

# Art & Design



## Intent

Our art and design curriculum is designed to encourage our pupils to express themselves artistically, produce wonderfully creative outcomes, to explore new ideas and develop their confidence so they can excel in a broad range of artistic skills and techniques. Pupils will learn about artists and cultures that have influenced art throughout history and across the world. Many of the artists that pupils will study in our curriculum have been chosen to allow all pupils to see themselves reflected positively in the world of art and design. Included, are both well-known and much-celebrated artists and also artists who are less mainstream and less prominent from an art history perspective. Our curriculum is sequenced so that pupils gradually develop and build their practical, disciplinary and theoretical knowledge over time with the aim being that their art and design work is able to showcase their very best artistic, expressive and creative selves.

Our curriculum's practical knowledge has been sequenced so that pupils are explicitly taught these aspects in small steps, allowing pupils to gradually build their understanding and mastery. There are artistic 'vertical concepts' that run through the entirety of our art and design curriculum – 'formal elements' (the parts needed to make a piece of artwork) and 'control of materials' (how to implement the formal elements). As pupils master these practical elements of the subject, they learn how to produce art more effectively.

Vertical Concepts	
Formal Elements	Control of Materials
Colour Form Line Pattern Shape Texture Tone	Drawing Painting Printmaking 3D sculpture Textiles Photography & Digital Art

Our curriculum has also been designed to ensure that core disciplinary knowledge is explicitly taught, and gives pupils the ability to master the skills needed to become artists. This disciplinary knowledge or **'Working as Artists'** elements of the art and design curriculum have been mapped out throughout each year group to ensure pupils have many opportunities to apply their art skills.

- **What is art?** Pupils learn about the diversity of artistic outcomes, the purpose and the meaning of art, and how it has been part of much of human history.
- **What do artists do?** Pupils learn about how artists are influenced by their own contexts and worldviews, and present this worldview through their art; they can choose to accurately represent the world around them, express themselves and/or challenge others' worldviews through their art.
- **What inspires artists?** Pupils learn about the range of ways that artists – and that pupils as artists – can be inspired.

	Working as Artists		
	What is art?	What inspires artists?	What do artists do?
EYFS	Make statements about my artwork.	Artists can be inspired by the stories they read.	Artists explore and play.
Year 1	Review the above. Discuss the work of artists, including our own.	Artists can be inspired by the natural world.	Artists experiment, explore and play. A sketchbook is a special book that artists use.
Year 2	Review the above. Label the features of different artworks with key words.	Review the above. Artists can be inspired by hidden details in seemingly ordinary objects. Artists can be inspired by the artificial (man-made) world.	Review the above. Artists often create art for its own sake. Designers create things that are useful and have a purpose. Sometimes artists are designers who create art for a specific purpose. Architects are artists and designers who design buildings. Art can be made by individual artists, or by a group of artists who collaborate.
Year 3	Review the above. Annotate the features of different artworks and the effects they have on the viewer.	Review the above. Artists can be inspired by each other, and we can make connections between our artworks and theirs.	Review the above. Creating art is something humans have done from the very beginnings of their existence. Artists make choices about materials that are appropriate for their composition.
Year 4	Review the above. Annotate my artwork with connections to another artist's work.	Review the above. Artists can be inspired by their own experiences and stories.	Review the above.
Year 5	Review the above. Compare the artwork of two artists. Curate an exhibition, deciding how the artwork will be displayed.	Review the above.	Review the above. Artists can make mood boards to help them collect and shape ideas.
Year 6	Review the above. Write as an art historian to analyse artists and their artworks.	Review the above. Artists can be inspired to bring difficult or contentious issues to light and provoke debate and discussion.	Review the above.

Lastly, our curriculum has relevant theoretical knowledge weaved throughout, including the history of art. A range of artists have been selected to not only illustrate quality examples of the practical knowledge outlined above, but to build pupils' knowledge of the diversity of artists (their backgrounds, inspiration, and approaches). Pupils will examine how artists have inspired each other, and how artists are connected within the paradigms of traditional, modern and contemporary art.

EYFS	Illustrations are the pictures in a book that tell a story. Different artists make art in different ways.
Year 1	<b>Abstract</b> art is art that does not try to look like things in the real world. Instead, it is made up of shapes, colors, and lines that might not look like anything you recognize. <b>Representational</b> art tries to look like things in the real world, such as people, animals, or objects. When you look at representational art, you can usually tell what it is supposed to be. Art can be flat [2D] or something that you look around [3D]. A <b>sculpture</b> is an artwork can be viewed from all sides [it is 3D]. A <b>sculptor</b> is an artist who makes sculptures.
Year 2	<b>Illustrations</b> help to tell a story. Artists who make illustrations are called <b>illustrators</b> . A <b>collage</b> is an artwork made by sticking pieces of paper or other materials onto a background.
Year 3	<b>Mixed-media</b> is artwork that uses more than one art material e.g., paint and pens. <b>Ceramics</b> is the process of making art from clay. A <b>montage</b> is a mixed-media artwork including collaged photographs. <b>Traditional art</b> describes everything from early Christian art to the 1850s and is usually representational. <b>Modern art</b> describes art made from around the 1850s to the 1970s. Modern artists wanted their art to show how they felt. It was more abstract than representational. <b>Contemporary art</b> describes artwork being made by living artists, or art that has been made recently (e.g., 1980s onwards). Contemporary art can be anything and artists create work using traditional, modern and other techniques. Traditional, modern and contemporary art definitions can only be applied to western art. Artists can arrange objects or images in a <b>composition</b> . Traditional composition is often made up of <b>foreground, midground</b> and <b>background</b> . <b>Perspective</b> is the way a flat (2D) image looks deep (3D). Illustrations help to tell a story. <b>Narrative art</b> tells a story on its own.
Year 4	A <b>viewfinder</b> can be used to identify an interesting section within a composition. An <b>assemblage</b> is a 3D artwork usually made of found objects. A <b>still life</b> is a genre of artwork that shows a collection of objects.
Year 5	Artwork does not have to be abstract or representational. It is a spectrum. Some artworks are representational (so you can recognise the objects from the real world), but they don't look realistic. <b>Expressive art</b> conveys emotions and feelings. There are more examples of expressive art in modern and contemporary than traditional art. Expressive art can be representational or abstract.
Year 6	<b>Installation</b> art is designed to fill a specific space, often for a particular length of time. An <b>exhibition</b> is a display of artwork. It is curated by a <b>curator</b> .

## Implementation

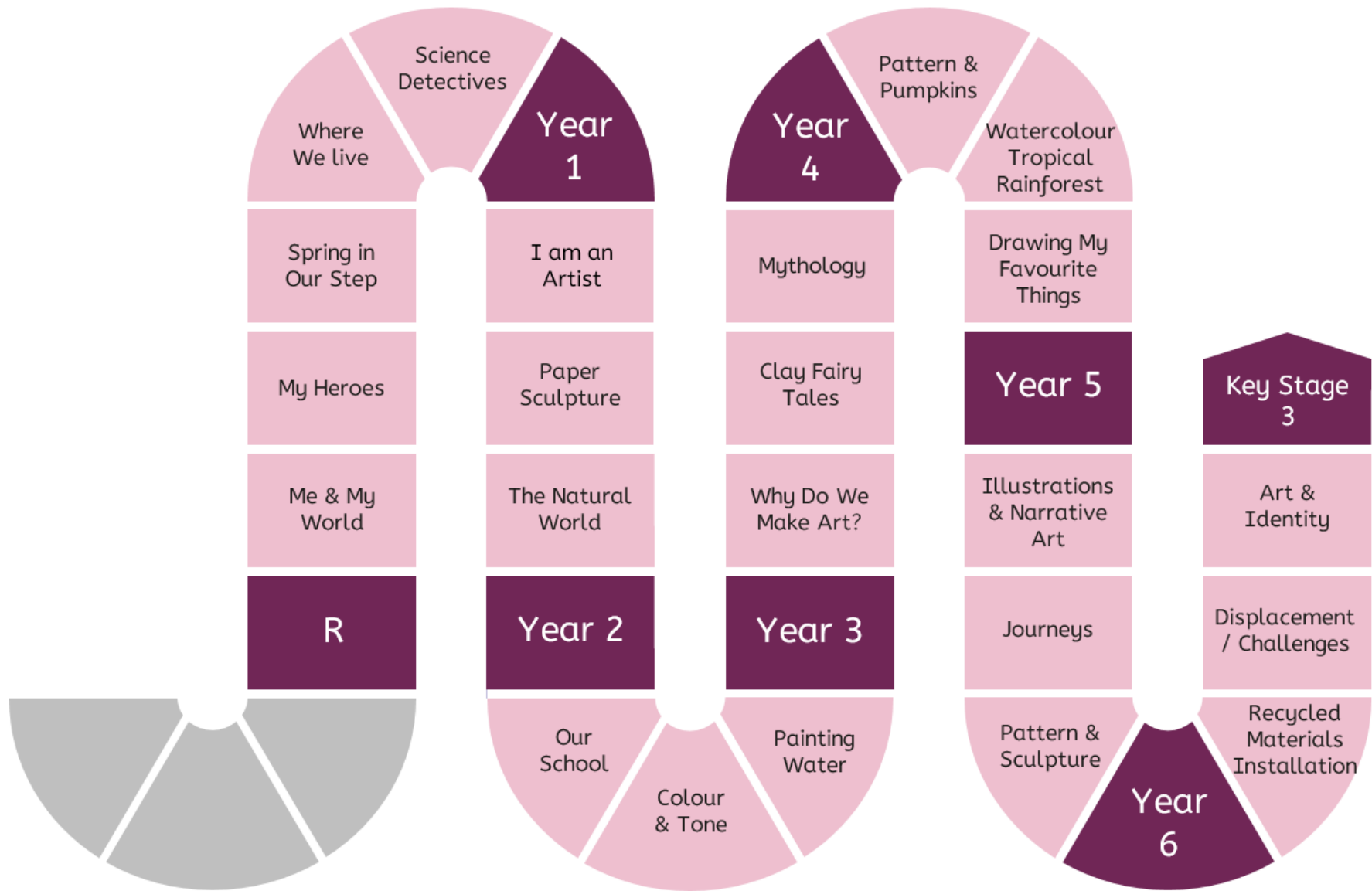
To ensure the successful implementation of our art and design curriculum, we use teaching and learning strategies that ensure pupils can talk about, replicate and create amazing art.

- Lessons include many opportunities for pupils to engage in **discussions** about the artwork, artists or artistic movements.
- Pupils learn how to effectively **critique** the artwork they are exploring.
- Pupils develop their sense of artistic vision through **observation** and **experimentation**, practicing and refining their designs.
- Pupils use a wide variety of **media** and resources.
- Pupils continually **reflect** and **evaluate** their own art and design work.
- Lessons include **demonstrations** and **guided instructions** so pupils improve their accuracy and manipulation of media.
- Artistic terminology and **vocabulary** are used accurately.

## The Journey of an Artist at Longthorpe

EYFS	<p>By the end of the EYFS, pupils will be able to use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them. They will create collaboratively, sharing ideas, resources and skills. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. They will develop their fine motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons). They will begin to show accuracy and care when drawing.</p>
KS1	<p>By the end of KS1, pupils will be able to use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will be able to talk 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. They will know that:</p> <ul style="list-style-type: none"><li>• secondary colours are made from mixing two primary colours.</li><li>• tone is about light and dark in an artwork</li><li>• a line is a mark made on a surface that joins different points.</li><li>• lines can vary in length, width, direction and shape.</li><li>• form is something that you can view from all sides [it is 3D]. A form can be created as a sculpture.</li></ul>
KS2	<p>By the end of KS2, pupils will know how to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will have created sketch books to record their observations and use them to review and revisit ideas. They will have improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. They will be able to talk about great artists, architects and designers in history. They will know:</p> <ul style="list-style-type: none"><li>• that the appearance of secondary colours can vary according to the amount of each primary colour used to mix it.</li><li>• what is meant by tertiary and earthy colours.</li><li>• that tone can be created using white pens and pencils, which highlight areas of the artwork, using different grades of pencil or by using the same pencil by pressing harder or lighter.</li><li>• that a form can be represented using tone in a 2D artwork.</li></ul>








# Units Overview







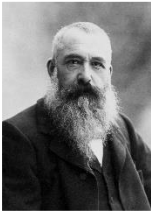


## Progression of Knowledge and Skills






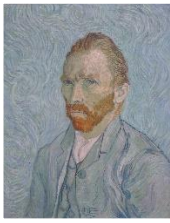

	Autumn			Spring		Summer	
EYFS	Me and My World	My Heroes	Standing Ovation	Castles, Knights and Dragons	Spring In Our Step	Where We Live	Science Detectives
Drawing & Painting	<b>Weaved into the wider provision:</b> Select colours appropriately for a task; Know how to mix primary colours to make secondary colours; Add white or black paint to alter tint or shade; Add detail to drawings and paintings; Draw an object from careful observation talking about the features they have included.						
	Creating a detailed self-portrait using a choice of materials.			Textured dragon pictures.	Colour mixing butterfly pictures. Observational drawings.		
Media & Materials	<b>Weaved into the wider provision:</b> Print or collage independently to create a pattern or image; Make props to use in their role-play and small world play; Combine different techniques to create a picture; Evaluate and adapt their work; Explain how they created something, talking about the materials and techniques they have used.						
		Create their own superhero vegetable using printing and collage materials.			The 'Extraordinary Gardner' pictures.		Skeleton collage. Fingerprint pictures based on Tree by Patricia Hegarty.
Manipulating Tools & Materials	<b>Weaved into the wider provision:</b> Join small construction such as Lego; Make more detailed models with playdough; Use tweezers to move small objects; Use scissors to cut around a shape on paper; Use a knife and fork, attempting to cut soft foods; Use scissors with developing accuracy and control; Safely use hammers; Use a knife and fork effectively.						
		Chop vegetables for vegetable soup. Hammer nails into vegetables.	Make Diwa lamps. Make decorations.	Playdough dragons. Moving dragon eggs with tweezers. Decorate crowns.	Moving beans.	Ping pong football.	






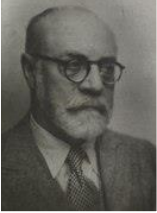


Year 1	<b>I Am An Artist</b> Introducing sketchbooks, experimenting with mark-making and learning about primary colours.			<b>Paper Sculpture</b> Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.	<b>The Natural World</b> Drawing from observation, printmaking using leaves and introducing secondary colours.			
Artists	Paul Klee 	Piet Mondrian 	Wassily Kandinsky 	Charles McGee 	Leonardo Da Vinci 	Claude Monet 	Frances Hatch 	
PK	<b>Line:</b> <ul style="list-style-type: none"> <li>A line is a mark made on a surface that joins different points.</li> <li>Lines can vary in length, width, direction and shape.</li> <li>Doing the same thing with different materials - like pencil, crayon, pens, charcoal - can create different lines.</li> </ul> <b>Colour</b> <ul style="list-style-type: none"> <li><b>Primary colours</b> are red, blue and yellow. They cannot be mixed from other colours.</li> </ul>			<b>Form:</b> <ul style="list-style-type: none"> <li>A form is something that you can view from all sides.</li> <li>A form can be created as a sculpture.</li> </ul> <b>Tone:</b> <ul style="list-style-type: none"> <li>Tone is about light and dark in an artwork. A strong tone means there is a big difference (<b>contrast</b>) between the light and the dark areas.</li> <li>Doing the same thing with different materials - like pencil, fineliner, biro, felt tip - can create a different tone.</li> <li><b>Shadows</b> are an area of darkness that can be created by a <b>sculpture</b> or other object.</li> </ul> <b>Space:</b> <ul style="list-style-type: none"> <li>Space is an area around an object. Space is created when you make a sculpture (e.g. the gap between two parts of the sculpture).</li> </ul> <b>Pattern:</b> <ul style="list-style-type: none"> <li>Patterns can be created with a series of repeated marks like dots and lines.</li> </ul> <b>Control of Materials:</b> <ul style="list-style-type: none"> <li>Use pens - felt tips, fine liners and biros - to draw lines and shapes.</li> </ul>		<b>Shape:</b> <ul style="list-style-type: none"> <li>Drawing can be about representing flat objects using shapes on paper.</li> </ul> <b>Colour:</b> <ul style="list-style-type: none"> <li><b>Secondary colours</b> are green, orange and purple. They are mixed from primary colours.</li> </ul> <b>Control of Materials:</b> <ul style="list-style-type: none"> <li>Use wax crayons to draw lines and shapes.</li> <li>Use the <b>wax resist</b> technique using watercolour paints.</li> <li>Mix colours using watercolour paints on the page (not in a palette).</li> <li>Use a <b>flat wash</b> brushstroke with watercolour paint.</li> <li><b>Press print</b> onto paper or fabric using the natural colour of the leaves.</li> </ul>		
TK	<ul style="list-style-type: none"> <li><b>Abstract</b> art is art that does not try to look like things in the real world. Instead, it is made up of shapes, colors, and lines that might not look like anything you recognize.</li> </ul>			<ul style="list-style-type: none"> <li><b>Charles McGee</b> was an American artist who made artwork in living memory. He made paintings and sculptures.</li> </ul>		<ul style="list-style-type: none"> <li><b>Leonardo Da Vinci</b> was an Italian artist who lived a very long time ago [1452-1519]. He created artwork that was inspired by nature, including leaf prints</li> </ul>		



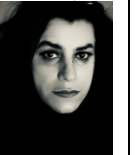

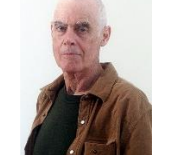




	<p><b>Representational art</b> tries to look like things in the real world, such as people, animals, or objects. When you look at representational art, you can usually tell what it is supposed to be.</p> <ul style="list-style-type: none"> <li>• <b>Paul Klee</b> was a Swiss-German artist who lived a long time ago [1866-1944]. He liked to create art by 'taking a dot for a walk'.</li> <li>• <b>Wassily Kandinsky</b> was a Russian artist who lived a long time ago [1910s-1920s].</li> <li>• <b>Piet Mondrian</b> was a Dutch artist who lived a long time ago [1872-1944]. He used bold black lines and primary colours in his work.</li> </ul>	<ul style="list-style-type: none"> <li>• Art can be flat [2D] or something that you look around [3D].</li> <li>• A sculpture is an artwork can be viewed from all sides [it is 3D]. A sculptor is an artist who makes sculptures.</li> </ul>	<p>and observational drawings of living things.</p> <ul style="list-style-type: none"> <li>• <b>Claude Monet</b> was a French artist who made art a long time ago [1840-1926]. He painted representational art outdoors to capture the way that light can change a scene.</li> <li>• Frances Hatch is a British artist who makes art today. She creates artwork that is inspired by nature.</li> </ul>				
DK	<ul style="list-style-type: none"> <li>• Artists experiment, explore and play.</li> <li>• A sketchbook is a special book that artists use.</li> <li>• To discuss the work of artists, including our own.</li> </ul>		<ul style="list-style-type: none"> <li>• Artists can be inspired by the natural world.</li> <li>• Label the features of different artworks with key words.</li> </ul>				
<b>Year 2</b>	<p style="text-align: center;"><b>Our School</b></p> <p>Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.</p>	<p style="text-align: center;"><b>Colour and Tone</b></p> <p>Looking at tints, tones and shades in The King Who Banned the Dark and Picasso's paintings from his Blue Period.</p>	<p style="text-align: center;"><b>Painting Water</b></p> <p>Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings.</p>				
Artists	<p style="text-align: center;">Zaha Hadid</p> 	<p style="text-align: center;">The Boyle Family</p> 	<p style="text-align: center;">Emily Haworth-Booth</p> 	<p style="text-align: center;">Pablo Picasso</p> 	<p style="text-align: center;">Katsushika Hokusai</p> 	<p style="text-align: center;">David Hockney</p> 	<p style="text-align: center;">Claude Monet</p> 
PK	<p><b>Space:</b></p> <ul style="list-style-type: none"> <li>• Space can be found around existing objects and used to create art.</li> </ul> <p><b>Shapes:</b></p> <ul style="list-style-type: none"> <li>• Shapes can be found in existing objects and used to create art.</li> </ul> <p><b>Pattern:</b></p> <ul style="list-style-type: none"> <li>• Identify patterns in the world around us.</li> </ul> <p><b>Texture:</b></p>	<p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>• Manipulate shadows using torches to create a different tone.</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>• Artists can change the way a colour looks by making tints, tones and shades.</li> <li>• <b>Tints</b> are made by adding white to a colour.</li> <li>• <b>Tones</b> are made by adding grey to a colour.</li> </ul>	<p><b>Control of Materials:</b></p> <ul style="list-style-type: none"> <li>• Use <b>stippling, tapered and dry</b> brushstrokes with watercolour paint.</li> <li>• Use <b>wet on wet</b> and 'less to more see through' [opaque to translucent] techniques.</li> <li>• Use different amounts of water to create stronger [more opaque] and weaker [more translucent] colours.</li> </ul>				











	<ul style="list-style-type: none"> <li>Texture is how something feels. Artists can make art that tells us how something might feel, without us having to touch it.</li> </ul> <p><b>Control of Materials:</b></p> <ul style="list-style-type: none"> <li><b>Monoprint</b> onto paper.</li> <li>Using crayons to transfer texture and pattern from existing surfaces.</li> <li>Create a plate to make a press print.</li> <li>Press print onto paper or fabric using a plate.</li> <li>Apply ink (or paint) with a roller.</li> <li>Take photographs using cameras and tablets.</li> </ul>	<ul style="list-style-type: none"> <li><b>Shades</b> are made by adding black to a colour.</li> <li>(We know that tone is about areas of light and dark. Creating tones makes colours look different by making them darker).</li> <li><b>Warm colours</b> are red, orange and yellow. <b>Cool colours</b> are blue, purple and green.</li> <li>Colours can be used to represent emotions. For example, red can represent anger and blue can represent sadness.</li> </ul> <p><b>Control of Materials:</b></p> <ul style="list-style-type: none"> <li>Mix colours using poster paints in a palette.</li> </ul>	<ul style="list-style-type: none"> <li>Different paintbrushes are suited to different brush strokes and techniques.</li> </ul>
TK	<ul style="list-style-type: none"> <li><b>Zaha Hadid</b> [1950-2016] was a British-Iraqi architect who designed buildings in living memory. She designed amazing buildings that used curving shapes.</li> <li>The Boyle Family are a group of British artists who have made art in living memory.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pablo Picasso</b> [1881-1973] was a Spanish artist who made art a long time ago. His Blue Period [1901-04] shows a range of tints, tones and shades in one colour.</li> <li>Emily Howarth-Booth is a British author and illustrator who makes art today. Her work uses a range of tints, tones and shades in one colour.</li> <li>Illustrations help to tell a story. Artists who make illustrations are called illustrators.</li> </ul>	<ul style="list-style-type: none"> <li><b>Katsushika Hokusai</b> [1760-1849] was an Japanese artist who made art a long time ago. He is famous for representational woodblock prints.</li> <li><b>David Hockney</b> [b. 1937] is a British artist who makes art today [1960s-2020s]. He has painted lots of scenes including water.</li> <li>A <b>collage</b> is an artwork made by sticking pieces of paper or other materials onto a background.</li> </ul>
DK	<ul style="list-style-type: none"> <li>Art can be made by individual artists, or by a group of artists who collaborate.</li> <li>Artists can be inspired by hidden details in seemingly ordinary objects.</li> <li>Artists can be inspired by the artificial (man-made) world.</li> <li>Artists often create art for its own sake. Designers create things that are useful and have a purpose.</li> <li>Architects are artists and designers who design buildings.</li> </ul>	<ul style="list-style-type: none"> <li>Annotate the features of different artworks and the effects they have on the viewer.</li> </ul>	

Year 3	<b>Why Do We Make Art?</b> Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective.		<b>Clay Fairy Tales</b> Using clay to produce a collaborative visual representation of a fairy tale crime.		<b>Mythology</b> Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary.		
Artists	Satoshi Kitamura 	Pablo Picasso 	Anthony Browne 	Quentin Blake 	Raphael 	Van Gogh 	Frank Auerbach 
PK	<b>Colour:</b> <ul style="list-style-type: none"> <li>• <b>Earthy</b> colours are reds, browns, oranges (colours of the earth).</li> <li>• <b>Tertiary</b> colours are red-orange, yellow-orange, yellow-green, blue-green, blue-purple, red-purple. They are mixed from one primary and one secondary colour.</li> </ul> <b>Control of Materials:</b> <ul style="list-style-type: none"> <li>• Use chalk pastels to draw on a page using a dynamic tripod grip and using the pastels on their side.</li> <li>• When drawing from observation, artists look at the object they're drawing from.</li> </ul>		<b>Tone:</b> <ul style="list-style-type: none"> <li>• <b>Tone</b> can be created using the same pencil by pressing harder or lighter.</li> </ul> <b>Control of Materials:</b> <ul style="list-style-type: none"> <li>• Mix colours using acrylic paints in a palette.</li> <li>• Make a 3D sculpture using clay.</li> <li>• Make a tile using clay.</li> <li>• Make a <b>raised relief</b> by adding layers of clay.</li> <li>• <b>Slip</b> is a mixture of clay and water and is used as a glue in ceramics.</li> <li>• <b>Scoring</b> surfaces before adding slip means the pieces will attach more reliably.</li> </ul>		<b>Control of Materials:</b> <ul style="list-style-type: none"> <li>• A <b>tableau vivant</b> is made by standing still to represent the figures in a story.</li> </ul>		
TK	<ul style="list-style-type: none"> <li>• The first artists lived in the Palaeolithic Age, between 10,000 and 40,000 years ago.</li> <li>• <b>Pablo Picasso</b> was a Spanish artist. His Blue Period (1900-04) shows a range of tints, tones and shades in one colour. He was inspired by the Lascaux Cave Paintings to create line drawings of animals.</li> <li>• Satoshi Kitamura is a Japanese author and illustrator to makes art today. He was inspired by the same cave art as Picasso.</li> <li>• <b>Mixed-media</b> is artwork that uses more than one art material e.g., paint and pens.</li> </ul>		<ul style="list-style-type: none"> <li>• Anthony Browne and Quentin Blake are both British illustrators who make art today.</li> <li>• <b>Ceramics</b> is the process of making art from clay.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Raphael</b> is traditional Italian artist who made art around 1500-1520.</li> <li>• <b>Van Gogh</b> is a modern Dutch artist who made art around 1880-1890.</li> <li>• <b>Chris Ofili</b> is a contemporary British painter who makes art today (1990s -).</li> <li>• <b>Frank Auerbach</b> is a contemporary German-British painter who makes art today (1960s-today).</li> <li>• <b>Traditional</b> art describes everything from early Christian art to the 1850s and is usually representational.</li> <li>• <b>Modern</b> art describes art made from around the 1850s to the 1970s. Modern</li> </ul>		

			<p>artists wanted their art to show how they felt. It was more abstract than representational.</p> <ul style="list-style-type: none"> <li>• <b>Contemporary</b> art describes artwork being made by living artists, or art that has been made recently (e.g., 1980s onwards). Contemporary art can be anything and artists create work using traditional, modern and other techniques.</li> <li>• Traditional, modern and contemporary art definitions can only be applied to western art.</li> <li>• Artists can arrange objects or images in a <b>composition</b>.</li> <li>• A <b>montage</b> is a mixed-media artwork including collaged photographs.</li> <li>• Traditional composition is often made up of <b>foreground, midground</b> and <b>background</b>.</li> <li>• <b>Perspective</b> is the way a flat (2D) image looks deep (3D).</li> <li>• Illustrations help to tell a story. Artists who make illustrations are called illustrators. <b>Narrative art</b> tells a story on its own.</li> </ul>
DK	<ul style="list-style-type: none"> <li>• Creating art is something humans have done from the very beginnings of their existence.</li> </ul>		<ul style="list-style-type: none"> <li>• Artists make choices about materials that are appropriate for their composition.</li> <li>• Artists can be inspired by each other, and we can make connections between our artworks and theirs.</li> </ul>

Year 4	<b>Pattern &amp; Pumpkins</b> Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.	<b>Watercolour Tropical Rainforest</b> Exploring use of watercolours to create a collaged response to the work of artists studied.			<b>My Favourite Things</b> Looking at objects from the British Museum using This or That by Goodhart. Drawing a still life based on personal possessions.	
Artists	Yayoi Kusama 	Abel Rodriguez 	Henri Rousseau 	Henri Matisse 	Pippa Goodhart 	Joseph Cornell 
PK	<b>Control of Materials:</b> <ul style="list-style-type: none"> <li>• <b>Collagraphic</b> printmaking is a process in which materials are built up on a plate to be printed from.</li> </ul>	<b>Colour:</b> <ul style="list-style-type: none"> <li>• The appearance of secondary colours can vary according to the amount of each primary colour used.</li> </ul> <b>Control of Materials:</b> <ul style="list-style-type: none"> <li>• Mix colours using watercolour paints in a palette.</li> </ul>			<b>Tone:</b> <ul style="list-style-type: none"> <li>• Tone can be created using different grades of pencil.</li> </ul> <b>Shape:</b> <ul style="list-style-type: none"> <li>• Drawing can be about representing 3D forms with 2D shapes on paper.</li> </ul> <b>Form:</b> <ul style="list-style-type: none"> <li>• A form can be represented using tone in a 2D artwork.</li> </ul> <b>Control of Materials</b> <ul style="list-style-type: none"> <li>• Arrange a 3D composition by considering size, shape, texture and space between objects.</li> </ul>	
TK	<ul style="list-style-type: none"> <li>• Yayoi Kusama is a contemporary Japanese artist who makes art today (1950s-today). Her work includes paintings and sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Henri Rousseau</b> was a French modern artist who produced art around 1750-1780.</li> <li>• <b>Henri Matisse</b> was a French modern artist who produced paper cuttings around 1940s-1950s.</li> <li>• Abel Rodriguez is a Colombian contemporary artist who grew up in the Amazon rainforest.</li> <li>• A <b>viewfinder</b> can be used to identify an interesting section within a composition.</li> </ul>			<ul style="list-style-type: none"> <li>• Joseph Cornell was an American modern artist who made assemblages.</li> <li>• An <b>assemblage</b> is a 3D artwork usually made of found objects.</li> <li>• A <b>still life</b> is a genre of artwork that shows a collection of objects.</li> </ul>	
DK	<ul style="list-style-type: none"> <li>• Annotate my artwork with connections to another artist's work</li> </ul>				<ul style="list-style-type: none"> <li>• Artists can be inspired by their own experiences and stories.</li> </ul>	

Year 5	<b>Illustration &amp; Narrative Art</b> Developing a visual response to a text, creating digital art.				<b>Journeys</b> Looking at Shackleton's Journey and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.			<b>Pattern &amp; Sculpture</b> Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.	
Artists	Leonardo 	Michelangelo 	Marjane Satrapi 	Mel Tregonning 	Richard Long 	Frida Kahlo 	Lubaina Himid 	Mark Hearld 	Jackie Morris 
PK	<b>Tone:</b> <ul style="list-style-type: none"> <li>Tone can be created using white pens and pencils, which highlight areas of the artwork.</li> <li><b>Linear shading</b> is a method of creating tone, often with a pen.</li> <li>Examples of linear shading include <b>hatching</b>, <b>cross hatching</b> and <b>contoured hatching</b>.</li> </ul> <b>Control of Materials:</b> <ul style="list-style-type: none"> <li>Design figures and characters in software programmes (e.g. PowerPoint).</li> </ul>							<b>Control of Materials:</b> <ul style="list-style-type: none"> <li><b>Origami</b> is a Japanese artform of creating 3D models by folding a piece of paper.</li> <li>When drawing from <b>primary observation</b>, artists look at the object they're drawing from. When drawing from <b>secondary observation</b>, artists look at a drawing or a copy of object.</li> </ul>	
TK	<ul style="list-style-type: none"> <li>Mel Tregonning was an Australian contemporary illustrator.</li> <li>Marjane Satrapi is an Iranian contemporary illustrator.</li> <li><b>Raphael, Michelangelo</b> and <b>Leonardo</b> are traditional artists whose narrative art told stories around the 1500s.</li> </ul>				<ul style="list-style-type: none"> <li><b>Richard Long</b> is a British contemporary artist who creates abstract artwork (1960s-2020s).</li> <li><b>Frida Kahlo</b> was a Mexican modern artist around 1930s-1940s.</li> <li><b>Lubaina Himid</b> is a British contemporary artist who creates representational paintings (1980s-2020s).</li> <li>Mona Hatoum is a Palestinian contemporary artist.</li> <li>William Grill is a British contemporary illustrator and author.</li> <li>Artwork does not have to be <b>abstract</b> or <b>representational</b>. It is a spectrum. Some artworks are representational (so you can recognise the objects from the real world) but they don't look realistic.</li> <li><b>Expressive art</b> conveys emotions and feelings. There are more examples of</li> </ul>			<ul style="list-style-type: none"> <li>Jackie Morris is a British contemporary artist.</li> <li>Mark Hearld is a British contemporary artist.</li> </ul>	

					expressive art in modern and contemporary than traditional art. Expressive art can be representational or abstract.					
DK	<ul style="list-style-type: none"> <li>Artists can make mood boards to help them collect and shape ideas.</li> <li>Compare the artwork of two artists.</li> <li>Write as an art historian to analyse artists and their artworks.</li> </ul>									
<b>Year 6</b>	<b>Recycled Materials Installation</b> Using plastic waste to create an installation.	<b>Displacement / Challenges</b> Looking at the work of artists who have been refugees or have produced art in different circumstances.			<b>Art &amp; Identity</b> Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition.					
Artists	<p>Ifeoma Anyaeji</p> 	<p>Serge Attukwei Clotey</p> 	<p>Veronika Richterová</p> 	<p>Katharine Harvey</p> 	<p>Pissarro</p> 	<p>Stephen Wiltshire</p> 	<p>Kurt Schwitters</p> 	<p>Judith Kerr</p> 	<p>Yinka Shonibare</p> 	<p>Sonia Boyce</p> 
PK	<p><b>Control of Materials:</b></p> <ul style="list-style-type: none"> <li>Cut, shape and manipulate existing objects to create a sculpture.</li> </ul>	<p>The context for this unit is Displacement, linked to the Geography unit 'On the Move'. Some pupils may have first-hand experience of displacement and may be asylum seekers or refugees themselves. This unit provides an opportunity to empower pupils to use their experiences as motivation or inspiration for their art, and to take ownership of how their story is shared. However, this may not be appropriate for all pupils. You may instead prefer to focus on the wider themes of 'Challenges'.</p>			<p><b>Control of Materials</b></p> <ul style="list-style-type: none"> <li>Draw the human face and its features in proportion using pencil.</li> </ul>					
TK	<ul style="list-style-type: none"> <li>Katharine Harvey is a Canadian contemporary artist who makes large-scale installations.</li> <li>Ifeoma Anyaeji is a Nigerian contemporary artist and sculptor.</li> <li>Serge Attukwei Clotey is a Ghanaian contemporary artist who creates installations.</li> </ul>	<p><i>Displacement:</i></p> <ul style="list-style-type: none"> <li><i>Kurt Schwitters was a modern German artist.</i></li> <li><i>Judith Kerr was a contemporary German-British illustrator.</i></li> </ul> <p><i>Challenges:</i></p> <ul style="list-style-type: none"> <li><i>Camille Pissarro was a French modern artist.</i></li> <li><i>Stephen Wiltshire is a contemporary British artist.</i></li> </ul>			<ul style="list-style-type: none"> <li><b>Yinka Shonibare</b> is a contemporary British-Nigerian artist (1990s-2020s).</li> <li><b>Sonia Boyce</b> is a contemporary British artist (1980s-2020s).</li> </ul>					



	<ul style="list-style-type: none"> <li>• Veronika Richterová is a Czech contemporary artist.</li> <li>• <b>Installation</b> art is designed to fill a specific space, often for a particular length of time.</li> <li>• An <b>exhibition</b> is a display of artwork. It is <b>curated</b> by a <b>curator</b>.</li> </ul>		
DK	<ul style="list-style-type: none"> <li>• Artists can be inspired to bring difficult or contentious issues – such as climate change or plastic pollution – to light and provoke debate and discussion.</li> <li>• Curate an exhibition, deciding how the artwork will be displayed.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an independent response to a given theme.</li> </ul>	