



# **PRIORY SCHOOL**

## **Art and Design Curriculum Map**

**Years 1 – 6**

**September 2022**

# National Curriculum: Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Key stage 1

Pupils should be taught: to use a range of materials creatively to design and make products; 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; 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.

## Key stage 2

Pupils should be taught 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.

Pupils should be taught: 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]; about great artists, architects and designers in history.

# Progression

This progression model links to Bloom's revised taxonomy of 2001, the art & design National Curriculum for England for Key Stage One and Two as well as the National Society for Education in Art and Design's progression framework.

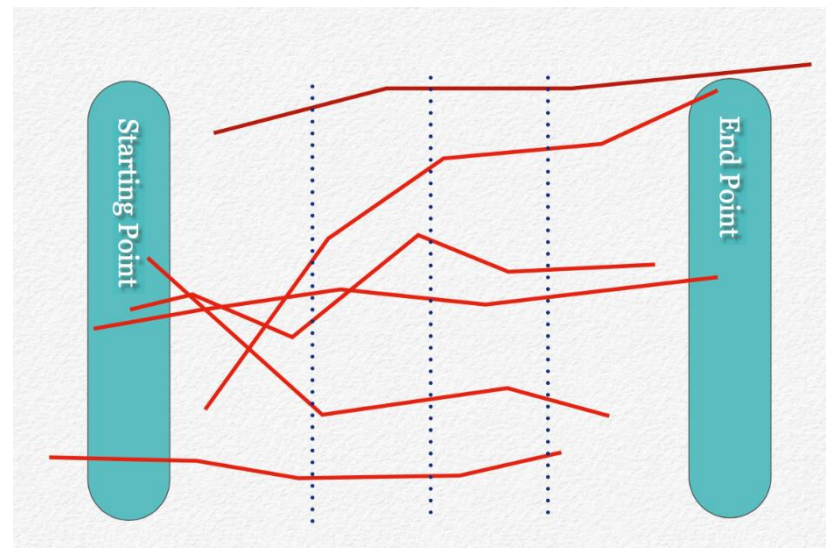
<p><b>Bloom's Revised Taxonomy</b></p> <p><a href="#">Center for Excellence in Learning and Teaching (CELT)</a></p>	<p><b>Factual</b></p> <p>The basic elements a student must know to be acquainted with a discipline or solve problems.</p>	<p><b>Conceptual</b></p> <p>The interrelationships among the basic elements within a larger structure that enable them to function together.</p>	<p><b>Procedural</b></p> <p>How to do something, methods of inquiry and criteria for using skills, algorithms, techniques and methods.</p>	<p><b>Metacognitive</b></p> <p>Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.</p>
<p><b>NSEAD Framework for Progression</b></p>	<p><b>Knowledge</b></p> <p>Knowledge of process and context</p>	<p><b>Generating Ideas</b></p> <p>Skill of designing and developing ideas</p>	<p><b>Making</b></p> <p>The skill of making art, craft and design</p>	<p><b>Evaluating</b></p> <p>Skills of judgement and evaluation</p>
<p><b>National Curriculum</b></p>	<p>Know about great artists, craft makers and designers, and understand the historical development of their art forms.</p>	<p>Produce creative work, exploring their ideas and recording their experiences.</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p>Evaluate and analyse artistic works using the language of art, craft and design.</p>







## What does progression look like in the classroom?



When related to the four attainment areas, progression might be knowledge of a new artist pupils have learned, it might be ideas in their sketchbook, or a new skill they have learned. It could equally be a discussion they have taken part in about theirs or other's work. In short, progression is everything the pupils learn from you, so you have to ensure that the learning you construct is sequenced properly, is designed according to needs and is appropriate for age.





You simply cannot show that any progress has been made unless you have a clear understanding of the starting points for each child. This sounds like a time-consuming activity, but it doesn't have to be.



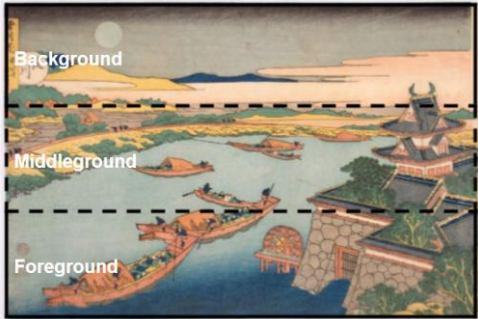


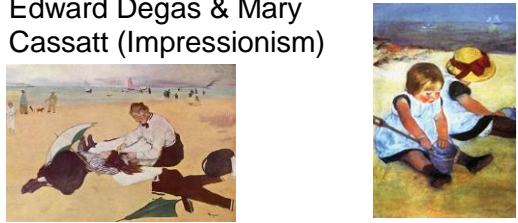

Transferring assessment data from one year to the next will tell you a lot. Ideally, you want to know how well pupils have performed at Making Skills, Generating Ideas, Knowledge and Evaluation. A child's reading age can tell you a lot about their ability to evaluate and their ability to learn about art history. Making skills can be seen usually through their drawing ability, but the ability to form ideas can be harder to spot.





Year <b>1</b>	Subject	Autumn	Spring	Summer
<b>Theme</b>	<b>?</b>	<b>?</b>	<b>The Queen/ Environments</b>	
<b>Art</b>	<p>Colour theory &amp; associations Mark making &amp; drawing skills Using different tools Land art Collage using natural materials</p> 	<p>Sculpture Found objects art Sculpture of penguin</p> 	<p>Colour theory &amp; associations; Colour mixing Marking making &amp; drawing skills Using tools to create texture Portraiture</p> 	
<b>Artist focus</b>	<p>Cy Twombly- mark making/ colour theory Pabo Picasso- mark making and abstract art Andy Goldsworthy- land art</p> 	<p>Helga Stentzel (Found Objects/ Assemblage Art)</p> 	<p>Bradley Theodore (contemporary artist of colour).</p> 	



 	<b>NC Objectives</b>				
	<b>Making Skills</b> <b>(Procedural Knowledge)</b> <b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</b>	<b>Drawing</b>	Skill & Control	Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. They explore the concept of light & dark, learning how to create both values and controlling them to make tones. They practice shading tones neatly & accurately. Pupils learn how to control the pressure of their drawing materials. Explore lines of varying thickness.	
			Techniques	Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. They learn the differences and similarities between. Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms. Pupils use a range of tools and explore dots and lines to demonstrate pattern.	
			Purpose	Pupils draw for pleasure, developing an interest in things in the world around them. Draw from imagination & observation.	
		<b>Painting &amp; Mixed Media</b>	Skill & Control	They know different types of paint and the properties of each such as poster paint, powdered paint, block paint. Develop skills in measuring and mixing paint, they blend colours in palettes and on the paper and develop ability in applying paint skillfully. Paint on 3D surfaces such as models and textures using thicker paints taking care to ensure a good standard of finish.	
			Techniques	They know and have used different types of painting surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces and say which is suitable for a give task.	
			Formal Elements	<p><b>Colour:</b> Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings. Pupils can name and mix the primary and secondary colours.</p> <p><b>Tone/Form:</b> Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form. Pupils can add white and black to alter tints and shades.</p> <p><b>Pattern &amp; Texture:</b> They paint patterns &amp; add things to paint to make textures such as sand, grit, salt. Pupils can experiment with different brushes (including brushstrokes) and other painting tools (forks, palette knives, bubble wrap, etc);</p> <p><b>Shape/Line:</b> They paint thick and thin lines using different brushes, big and small shapes in a range of pure and mixed colours.</p>	
		<b>Design</b>	Pupils should design & make something they have imagined or invented. This might be realising a drawing and then modelling it in three dimensions.		
		<b>Craft</b>	Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Images are developed with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used. Children can use a combination of materials that have been cut, torn and glued; sort and arrange materials into compositions; group objects by colour (referring back to colour theory);		









   			add texture by mixing materials.
		<b>3D Sculpture, Printmaking, Digital, Clay etc.</b>	<p><b>Printing:</b> Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials. They print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc.</p> <p><b>Digital:</b> They learn to take photos with digital cameras taking care to frame the shot to capture the detail they want. They use simple software to edit and manipulate photos.</p> <p><b>3D sculpture:</b> Pupils cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms to make things they have designed, invented or seen. Pupils can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; use a variety of techniques, e.g. rolling, cutting, pinching.</p>
	<b>Generating Ideas</b>	<b>Develop &amp; share ideas</b>	Children can: respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve.
	<b>(Conceptual)</b>	<b>Experiences, Imagination</b>	Drawing events and things that have happened to them, things they know and love or imagining far away, imagined places.
	<b>Explore ideas Record Feelings &amp; Experiences</b>		
	<b>Knowledge</b>	<b>Artists, Craftspeople, Designers</b>	Study famous works of artists, craftspeople & designers, learning how and when they were made. They describe the content and the feelings & emotions conveyed by the work. Pupils can take inspiration from other artists to create their own work and make comparisons.
	<b>(Factual)</b>		
	<b>Learn great Artists, Craft &amp; Design Learn how artists use formal elements</b>	<b>Formal Elements</b>	Learn the meaning of the words colour, line, tone, shapes, textures and patterns and begin using them in their art. Recognise when they are using formal elements and describe how they are using them.
	<b>Evaluation</b>	<b>Identify similarities and differences to others' work</b>	Has opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes. Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it.
	<b>(Metacognition)</b>	<b>Make choices &amp; decisions</b>	Compare their art to appropriate works of art recognising what is the same and what is different.
<b>Evaluate and Analyse own &amp; others work</b>			

Year	Subject	Autumn	Spring	Summer
2	<b>Theme</b>	<b>Going Up In Flames!</b>	<b>Our Country (links to flowers in science)</b>	<b>Beside The Seaside</b>
	<b>Art</b>	Range of printing techniques Silhouettes and shapes layered Repeating patterns Pop art, printing & colour theory  	Pastels & mark making Observational drawing Composition & Close ups Modernism  	Portraiture/ observational drawing of people/ body proportions Proportions within a composition   By: Hokusai
	<b>Artist focus</b>	Nicholas Monro (Pop Art)  	Georgia O'Keefe (Modernism)  	Edward Degas & Mary Cassatt (Impressionism)   Lynette Yiadom-Boakye (Contemporary artist of colour)  
	<b>NC Objectives</b>			










  	<b>Making Skills</b>  <b>(Procedural Knowledge)</b> <b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</b>	<b>Drawing</b>	<b>Skill &amp; Control</b> Greater skill & control is evident when using the formal elements to draw, e.g. using simple lines & geometric shapes to create forms with a range of tools. Control pressure when using drawing implements to create lighter or darker tones and marks, such as when sketching. Increasingly able to shade areas neatly without spaces & gaps. Identify & draw detail, texture, pattern. Use patterns to create the illusion of 3D objects and show an awareness of space when drawing.
			<b>Techniques</b> Learn to use pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.
			<b>Purpose</b> Pupils have developed a sense of what they like drawing and have the opportunity to draw these, learning to improve their style from a range of sources including observation and secondary sources.
		<b>Painting &amp; Mixed Media</b>	<b>Skill &amp; Control</b> Develop brush control & learn to use different types of paint and painting surfaces, identifying different paintbrushes and painting equipment. Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. Learn to measure & mix the paint needed & apply paint sensitively with control.
			<b>Techniques</b> Experiment with painting on a range of 2D surfaces such as cartridge paper, card, brown paper, coloured papers, fabrics and textured surfaces. Learn to use different techniques to create effects such as spattering, stippling, dripping, pouring etc. to paint expressively.
			<b>Formal Elements</b> <b>Colour:</b> Develop colour mixing to make finer variations in secondary colours. <b>Tone/Form:</b> Pupils learn why light colours appear to be to us and dark objects look further away, then explore this in their art. Add white and black to alter tints and shades. <b>Pattern &amp; Texture:</b> Create original patterns & make textures. <b>Shape/Line:</b> Understand the importance of outlines & paint more sophisticated shapes.
		<b>Design</b>	Pupils design & make complex forms from imagination & invention in two or three dimensions, such as inventing for problem solving or creating imaginary worlds.
		<b>Craft</b>	Art is made in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc. Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes.
		<b>Other Materials</b>	<b>Printing:</b> Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. <b>Digital:</b> Learn how to use a digital camera to frame the shot to suit their purpose and can edit them using simple software for cropping. Learn painting software to edit and manipulate photos to create more complex images. <b>3D sculpture:</b> Cut, form, tear, join and shape a range of materials (such as modelling clay, card, plastic, wire, found and natural) to create Forms & make things they have designed, invented or seen & can modify & correct things with greater skill. Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.

	<b>Generating Ideas</b> <b>(Conceptual)</b>	<b>Develop &amp; share ideas</b>	Work should be continued over longer periods of time. Pupils should have opportunities to discriminate between choices and express their ideas & thoughts about the type of art they want to make. They should begin to discuss successful and improvements in their own work.
	<b>Explore ideas Record Feelings &amp; Experiences</b>	<b>Experiences, Imagination</b>	Study the work of artists and cultures and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating imaginary things and places.
<b>Aa</b>	<b>Knowledge (Factual)</b>	Artists, Craftspeople, Designers	Study significant works of art craft & design, learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level.
	<b>Learn great Artists, Craft &amp; Design Learn how artists use formal elements</b>	Formal Elements	Pupils learn how to create more complex art using the properties of line, tone, colour, texture, pattern, shape and form. Recognise when they are using these qualities and describe their intentions.
	<b>Evaluation (Metacognition)</b>	Identify similarities and differences to others' work	Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer critical advice to others understanding that all artists do this and give confidence and praise.
	<b>Evaluate and Analyse own &amp; others work Progression of skills</b>	Make choices & decisions	Pupils should describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.



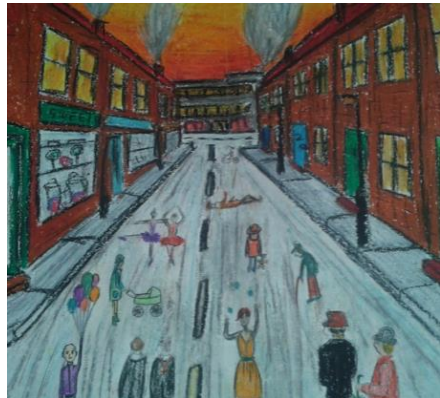
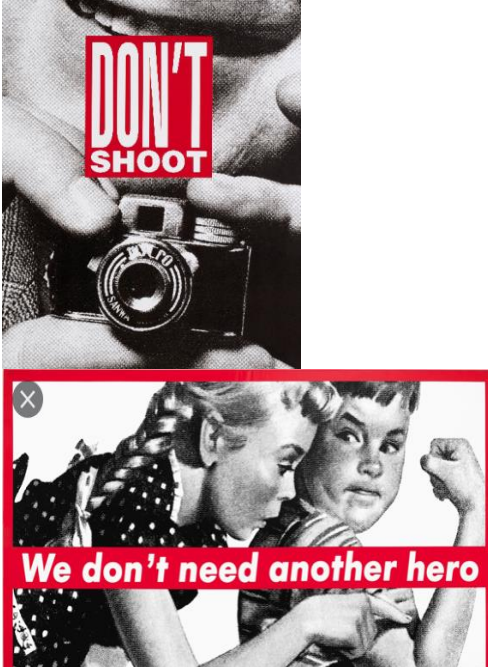



Year <b>3</b>	Subject	Autumn	Spring	Summer
	<b>Theme</b> <b>Art</b>	<b>The Earth Beneath Our Feet</b> Cave art Mixing colours Colour wheel Contrasting and complimentary colours, Powder paints Painting/ drawing on top of textured paper Expressionism 	<b>The Sands Of Time</b> Collage using pattern, line and shape Create own pattern work Figurative drawing embellished with mixed media Explore symbolism 	<b>All The Water In The World</b> Greek vase decoration: Greek patterns Using painting to tell a story Ceramics Compare Greek pots to African pots: similarities through storytelling and differences through colours 
	<b>Artist focus</b>	Jean- Michel Basquiat (Expressionism) 	Lorna Simpson  Gustav Klimt (Symbolist Art) 	Beate Kuhn (ceramics designer/ artist)  Ellen Schon (ceramics designer/ artist) 

<b>NC Objectives</b>	<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 and painting with a range of materials [for example, pencil, and paint]</li> <li>about great artists in history</li> </ul>	<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 and painting with a range of materials [for example, pencil, and paint]</li> <li>about great artists in history</li> </ul>	<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, paint and clay]</li> </ul>
<b>Progression of skills</b>	<p><b>Exploring and Developing Ideas:</b> Children can use sketchbooks to record and annotate ideas; explore and develop ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. Refer to year 3 glossary for more detail.</p> <p><b>Drawing:</b> Children can experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use observational skills to develop recognisable shapes; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p> <p><b>Painting:</b> Children can use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use observational skills to recreate colour palettes seen in others work/ real life; explore more formal painting techniques to produce both realism and abstract work; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p><b>Collage:</b> Children can select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques (e.g. overlapping, tessellation and montage); use a range of mediums within the work; explore pattern and layering; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p> <p><b>Sculpture:</b> Children can cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; use key vocabulary to demonstrate knowledge and understanding in this strand:</p> <p><b>Artists:</b></p>		

		<p>Children can use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Giacometti, Vivienne Westwood.</p>
--	--	--








Year <b>4</b>	Subject	Autumn	Spring	Summer
	<b>Theme</b> <b>Art</b>	<b>Feeding The World</b> Mosaic/ Collage –using different materials to create pattern  Links to Romans and Sustainability.    	<b>Coming To Britain (Migration)</b> Printing and batik inspired by leaves Layering Creating a scene/ composition Creating shades of a colour by mixing Post impressionism Links to living things and habitats  	<b>Raiders, Traders &amp; Settlers</b>  Painting Composition Watercolours Links to study of the ocean  <b>Additional/optional Art: Recyclable Art</b> 
	<b>Artist focus</b>	Yinka Shonibare (Textile collages)  	Henri Rousseau (Post Impressionism)  	Hokusai (Printmaker)  
	<b>NC Objectives</b>	<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</li> </ul>	<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</li> </ul>	<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</li> </ul>

			<p>drawing and painting with a range of materials</p> <ul style="list-style-type: none"> <li>• about great artists in history</li> </ul>	<p>drawing and painting with a range of materials [for example, paint]</p> <ul style="list-style-type: none"> <li>• about great artists in history</li> </ul>
	<p><b>Progression of skills</b></p>	<p><b>Exploring and Developing Ideas:</b>  Children can use sketchbooks to record and annotate ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. Refer to year 4 glossary for more detail.</p> <p><b>Collage (mosaics):</b>  Children can select colours and materials to create effect, giving reasons for their choices; refine work as they go to ensure precision; learn and practise a variety of techniques (e.g. overlapping, tessellation, mosaic and montage); use a range of media; use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p> <p><b>Printing:</b>  Children can: use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; develop techniques in mono, block and relief printing; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p> <p><b>Painting:</b>  Children can use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; create different textures and effects with paint; use observational skills to recreate colour palettes seen in others work/ real life; explore more formal painting techniques; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p> <p><b>Artists:</b>  Children can use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand: Jennifer Angus, Braque, Claesz, Carl Warner, Michael Brennand-Wood, Beatriz Milhazes.</p>		

Year	Subject	Autumn	Spring	Summer
5	Theme	The World At War	The Islamic Empire	Highways and Byways
	Art	<p>Screen printing Propaganda posters- make comparisons Graphic art</p> 	<p>Collage/ mix media art Text within art Islamic art Tessellation/pattern</p> 	<p>Perspective Vanishing point Monochrome Scratch art Illustration</p> 
	Artist focus	<p>Barbara Kruger (Conceptual Art)</p> 	<p>Lalla Essaydi (Contemporary Art/ Photography)</p>  <p><b>Additional/optional Artist focus:</b> Escher-optical illusions(graphic art)</p> 	<p>Charles Keeping (illustrator)</p> 



	<b>NC Objectives</b>	<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 and painting with a range of materials</li> </ul>	<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 and painting with a range of materials</li> <li>about great artists in history</li> </ul>	<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 and painting with a range of materials [for example, pencil]</li> </ul>
	<b>Progression of skills</b>	<p><b>Exploring and Developing Ideas:</b> Children can review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; make direct comparisons between their art work and others; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p> <p><b>Printing:</b> Children can design and create printing blocks/tiles; develop skills required for more formal printing techniques (screenprinting); create and arrange accurate patterns; layer images; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</p> <p><b>Collage (with photography):</b> Children can add collage to a painted, printed or photographic background; children can use photography and text within collages (as well as a range of other media); create and arrange accurate patterns; plan and design a collage; think about symbolism while selecting their images/patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p> <p><b>Drawing:</b> Children can use a variety of techniques to add effects (e.g. shadows, reflection, hatching and cross-hatching); depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p><b>Artists:</b> Children can give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: India Flint, David Oliveira, Man Ray, Fernand Léger, Alfred Wallis, Joaquín Torres-García, Leonora Carrington, Helen Frankenthaler.</p>		

Year	Subject	Autumn	Spring	Summer
6	<b>Theme</b>	<b>Magic &amp; Monarchy</b>	<b>The New World</b>	<b>Monumental Cities</b>
	<b>Art</b>	Art history – royal symbolism Changes in portraiture Composition 	Sculpture – fossils Self-portraits Surrealism 	Cityscapes Urban art Abstract art Mixed media 
	<b>Artist focus (Designer Architect)</b>	Friedensreich Hundertwasser/ Gaudi buildings – link to Diagon Alley 	Frida Khalo (Surrealism) 	Tash Frootko (The Rainbow Street)  Banksy (Graffiti Artist) 
<b>NC Objectives</b>	<ul style="list-style-type: none"> <li>about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	

	<ul style="list-style-type: none"> <li>to create sketch books to record their observations through annotations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing and painting with a range of materials</li> <li>about great artists in history</li> </ul>	<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing and painting with a range of materials</li> </ul>
<b>Progression of skills</b>	<p><b>Exploring and Developing Ideas:</b> Children can review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; unpick symbolism within art and apply it to their own ideas; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p> <p><b>Painting:</b> Children can create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; use a range of both realistic and abstract painting techniques; use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p> <p><b>Drawing:</b> Children can use a variety of techniques to add effects (e.g. shadows, reflection, hatching and cross-hatching); depict movement and perspective in drawings; use a variety of tools and select the most appropriate; use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p> <p><b>Sculpture:</b> Children can plan and design a sculpture; use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p><b>Collage:</b> Children can add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage; use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p> <p><b>Artists:</b> Children can give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; use key vocabulary to demonstrate knowledge and understanding in this strand: Frida Kahlo, Leonora Carrington, Diego Rivera, John Singer Sargent, Frank Lloyd Wright.</p>		