

Art and Design Curriculum Map

	Autumn		Spring		Summer	
Year 1	Mark Making		Self Portraits Kings, Queens and Castles		Colour Creations	
Year 2	Yayoi Kusama		Earth Art		Henry Rousseau	
Year 3	William Morris		Famous Buildings		Seurat and Pointillism	
Year 4	Plant Art		Sonia Delaunay		Recycled Art	
Year 5	Chinese Art		Frida Kahlo Mexican Artist		Express Yourself	
Year 6	Landscape Art WW2		Sculpting Vases		Street Art Graffiti	

National Curriculum Aims:

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.



Year 2 – Autumn	Yayoi Kusama	<ol style="list-style-type: none"> 1) To learn about who Yayoi Kusama is. 2) To experiment with different techniques for creating polka dots. 3) To recreate a piece of artwork using collage. 4) To create a 3-D form from clay using the rolling technique 5) To use paint to recreate a painting in the style of Kusama's pumpkins 	<p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To describe an artwork's colour/pattern <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> ✎ To join in discussions about a famous artist's work ✎ To know facts about Yayoi Kusama 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To experiment with different materials to make marks ✓ To experiment with different mediums to create a polka dot pattern ✓ To make visual observations to inform sketches <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To experiment with different mediums to create a polka dot pattern ✓ To experiment with polka dot patterns <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✎ To develop scissor/cutting skills when cutting out circles ✎ To use paper art to recreate an installation piece by Yayoi Kusama ✎ To use the rolling technique effectively to manipulate clay <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> ✎ To respond appropriately to a piece of art by Yayoi Kusama ✎ To give an opinion on a piece of artwork 	<p>Paintings, fashion, sculptures, installations, drawing, polka dot, circular, pastels, collage, stippling, circling, blotting, stroking, dabbing, twisting, collage, fabric, rolling, 3D form, pointy, round, thin, flat, twisted, chunky, curved, square, wobbly</p>
Year 2 – Spring	Earth Art	<ol style="list-style-type: none"> 1) To explore ways of painting on rocks. 2) To be able to make sculptures with sticks and twigs. 3) To be able to make animal pictures with leaves. 4) To learn how to weave with natural materials 5) To explore ways of making mandalas 6) To be able to make a collage using natural materials. 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To know and identify repeating patterns in rangoli and mandala patterns ✓ To spot symmetry in mandala patterns <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To know that natural materials can be used to make mark making materials <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✎ To describe what a sculpture is and what they can be made from ✎ To describe what weaving is <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> ✎ To name ways rocks were used in art ✎ To what is meant by 'abstract' artwork 	<p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To experiment with different ways to paint a rock ✓ To comment on the colours of natural materials and how this can add to artwork ✓ To use given colours to finish a mandala pattern <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✎ To use natural materials (i.e. twigs and sticks) to create a sculpture ✎ To recreate rangoli patterns using natural materials such as leaves ✎ To use clay to create imprints of natural materials such as leaves ✎ To create a simple loom ✎ To weave using interesting natural materials ✎ To recreate a mandala using natural materials <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> ✎ To comment on the patterns created in woven rugs and tapestry ✎ To comment on the shapes, colours and patterns in a mandala 	<p>Nature, pebbles, stones boulders, rock cliffs, rock caves, mountains, Indigenous people, native Americans, aborigines, pictographs, natural minerals, charcoal, patterns, sculptures, weaving, interlaced, loom, warp, thread, weft, textures, materials, mandalas, symmetrical, collage.</p>
Year 2 - Summer	Henry Rousseau	<ol style="list-style-type: none"> 1) To learn about Henri Rousseau 2) To explore and use the skill/techniques of Henri Rousseau. 3) To understand the meaning of Henri Rousseau's genre, Portrait-Landscape 4) To learn about the animals in Rousseau's paintings. 5) To use imagination + skills to paint a pieces of art. 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To use imagination to generate ideas <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> ✎ To know who Henri Rousseau was and recall facts about his life 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To sketch and draw plants and flowers in the style of Rousseau ✓ To sketch and create a 'portrait-landscape' <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To use natural materials to create prints ✓ To create prints inspired by Rousseau's paintings <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✎ To use paper to create a shoebox model of Rousseau's paintings ✎ To use paper and other materials to create a mask ✎ To use glue to attach different parts to a mask and/or model <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> ✎ To discuss a painting by Henri Rousseau ✎ To discuss and explain feelings when looking at a Rousseau painting 	<p>Botanical gardens, portrait-landscape, foreground</p>

	Topic	Lesson Sequence	Substantive Knowledge	Disciplinary Knowledge	
Year 3 – Autumn	William Morris	<ol style="list-style-type: none"> 1) To explore the artwork of William Morris 2) To explore and understand the Arts and Crafts movement 3) To observe and sketch natural objects 4) To design a printing block inspired by William Morris 5) To create and print using a printing block inspired by William Morris 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To know what still life sketching is ✓ To know shading is linked to light source ✓ To identify patterns in wallpaper designs <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To describe the process of block printing ✓ To know how different colours are achieved when using block printing ✓ To identify why a print may not have come out correctly <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🖼 To know what the Arts and Crafts movement was 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To recreate a wallpaper pattern in the style of William Morris ✓ To use soft, light sketching techniques to create a still life sketch ✓ To adjust my pencil grip when sketching ✓ To make observations about different sketching mediums <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To design and create a relief printing tile used for block printing ✓ To use a printing tile made to create a repeating pattern ✓ To create a half drop pattern with printing <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🖼 To analyse an existing piece of artwork using associated language 🖼 To find similarities and differences between the works of William Morris 🖼 To comment on why changes were made to a design 	William Morris, architect, design, neutral, sketch, vegetable dye, still life drawing, inanimate, proportions, hatching, cross-hatching, shade, pressure, printing, craftspeople, printing block,
Year 3 – Spring	Famous Buildings	<ol style="list-style-type: none"> 1) To explore and examine buildings in a range of architectural styles. 2) To explore the architecture of Sir Christopher Wren. 3) To explore colour and pattern in the design of St Basil's Cathedral. 4) To explore the design features of the Taj Mahal. 5) To examine the architecture of the Sydney Opera House. 6) To be able to design a building for a purpose. 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To know different techniques for shading ✓ To know pressure can alter shading <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To know the value of a colour by creating tints and shades <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🖼 To understand the role of an architect 🖼 To discuss the shapes and structures of famous buildings around the world 🖼 To know some of the work of Sir Christopher Wren (St Paul's Cathedral) 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To use shading (hatching, cross-hatching, stippling and scumbling) ✓ To vary shading using pressure ✓ To recreate patterns using oil pastels and ink ✓ To use tracing to create a symmetrical piece of art ✓ To create texture in artwork to reflect real-life buildings <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To create colour blocks using oil pastels <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✂ To choose suitable materials for a sculpture or collage ✂ To use folding and cutting skills to recreate a simplified building <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🖼 To comment on the design of a building 🖼 To choose elements of a building's design to fit a purpose 	Architect, architecture, aesthetics, Sir Christopher Wren, St Paul's Cathedral, features, famous, sketches, shading, hatching, scumbling, stippling, crosshatching, pattern, Taj Mahal, mausoleum, burial chambers, symmetrical, reflection, tracing, transfer, Sydney Opera House, sculpture, collage, texture,
Year 3 – Summer	Seurat and Pointillism	<ol style="list-style-type: none"> 1) To find out who Georges Seurat was and explore his style of art. 2) To explore how to create pointillism art 3) To explore Seurat's used of colours in his artwork. 4) To explore Seurat's paintings - how he created effects and shading. 5) To explore the work of Pointillist artists. 6) To create a pointillism artwork. 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To give a description of pointillism <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To identify primary and secondary colours and explain how secondary colours are made ✓ To identify tertiary colours on the colour wheel ✓ To identify complementary colours on the colour wheel <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🖼 To know about George Seurat 🖼 To name some Pointillist artists 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To experiment and evaluate a range of pointillism techniques <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To use a variety of tools/mediums to create a pointillism painting ✓ To mix colours using the pointillism method ✓ To make decisions about subjects/colours of artwork, giving reasons <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🖼 To give opinions and justify thoughts 🖼 To experiment with a range of techniques/methods for creating Pointillism 🖼 To give reasons for choices of colour and subject in artwork 🖼 To apply what has been learnt about Pointillism to create a piece of artwork 🖼 To evaluate a finished piece and compare it to that of others 	George Seurat, impressionism, pointillism, luminous, shimmering, meticulous, methodical, palette, optical mixing, complementary, effects, shading, neo-impressionism

Year 4 – Autumn	Plant Art	<ol style="list-style-type: none"> 1) To appreciate the work of different artists 2) To develop observational skills 3) To know how to create tints, shades and tones of colours 4) To develop printing skills. 5) To know how to create depth in an artwork 6) To create sculptures using clay 7) To plan and create a piece of artwork 	<p><u>Drawing - Line, pattern and texture</u> ✓ To know that observation, attention to detail and patience is important</p> <p><u>Painting, printing and colour</u> ✓ To know the difference between tints, shades and tones ✓ To what depth in an artwork is</p> <p><u>Collage, sculpture and 3-D art</u> ✎ To know what a sculpture is and what materials they can be made from ✎ To define the differences between decorative and functional sculpture ✎ To know how slip can be used to join two pieces of clay</p> <p><u>Responding to artwork and using a sketchbook</u> ✎ To describe what a botanical illustration is and why they were first created</p>	<p><u>Drawing - Line, pattern and texture</u> ✓ To create a detailed sketch of part of a plant ✓ To create a more realistic sketch of a tree ✓ To compare a sketch from my imagination, and a visually informed sketch and evaluate the differences</p> <p><u>Painting, printing and colour</u> ✓ To create tints, shades and tones to match a given colour ✓ To use tints, shades and tones to create a piece of artwork ✓ To use colour and size to create the illusion of depth</p> <p><u>Collage, sculpture and 3-D art</u> ✎ To use tools to make marks in the clay for decorative purposes ✎ To add or remove bits of clay to create detail ✎ To use layers of paper to create a collage with depth</p> <p><u>Responding to artwork and using a sketchbook</u> ✎ To give and listen to opinions of artwork ✎ To use previous experience to make decisions about artwork ✎ To discuss and respond to Georgia O’Keeffe’s artwork and how she used tones in her artwork</p>	Appreciate, realistic, reasoning, impressionist, viewpoint, botany, observational, scientific, observation, patience, attention to detail, tints, shades, tones, three dimensional, printing, Ora Kiely, hue, shade, depth, sculpture, decorative, functional, species
Year 4 – Spring	Sonia Delaunay	<ol style="list-style-type: none"> 1) To become familiar with the Sonia Delaunay 2) To learn about the Delaunays and Orphism 3) To explore how Sonia Delaunay created rhythm and movement in her artwork 4) To know how Sonia Delaunay expanded her artwork to include fashion 5) To explore the influence and legacy of Sonia Delaunay 	<p><u>Painting, printing and colour</u> ✓ To explain the difference between complementary and harmonious colours</p> <p><u>Responding to artwork and using a sketchbook</u> ✎ To know facts about Sonia Delaunay ✎ To describe what Orphism art is ✎ To recognise the influence Sonia Delaunay’s work has had on both fashion and modern art</p>	<p><u>Painting, printing and colour</u> ✎ To experiment with the use and effect of colours in own artwork ✎ To choose colours based on if they are complementary or harmonious</p> <p><u>Collage, sculpture and 3-D art</u> ✎ To experiment with coloured paper to create a collage ✎ To make careful choices of the colours used in collage to create a complementary or harmonious effect</p> <p><u>Responding to artwork and using a sketchbook</u> ✎ I can express my opinion and answer questions about an artist or artwork ✎ I can explain my opinion of Sonia Delaunay’s fashion designs ✎ I can create my own designs in the style of Sonia Delaunay</p>	Sonia Delaunay, influenced, Fauvism, Orphism, Abstract Art, geometric, colour illusion, complementary, harmonious, primary and secondary colours, rhythm, movement, fashion, influence, legacy
Year 4 - Summer	Recycled Art	<ol style="list-style-type: none"> 1) To explore different ways to join materials. 2) To explore the texture and appearance of different junk materials. 3) To create a simple animal sculpture. 4) To create a piece of art from recycled cardboard. 5) To create a piece of art to convey a message. 	<p><u>Painting, printing and colour</u> ✓ To know that colours can be mixed and matched for a specific purpose</p> <p><u>Collage, sculpture and 3-D art</u> ✎ To know that different tools need to be selected to successfully use each technique</p>	<p><u>Painting, printing and colour</u> ✓ To experiment with and observe how different paints create different effects ✓ To select a suitable type of paint to decorate and finish artwork</p> <p><u>Collage, sculpture and 3-D art</u> ✎ To experiment with different ways to join materials to make a 3-D piece of art and select a suitable method ✎ To create a simple animal sculpture from recycled materials</p> <p><u>Responding to artwork and using a sketchbook</u> ✎ To explore different pieces of recycled art ✎ To comment on the message that a piece of art might be portraying ✎ To give my opinion on a piece of art</p>	Junk modelling, appropriate, absorbent, porous, varnish, surfaces, solidifies, adhesive, strengthen, flange, lbrace, slot, split pin, tabs, slot and tab, properties, transparent, fuzzy, rough, opaque, translucent, smooth, prickly, stretchy, hard, shiny, sparkly, convey, sculpture, layered

	Topic	Lesson Sequence	Substantive Knowledge	Disciplinary Knowledge	
Year 5 - Autumn	Chinese Art	<ol style="list-style-type: none"> 1) To explore the themes, styles and colours of traditional Chinese art. 2) To explore the theme of dragons in Chinese art. 3) To find out about importance of brushstrokes in Chinese art. 4) To find out about and replicate Chinese calligraphy 5) To find out about the Terracotta Army 6) To find out about and recreate porcelain of the Ming dynasty. 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To know the importance of lines in Chinese art ✓ To identify patterns, images and styles associated with Ming porcelain ✓ To know what a light source is and how this affects shading <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To know colours used in Chinese art ✓ To know brushstrokes used in artwork and how they might have been created <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗨 To know the significance of the dragon 🗨 To know about the Terracotta Army 🗨 To know why porcelain was important 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To use drawing and shading skills to recreate a terracotta warrior ✓ To use construction lines to map out the basic shape of my sketches <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To practise a variety of brushstrokes to improve technique ✓ To apply brush control when creating artwork <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✦ To attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins ✦ To use simple rolling and pinching techniques to manipulate salt dough ✦ To use tools to create details in my salt dough or clay model <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗨 To discuss and give opinions on traditional Chinese artwork 	Ming dynasty, dynasties, ceramic, dignity, culture, descended, emperor, Four Gentleman, linear, harmonious composition, bamboo, calligraphy, horizontal, diagonal, vertical, Terracotta Army, archaeological, carving, sculpture,
Year 5 - Spring	Frida Kahlo - Mexican Artist	<ol style="list-style-type: none"> 1) To learn about Frida Kahlo 2) To study Kahlo's self portraits 3) To explore how Kahlo drew on her cultural background for her artwork. 4) To understand what surrealism is in artwork 5) To explore how Kahlo painted moments in her life and expressed emotion through her work. 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To describe the general proportions of a face <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗨 To know who Frida Kahlo is and give a brief summary of her work 🗨 To know the differences between a portrait and a self-portrait 🗨 To know some aspects of Mexican folk art 🗨 To know aspects of the surrealist movement 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To use knowledge of proportions to complete a self-portrait ✓ To use light sketching lines to create my portrait <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To analyse aspects of a painting including mood and colour ✓ To choose colours to express aspects of my personality and communities I belong to <p><u>Collage, sculpture and 3-D art</u></p> <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗨 To give opinions of a painting or artist, giving reasons for my ideas 🗨 To express opinion of surrealism in paintings 🗨 To apply aspects of surrealism to artwork 	Frida Kahlo, Latin American, easel, exaggerate, proportional, features, indigenous, heritage, embroidered, possessions, surrealism, automatism, Salvador Dali, autobiographical
Year 5 - Summer	Express Yourself	<ol style="list-style-type: none"> 1) To explore how clothing can be used express ourselves 2) To observe and draw different facial expressions. 3) To create wire models to express body language. 4) To explore how lines and fonts can express ideas 5) To explore how artists use colour to express themselves in their art. 6) To study the artwork of Chuck Close 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To know how lines and fonts can express an idea <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To explain how colour can help to express different aspects of someone's ✓ To know about colour theory 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To use sketching to represent different illustrated facial expressions ✓ To use different pressures and thicknesses to create a desired effect ✓ To use grids to help me achieve the correct proportions <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To use colour and shape to illustrate emotions, feelings and ideas ✓ To vary the pressure and amount of paint used when printing using fingers to create different effects ✓ To use overlapping and layering to create shadow when painting <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✦ To use wire to create a sculpture of a person <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗨 To discuss and comment on Kandinsky's colour theory 🗨 To discuss and give opinions on Chuck Close's painting techniques 	Personality, express, facial expressions, squinting, animators, features, dramatic, concepts, aspiring, vertical, horizontal, passiveness, content, stability, lively, vibrant, fonts, graphology, Chuck Close,

Year 6 – Autumn	Landscape Art - WWII	<ol style="list-style-type: none"> 1) To explore perspective in landscape artwork. 2) To experiment with various watercolour techniques. 3) To understand atmospheric perspective and use it in a piece of art. 4) To explore ways to create abstract landscape artwork. 5) To be able to use collage to create landscape artwork 6) To be able to create landscape artwork. 	<p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To know how to create tints and shades using a variety of different mediums <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✎ To explain what collage is and how tearing paper can be used to create different effects <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗣 To explain how artists use linear and atmospheric perspective in their artwork 🗣 To know which medium has been used to create a piece of art 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To use vanishing points, horizon lines and construction lines to create perspective in my artwork ✓ To sketch a landscape using linear perspective. <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To experiment with different watercolour techniques to create effects ✓ To experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✎ To create a torn paper collage of a landscape scene <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗣 To identify vanishing points and horizon lines in landscape paintings 🗣 To comment and give opinions on abstract landscapes 	<p>Perspective, landscape, explore, scenery, watercolour, oil paint, pastes, collage, mediums, vanishing point, horizon, semi-transparent, atmospheric, illusion, depth, horizontal, construction lines, linear perspective, atmospheric perspective, aerial perspective, foreground, tints, shades, abstract,</p>
Year 6 – Spring	Sculpting Vases	<ol style="list-style-type: none"> 1) To explore historical vase designs. 2) To find out about vase designers and begin to design your own vase. 3) To develop control of tools and techniques. 4) To be able to make a clay vase. 5) To decorate vases. 6) To be able to evaluate a finished product. 	<p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To know how to create different effects using materials <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗣 To know different features of a vase's design 🗣 To describe and assess vases made by designers 🗣 To identify ways in which I could improve my work 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To sketch designs to build up a portfolio of ideas ✓ To take the light sources into account when sketching vases ✓ To make detailed observations to sketch vases from different viewpoints <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To make decorative colour and pattern choices to fit a given theme <p><u>Collage, sculpture and 3-D art</u></p> <ul style="list-style-type: none"> ✎ I can choose and use appropriate techniques and tools in my clay work ✎ To experiment and develop my control of tools and techniques ✎ To work with control and accuracy ✎ To follow a design to create a vase <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗣 To evaluate and adjust designs 	<p>Container, Ming dynasty, lacquer, ceramic, Neolithic, pitcher, geometric, clematis, Josiah Wedgwood, inspiration, effective, techniques, tools, plasticine, plait, imprinted, embellishments, evaluate</p>
Year 6 - Summer	Street Art - Graffiti	<ol style="list-style-type: none"> 1) Through sketching, to develop ideas + techniques comprising stylised graffiti lettering. 2) Through sketching, to develop ideas for improving a public space with art. 3) To express ideas through a satirical work of art designed for public spaces. 4) To develop techniques for creating street art using stencils. 5) To create street art using stencils. 	<p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗣 To discuss the messages that are portrayed in some pieces of art 🗣 To know some of the work of Banksy 	<p><u>Drawing - Line, pattern and texture</u></p> <ul style="list-style-type: none"> ✓ To use sketching and shading to add details to my designs <p><u>Painting, printing and colour</u></p> <ul style="list-style-type: none"> ✓ To select contrasting colours using the colour wheel to help me ✓ To use impression printing to create a piece of repeated printed artwork ✓ To create a stencil and use a stencil to create a piece of artwork ✓ To use more than one stencil to create a layered effect <p><u>Responding to artwork and using a sketchbook</u></p> <ul style="list-style-type: none"> 🗣 To experiment with the size, value and shape of my designs in my sketchbook 🗣 To design my own tag reflecting on existing artwork 	<p>Stylised, graffiti, polarises, vandalism, throw up, tag, throwies, authorities, commission, designate, guerrilla, crochet, yarn bombing, political, satire, terrorism, memorial, listed, stencils, bristles, adhesive, Banksy</p>