2c Mix primary colours to make secondary colours</p> <p>E1 Collect visual information</p> <p>E2 Develop ideas from starting points</p> <p>E3a Make changes and improve original ideas</p> <p>E3b Evaluate work by explaining what they like and dislike</p>	<p>T4a Use a combination of materials that have been cut, torn and glued</p> <p>T4b Sort and arrange materials</p> <p>T4c Add texture by mixing materials</p> <p>E1 Collect visual information</p> <p>E2 Develop ideas from starting points</p> <p>E3a Make changes and improve original ideas</p> <p>E3b Evaluate work by explaining what they like and dislike</p>
<b>Vocab</b>	materials, collage, portrait, self-portrait, landscape, cityscape, building, mix, warm colours, cool colours, watercolour wash, bold brushstroke, wax, resist, improve				

	Where do we come from?		Can we find treasure in the past?	Would you like to live under a volcano?	
Year 3	Art Day: Portraits	<b>Main focus:</b> Drawing <b>Artist:</b> Henri Breuil <b>Outcome:</b> Pre-historic art - Creating cave paintings using charcoal and pastels	<b>Main focus:</b> Sculpture <b>Artist:</b> Adolph Gottlieb <b>Outcome:</b> Ancient Egyptian artists - Creating a 3D cartouche using clay	Art Day: Printing	<b>Main focus:</b> Painting <b>Artist:</b> Jackson Pollock <b>Outcome:</b> Creating volcano paintings in the style of Jackson Pollock
					
<b>Knowledge</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history</li> </ul>				
<b>Skills</b>	E1a Collect information, sketches and resources	E1a Collect information, sketches and resources	E1a Collect information, sketches and resources	E1a Collect information, sketches and resources	E1a Collect information, sketches and resources
	E1b Use a sketchbook to record observations and ideas	E1b Use a sketchbook to record observations and ideas	E1b Use a sketchbook to record observations and ideas	E1b Use a sketchbook to record observations and ideas	E1b Use a sketchbook to record observations and ideas
	E2 Develop and improve ideas from starting points	E2 Develop and improve ideas from starting points	E2 Develop and improve ideas from starting points	E2 Develop and improve ideas from starting points	E2 Develop and improve ideas from starting points
	E3a Make changes and decisions for a purpose	E3a Make changes and decisions for a purpose	E3a Make changes and decisions for a purpose	E3a Make changes and decisions for a purpose	E3a Make changes and decisions for a purpose
	E3b Evaluate work by commenting on successes and difficulties	E3b Evaluate work by commenting on successes and difficulties	E3b Evaluate work by commenting on successes and difficulties	E3b Evaluate work by commenting on successes and difficulties	E3b Evaluate work by commenting on successes and difficulties
	T1a Begin to show line, tone and texture with	T1a Begin to show line, tone and texture with		T5a Use more than one colour to layer in a print	T2a Explore the types of marks made in a range of

	<p>different hardness of pencils</p> <p>T1b Use carefully chosen marks, lines and pressures to show pattern and texture</p> <p>T1c Develop the use of different drawing materials, e.g. pencils, crayons, pastels, charcoal</p> <p>I1 Give details about the style of some famous, notable artists and designers</p> <p>I2 Express an opinion on the work of famous, notable artists</p> <p>I3 Create original pieces that are influenced by studies of others</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills</p>	<p>different hardness of pencils</p> <p>T1b Use carefully chosen marks, lines and pressures to show pattern and texture</p> <p>T1c Develop the use of different drawing materials, e.g. pencils, crayons, pastels, charcoal</p> <p>I1 Give details about the style of some famous, notable artists and designers</p> <p>I2 Express an opinion on the work of famous, notable artists</p> <p>I3 Create original pieces that are influenced by studies of others</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills</p>	<p>T3a Cut, make and combine shapes to create recognisable forms</p> <p>T3b Use clay and other malleable materials and practise joining techniques</p> <p>T3c Add materials to the sculpture to create detail</p>	<p>T5b Replicate patterns from observations</p> <p>T5c Make printing blocks</p> <p>T5d Make repeated patterns with precision</p> <p>I1 Give details about the style of some famous, notable artists and designers</p> <p>I2 Express an opinion on the work of famous, notable artists</p> <p>I3 Create original pieces that are influenced by studies of others</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills</p>	<p>painting techniques, e.g. layering, mixing media and adding texture</p> <p>T2b Use thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>T2c Mix a range of colours effectively using the correct language, e.g. primary and secondary</p> <p>T2d Start to develop a personal style of painting, drawing upon ideas from other artists</p> <p>I1 Give details about the style of some famous, notable artists and designers</p> <p>I2 Express an opinion on the work of famous, notable artists</p> <p>I3 Create original pieces that are influenced by studies of others</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills</p>
<b>Vocab</b>	<p>sketchbook, develop, flick, texture, abstract, form, record, light, dark, tone, shadow, outline, neutral colours, shades, tints, emotion, sculptor, carving, edging, trimmings, block printing ink, polystyrene printing tiles, inking rollers, printmaking</p>				



	How Greek are we?		What can we learn from looking back?	Why are rainforests important?	
Year 4	<b>Art Day: Portraits</b>	<b>Main focus:</b> Drawing <b>Artist:</b> Clarice Cliff <b>Outcome:</b> Designing and drawing their own Ancient Greek pottery	<b>Main focus:</b> Sculpture <b>Artist:</b> Antoni Gaudi and other mosaic artists <b>Outcome:</b> Designing and creating mosaics based on Roman designs	<b>Art Day: Collage</b>	<b>Main focus:</b> Painting <b>Artists:</b> Henri Rousseau and Ruth Daniels <b>Outcome:</b> Painting rainforest animals and landscapes
					
Knowledge	Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>				
Skills	<b>E1a</b> Collect information, sketches and resources  <b>E1b</b> Use a sketchbook to record observations and ideas  <b>E2</b> Develop and improve ideas from starting points  <b>E3a</b> Make changes and decisions for a purpose, thinking about effectiveness  <b>E3b</b> Evaluate work by commenting on successes and difficulties	<b>E1a</b> Collect information, sketches and resources  <b>E1b</b> Use a sketchbook to record observations and ideas  <b>E2</b> Develop and improve ideas from starting points  <b>E3a</b> Make changes and decisions for a purpose, thinking about effectiveness  <b>E3b</b> Evaluate work by commenting on successes and difficulties	<b>E1a</b> Collect information, sketches and resources  <b>E1b</b> Use a sketchbook to record observations and ideas  <b>E2</b> Develop and improve ideas from starting points  <b>E3a</b> Make changes and decisions for a purpose, thinking about effectiveness  <b>E3b</b> Evaluate work by commenting on successes and difficulties	<b>E1a</b> Collect information, sketches and resources  <b>E1b</b> Use a sketchbook to record observations and ideas  <b>E2</b> Develop and improve ideas from starting points  <b>E3a</b> Make changes and decisions for a purpose, thinking about effectiveness  <b>E3b</b> Evaluate work by commenting on successes and difficulties	<b>E1a</b> Collect information, sketches and resources  <b>E1b</b> Use a sketchbook to record observations and ideas  <b>E2</b> Develop and improve ideas from starting points  <b>E3a</b> Make changes and decisions for a purpose, thinking about effectiveness  <b>E3b</b> Evaluate work by commenting on successes and difficulties

	<p>T1a Begin to show line, tone and texture with different hardness of pencils</p> <p>T1b Use hatching and cross hatching to show shadow, tone and texture</p> <p>T1c Develop the use of different drawing materials, e.g. pencils, crayons, pastels, ink</p> <p>I1 Give details about the style of some famous, notable artists and designers</p> <p>I2 Express an opinion on the work of famous, notable artists</p> <p>I3 Create original pieces that are influenced by studies of others</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills</p>	<p>T1a Begin to show line, tone and texture with different hardness of pencils</p> <p>T1b Use hatching and cross hatching to show shadow, tone and texture</p> <p>T1c Develop the use of different drawing materials, e.g. pencils, crayons, pastels, ink</p> <p>I1 Give details about the style of some famous, notable artists and designers</p> <p>I2 Express an opinion on the work of famous, notable artists</p> <p>I3 Create original pieces that are influenced by studies of others</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills</p>	<p>T3a Cut, make and combine shapes to create recognisable forms</p> <p>T3b Use clay and other malleable materials and practise joining techniques</p> <p>T3c Add materials to the sculpture to create detail</p> <p>I1 Give details about the style of some famous, notable artists and designers</p> <p>I2 Express an opinion on the work of famous, notable artists</p> <p>I3 Create original pieces that are influenced by studies of others</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills</p>	<p>T4a Select colours and materials to create effect, giving reasons for their choices</p> <p>T4b Refine work as they go to ensure precision</p> <p>T4c Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</p>	<p>T2a Explore the types of marks made in a range of painting techniques, e.g. layering, mixing media and adding texture</p> <p>T2b Use thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>T2c Add white to colours to make tints and black to make tones</p> <p>T2d Start to develop a personal style of painting, drawing upon ideas from other artists</p> <p>I1 Give details about the style of some famous, notable artists and designers</p> <p>I2 Express an opinion on the work of famous, notable artists</p> <p>I3 Create original pieces that are influenced by studies of others</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills</p>
Vocab	foreground, middle ground, background, geometric, squares, gaps, mosaic, tile, features, cut, place, arrange, weaving, woven, alternate, over, under, ink, apply, set				

	Were the Dark Ages really that dark?		Just how mighty were the Mayans?	Rivers - friend or foe?	
<b>Year 5</b>	<b>Art Day: Portraits</b>  	<b>Main focus: Painting</b> <b>Artists: Turner and N. Roerich</b> <b>Outcome: Painting seascape backgrounds, then painting Viking long ships to place on top</b>	<b>Main focus: Printing</b> <b>Artists: Glen Alps</b> <b>Outcome: Printing Mayan symbols/masks using collagraphy</b>  	<b>Art Day: Sculpture</b>  	<b>Main focus: Drawing</b> <b>Artists: David Hockney and Martin Henson</b> <b>Outcome: Creating black and white/colour landscapes of places from around the world using charcoal and pastels</b>
<b>Knowledge</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> <li>about great artists, architects and designers in history.</li> </ul>				
<b>Skills</b>	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress  <b>E3b</b> Evaluate work by commenting on successes	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress  <b>E3b</b> Evaluate work by commenting on successes	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress  <b>E3b</b> Evaluate work by commenting on successes	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress  <b>E3b</b> Evaluate work by commenting on successes	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress  <b>E3b</b> Evaluate work by commenting on successes

<p>and difficulties and potential for development</p> <p>T1a Use a range of pencils confidently to show line, tone and texture</p> <p>T1b Use a variety of techniques to show shadow, tone and texture, including shading, hatching and cross hatching</p> <p>T1c Use a range of different drawing materials confidently, e.g. sketching pencils, pastels, charcoal, ink, computing software</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I3 Create original pieces that show a range of influences and styles</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills, explaining how the</p>	<p>and difficulties and potential for development</p> <p>T2a Confidently control the types of marks made and experiment with different effects and textures, e.g. blocking in colour, washes and thickening paint to create textural effects</p> <p>T2b Use a range of brushes and techniques to create shapes, textures, patterns and lines</p> <p>T2c Combine colours, tones and tints to express mood</p> <p>T2d Work in a sustained and independent way to develop a personal style of painting, drawing upon ideas from other artists</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I3 Create original pieces that show a range of influences and styles</p>	<p>and difficulties and potential for development</p> <p>T5a Design and create printing blocks/tiles</p> <p>T5b Develop techniques in mono, block and relief printing</p> <p>T5c Create and arrange accurate patterns</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I3 Create original pieces that show a range of influences and styles</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills, explaining how the work of those studied was influential</p>	<p>and difficulties and potential for development</p> <p>T3a Plan and design a sculpture</p> <p>T3b Use tools and materials to carve, add shape, add texture and pattern</p> <p>T3c Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I3 Create original pieces that show a range of influences and styles</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills, explaining how the work of those studied was influential</p>	<p>and difficulties and potential for development</p> <p>T1a Use a range of pencils confidently to show line, tone and texture</p> <p>T1b Use a variety of techniques to show shadow, tone and texture, including shading, hatching and cross hatching</p> <p>T1c Use a range of different drawing materials confidently, e.g. sketching pencils, pastels, charcoal, ink, computing software</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I3 Create original pieces that show a range of influences and styles</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills, explaining how the</p>
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	work of those studied was influential	I4 Reflect upon their work inspired by an artist and the development of their skills, explaining how the work of those studied was influential			work of those studied was influential
<b>Vocab</b>	sweep, acrylic paint, refine, structure, smudge, blend, mark, hard, soft, light, heavy, sketch, join, slip, coil, cast, fix, architect				

	What would you see on a road trip across America?		How did the British people support the war effort?	Has Britain become more equal?	
<b>Year 6</b>	<b>Art Day: Portraits</b>  	<b>Main focus: Collage</b> <b>Artists: Megan Coyle</b> <b>Outcome: American landscape created using different material</b>  	<b>Main focus: Sculpture</b> <b>Artists: George Segal and Elizabeth Berrian</b> <b>Outcome: Sculptures or soldiers/ horses using clay/wire/modroc etc</b>  	<b>Art Day: Painting</b>  	<b>Main focus: Drawing</b> <b>Artists:</b> <b>Outcome:</b>
<b>Knowledge</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>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]</li> </ul> about great artists, architects and designers in history.				
<b>Skills</b>	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress and explain why  <b>E3b</b> Evaluate work by commenting on successes	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress and explain why  <b>E3b</b> Evaluate work by commenting on successes	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress and explain why  <b>E3b</b> Evaluate work by commenting on successes	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress and explain why  <b>E3b</b> Evaluate work by commenting on successes	<b>E1a</b> Collect information, sketches and resources and present ideas imaginatively in a sketchbook  <b>E1b</b> Use a sketchbook to review and revisit ideas  <b>E2</b> Develop and imaginatively extend ideas from starting points  <b>E3a</b> Adapt and refine ideas as they progress and explain why  <b>E3b</b> Evaluate work by commenting on successes

<p>and difficulties and potential for development</p> <p>T1a Use a range of pencils confidently to show line, tone and texture</p> <p>T1b Use a variety of techniques to show shadow, tone and texture, including shading, hatching and cross hatching, understanding which works well in their work and why</p> <p>T1c Use a range of different drawing materials confidently, e.g. sketching pencils, pastels, charcoal, ink, computing software</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I3 Create original pieces that show a range of influences and styles</p> <p>I4 Reflect upon their work inspired by an artist and</p>	<p>and difficulties and potential for development</p> <p>T4a Add collage to a painted or printed background</p> <p>T4b Create and arrange accurate patterns</p> <p>T4c Use a range of mixed media</p> <p>T4d Plan and design a collage</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I3 Create original pieces that show a range of influences and styles</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills, explaining how the work of those studied was influential</p>	<p>and difficulties and potential for development</p> <p>T3a Plan and design a sculpture</p> <p>T3b Use tools and materials to carve, add shape, add texture and pattern</p> <p>T3c Develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p> <p>T3d Use materials other than clay to create a 3D sculpture</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I3 Create original pieces that show a range of influences and styles</p> <p>I4 Reflect upon their work inspired by an artist and the development of their skills, explaining how the work of those studied was influential</p>	<p>and difficulties and potential for development</p> <p>T2a Confidently control the types of marks made and experiment with different effects and textures, e.g. blocking in colour, washes and thickening paint to create textural effects</p> <p>T2b Use a range of brushes and techniques to create shapes, textures, patterns and lines</p> <p>T2c Mix and match colours for purposes, e.g. creating skin tones</p> <p>T2d Work in a sustained and independent way to develop a personal style of painting, drawing upon ideas from other artists</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p>	<p>and difficulties and potential for development</p> <p>T1a Use a range of pencils confidently to show line, tone and texture</p> <p>T1b Use a variety of techniques to show shadow, tone and texture, including shading, hatching and cross hatching, understanding which works well in their work and why</p> <p>T1c Use a range of different drawing materials confidently, e.g. sketching pencils, pastels, charcoal, ink, computing software</p> <p>I1 Give detailed observations about famous, notable artists', architects' and designers' work</p> <p>I2 Express an opinion on the work of famous, notable artists and refer to techniques and effect</p> <p>I3 Create original pieces that show a range of influences and styles</p>
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<b>Vocab</b>	mural, blend				