

ART

Vision – ‘all things are possible’

At Benedict Biscop we want our children to learn that all things are possible. We want our children to aspire and to achieve highly. We want our children to develop as **artists, developing art knowledge and skills.**

Characteristics of Artists:

- To develop a knowledge and understanding of other artists, craft makers and designers.
- The ability to use artistic language to express themselves (for example, line, shape, pattern, colour, texture, form).
- The ability to explore and invent marks, develop and deconstruct ideas and communicate through drawing in 2D, 3D or digital media.
- The ability to use their knowledge and understanding of different media and art forms to inform and inspire their practice; selecting and using materials, processes and techniques skillfully
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- To have a passion for and a commitment to the subject.

At Benedict Biscop, we actively encourage cross-curricular learning, to give pupils maximum opportunity to transfer skills and knowledge. Year groups are taught through predominately Historic themes, which inspire and motivate our pupils. Themes in KS2 are arranged in chronological order to further aid pupils understanding of chronology. In every year group, one theme is inspired by the United Nations Rights of a Child, pupils think about ‘What I believe?’ and learn about how events in History have helped to shape our lives today. Where possible, we link learning to our local context so that pupils gain an awareness of where they are from and how this links to their lives today enabling them to become active Global Citizen

National Curriculum Aims

- 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

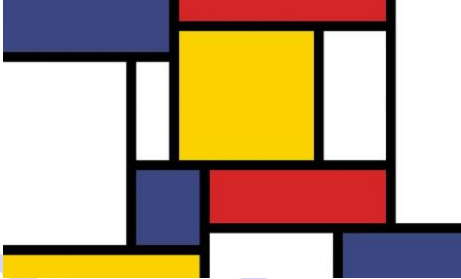
To ensure a balance of curriculum coverage we have mapped medium to ensure a broad range is covered and revisited.

Key Stage 1 Art looks at:

- using a range of materials creatively to design and make products
- drawing, painting and sculpture to develop and share ideas, experiences and imagination
- developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- the work of a range of artists, craft makers and designers and describing the differences and similarities between different practices and disciplines, and making links to their own work

Key Stage 2 Art looks at:

- developing techniques, including the control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- creating sketch books to record observations and use them to review and revisit ideas
- improving the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- great artists, architects and designers in history

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
One	CLAY SCULPTURE Inspiration: Andy Goldsworthy 	DIGITAL MEDIA & PAINTING Inspiration: Piet Mondrian 	DRAWING & PAINTING Inspiration: Dave Thompson 

Two	PAINTING & COLLAGE Inspiration: Paintings of the Great Fire of London 	DIGITAL MEDIA Inspiration: The Happiness Project 	CLAY SCULPTURE Inspiration: Derwent Walk Express 
Three	DRAWING & PAINTING Inspiration: Stone Age artwork 	PAINTING & COLLAGE Inspiration: Egyptian Landscape 	PAINTING & PRINTING Inspiration: Prayer Rug 
Four	CLAY SCULPTURE Inspiration – Greek Vases 	DRAWING Inspiration: Roman architecture 	PAINTING Inspiration: Henry Rousseau 

Five	PAINTING & DRAWING Inspiration: Anglo Saxon flags and letters 	DRAWING Inspiration: Tudor Portraits 	DIGITAL MEDIA & DRAWING Inspiration: Banksy 
Six	PAINTING Inspiration: WW2 propaganda 	DRAWING Inspiration: L. S. Lowery 	CLAY SCULPTURE Inspiration: Hank Willis Thomas 

PROGRESSION

To meet our curriculum aims, we have identified core strands of learning [generic learning objectives] which run throughout our curriculum. We have identified what this should look like at the end of key phases within the school [key skills demonstrated].

The curriculum is taught in a spiral design where learning is revisited and embedded – deepening learning and developing Mastery.

Key generic learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
To take inspiration from artists	- Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.	- Describe and explain art and know how art came to be in museums. - Use the Internet to research artists. - Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. - Independently uses some of the ideas of these artists studied to create pieces.	- Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. - Can name at least 3 famous artists or designers, talk about their work and their life and can use comparative language to compare their work.	- Understand a range of other cultures' art and design and use as inspiration. - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others.	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.	- Explore impact of well-known artists and architects work on the society at the time it was created – be able to talk about this confidently and make comparisons to the present day. - Can talk about key periods in art history and discuss what has changed over time. - Show how the work of those studied was influential in both society and to other artists. - Give details (including own sketches) about the style of some notable artists, artisans and designers.
To master techniques: 1) Practice 2) Apply	Drawing Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	Drawing • Begins to show shadows on drawings using pencil and charcoal. • Recognise and draw parallel and perpendicular lines.	Drawing • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	Drawing • Combine colour, pattern, texture, line & tone, shape & form to suit the purpose of the artwork. • Use pens to record minute and technical details • Begin to show a perception of distance.	Drawing • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement	Drawing • Use a variety of techniques to add interesting effects with increasing proficiency (e.g. reflections, shadows, direction of sunlight).
	Painting • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	Painting • Use different thickness of brushes with purpose and explain the reason why. • Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple).	Painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add	Painting • Use the qualities of watercolour paints to create visually interesting pieces.	Painting • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic	Painting • Develop a personal style of painting, drawing upon ideas from other artists.

		- To mix colours and make tints and tones with greater precision and control. - Experiment with creating mood with colour.	detail.		paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture.	
	Digital Media Use a range of tools to create different textures, lines, tones, colours and shapes.	Digital Media Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Digital Media Create images, using a wide range of tools and explain why they were created.	Digital Media Enhance digital media by editing	Digital Media Enhance digital media by editing	Digital Media Enhance digital media by editing purposefully to create effective pieces
	Collage and Sculpture - Use a combination of materials and or shapes - Sort and arrange materials. - Mix materials to create texture. - Include lines and texture. - Use techniques such as rolling, cutting, moulding and carving.	Collage and Sculpture - Experiment with different techniques to find the best ones for the purpose of my work. - Know that art can be both visual and tactile, and choose the best combination for their work.	Collage and Sculpture - Ensure work is precise. - Use coiling, overlapping, tessellation, mosaic or montage. - Create and combine shapes to create recognisable forms - Include texture that conveys feelings, expression or movement. - Add materials to provide interesting detail.	Collage and Sculpture - Uses both visual and tactile qualities, sometimes combined in one piece of work. - Edit and improve a 3D sculpture and discuss methods used, evaluate its effectiveness.	Collage and Sculpture - Mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities. - Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. - Use tools to carve and add shapes, texture and pattern. - Use frameworks (such as wire or moulds) to provide stability and form.	Collage and Sculpture - Use a number of techniques to represent ideas - Negotiate and listen so that the process is collaborative. - Choose appropriate materials relevant to the idea for a piece of work. - Use the qualities of materials to enhance ideas.
	Print - Use repeating or overlapping shapes. - Mimic print from the environment (e.g. wallpapers). - Use objects to create prints (e.g. fruit, vegetables or sponges). - Press, roll, rub and stamp to make prints	Print and Textiles Use the properties of shapes to explore patterns (e.g. tessellation, Islamic Art).	Print - Use layers of two or more colours. - Replicate patterns observed in natural or built environments. - Make printing blocks (e.g. from coiled string glued to a block). - Make precise repeating patterns	Print - Build up layers of colours. - Create an accurate pattern		
To further develop ideas	- Respond to ideas and starting points. - Give an opinion - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.	- Communicate thoughts and feelings about the work of others and own. - Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle. - Evaluate the ideas of others. - Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.	- Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.	- Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. - Compare and discuss ideas with others. - Work on group projects, sharing ideas and listening to others to design artefacts. - Begin to show that they can gather their thoughts, ideas and imagination - Develop ideas from a range of starting points. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.	- Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of language.	- Experiment with styles to reflect ideas. - Work as part of a group involved in a project to research, design and create an artefact or piece of art. - Analyse and evaluate work to strengthen the visual impact of it. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language.

						• Create original pieces that show a range of influences and styles.
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YEAR 1

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Me, My family, My World	To take inspiration from artists	• To learn about an artist [Andy Goldsworthy] • Use inspiration from an artist [Andy Goldsworthy] to influence their work.	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	• Describe and explain art and know how art came to be in museums. • Use the Internet to research artists. • Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. • Independently uses some of the ideas of these artists studied to create pieces.
	To master techniques: 1) Practice 2) Apply	• To practice different techniques to create texture and lines in clay • To use clay to create part of/a sculpture.	Collage and Sculpture • Use a combination of materials and or shapes • Sort and arrange materials. • Mix materials to create texture. • Include lines and texture. • Use techniques such as rolling, cutting, moulding and carving.	Collage and Sculpture • Experiment with different techniques to find the best ones for the purpose of my work. • Know that art can be both visual and tactile, and choose the best combination for their work.
	To further develop ideas	• Ask and answer questions about their work to develop their ideas • To review what they and others have done and say what they think and feel about it • To identify what they might change in their current work or develop in their future work	• Respond to ideas and starting points. • Give an opinion • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• Communicate thoughts and feelings about the work of others and own. • Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle. • Evaluate the ideas of others. • Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Light and Dark: Living in Victorian Sunderland	To take inspiration from artists	• Compare Mondrian to other artists in the Victorian era- how was he different? Which is preferred? • Take inspiration from the work of an artist from the Victorian era, e.g. Piet Mondrian.	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	• Describe and explain art and know how art came to be in museums. • Use the Internet to research artists. • Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. • Independently uses some of the ideas of these artists studied to create pieces.
	To master techniques: 1) Practice 2) Apply	• Create colour wheels. • Name primary and secondary colours. • Use ready made and powder paints to mix primary colours to create secondary one. • Use Ipads to create own versions of Mondrian pictures: - Use the computer to draw pictures with line and shapes. - Change the pen colour and rub out lines on the computer. - Colour neatly and follow lines very carefully. • Use these as inspiration to create a Mondrian mixed-media art work (e.g. 1 Digital, 1 Pencil/crayon, 1 paint): • Draw lines of different shapes and thicknesses. • Draw with crayons and pencils to create tone.	Digital Media • Use a range of tools to create different textures, lines, tones, colours and shapes.	Digital Media Use a wide range of tools to create different textures, lines, tones, colours and shapes.
			Painting • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	Painting • Use different thickness of brushes with purpose and explain the reason why. • Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple). • To mix colours and make tints and tones with greater precision and control. • Experiment with creating mood with colour.

	To further develop ideas	• Ask and answer questions about their work to develop their ideas • To review what they and others have done and say what they think and feel about it • To identify what they might change in their current work or develop in their future work	• Respond to ideas and starting points. • Give an opinion • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• Communicate thoughts and feelings about the work of others and own. • Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle. • Evaluate the ideas of others. • Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.
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SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
The Seaside: Sunderland's History	To take inspiration from artists	• Say how an artist [Dave Thompson] has used colour and shape in his paintings. • Use the works of Dave Thompson to inspired own artwork	• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	• Describe and explain art and know how art came to be in museums. • Use the Internet to research artists. • Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. • Independently uses some of the ideas of these artists studied to create pieces.
	To master techniques: 1) Practice 2) Apply	• Explore and experiment with paints • Select appropriate colours for a purpose. • Use observational skills to recreate identifiable shapes and objects. • Create a finished painting.	Drawing Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. Painting • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	Drawing • Begins to show shadows on drawings using pencil and charcoal. • Recognise and draw parallel and perpendicular lines. Painting • Use different thickness of brushes with purpose and explain the reason why. • Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple). • To mix colours and make tints and tones with greater precision and control. • Experiment with creating mood with colour.
	To further develop ideas	• Ask and answer questions about their work and to develop their ideas • To represent observations, ideas and feelings, and design and make a painting • To review what they and others have done and say what they think and feel about it	• Respond to ideas and starting points. • Give an opinion • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• Communicate thoughts and feelings about the work of others and own. • Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle. • Evaluate the ideas of others. • Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.

		To identify what they might change in their current work or develop in their future work	
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YEAR 2

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Homes in Tudor times and the Great Fire of London	To take inspiration from artists	Identify similarities and differences between two artists' work on the same topic. Use Vischer's <i>Panorama of London</i> and Loutberbourg's <i>Great Fire</i> as inspiration for own work.	- Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.	- Describe and explain art and know how art came to be in museums. - Use the Internet to research artists. - Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. - Independently uses some of the ideas of these artists studied to create pieces.
	To master techniques: 1) Practice 2) Apply	- Explore ideas and collect visual information. - To paints make tints and to make tones. - To join collage materials, to create different textures. - To create artwork based upon works featuring The Great Fire of London.	Painting - Use thick and thin brushes. - Mix primary colours to make secondary. - Add white to colours to make tints and black to colours to make tones. - Create colour wheels.	Painting - Use different thickness of brushes with purpose and explain the reason why. - Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple). - To mix colours and make tints and tones with greater precision and control. - Experiment with creating mood with colour.
	To further develop ideas	- Ask and answer questions about the starting points for their work - Review what they and others have done and say what they think and feel about it	- Respond to ideas and starting points. - Give an opinion - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.	- Communicate thoughts and feelings about the work of others and own. - Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle. - Evaluate the ideas of others. - Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
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What I Believe: I have the right to a safe place to live.	To take inspiration from artists	Look at the work of artists who have used their media to create awareness e.g. Photography of homeless people – Lee Jeffries, The Happiness project	- Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.	- Describe and explain art and know how art came to be in museums. - Use the Internet to research artists. - Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. - Independently uses some of the ideas of these artists studied to create pieces.
	To master techniques: 1) Practice 2) Apply	- Explore different methods and tools as inspiration for work - Show different tones and colours - Use digital media to take images of themselves to show different expressions - Use media to create a finished piece of artwork demonstrating their skills.	Digital Media Use a range of tools to create different textures, lines, tones, colours and shapes.	Digital Media Use a wide range of tools to create different textures, lines, tones, colours and shapes.
	To further develop ideas	- Represent observations and ideas, and design and to present ideas and thoughts on issues within topic. - Review what they and others have done and say what they think and feel about it	- Respond to ideas and starting points. - Give an opinion - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.	- Communicate thoughts and feelings about the work of others and own. - Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle. - Evaluate the ideas of others. - Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
Transport: Planes, trains and automobiles	To take inspiration from artists	- Look at and discuss differences and similarities in the work of designers who have used transport in their work e.g. The Derwent Walk inspired by Stephenson's trains. - Participate in a museum and sketch trains as inspiration.	- Describe the work of notable artists, artisans and designers. - Use some of the ideas of artists studied to create pieces.	- Describe and explain art and know how art came to be in museums. - Use the Internet to research artists. - Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. - Independently uses some of the ideas of these artists studied to create pieces.
	To master techniques: 1) Practice 2) Apply	- Record from first-hand observation and experience of transport. - Represent observations and ideas to create a design - Add materials to create texture. - Use a combination of shapes, overlapping, rotating and repeating them. - Use different sizes and thickness for effect. - Colour own work (paintings of trains). - To create a sculpture of a form of transport.	Collage and Sculpture - Use a combination of materials and or shapes - Sort and arrange materials. - Mix materials to create texture. - Include lines and texture. - Use techniques such as rolling, cutting, moulding and carving.	Collage and Sculpture - Experiment with different techniques to find the best ones for the purpose of my work. - Know that art can be both visual and tactile, and choose the best combination for their work.

	To further develop ideas	Review what they and others have done and say what they think and feel about it.	- Respond to ideas and starting points. - Give an opinion - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop.	- Communicate thoughts and feelings about the work of others and own. - Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle. - Evaluate the ideas of others. - Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.
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YEAR 3

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Over 2000 years ago... Stone, Bronze and Iron Age	To take inspiration from artists	- Using ancient art as an inspiration, discuss likes and dislikes of a piece. - Discuss colours and how colour is often used to depict moods and feelings. - Take inspiration from Walls of Lascaux, Aboriginal art and cave art in their design	- Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. - Can name at least 3 famous artists or designers, talk about their work and their life and can use comparative language to compare their work.	- Understand a range of other cultures' art and design and use as inspiration. - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others.
	To master techniques: 1) Practice 2) Apply	- Use different hardness of pencils to show line, tone and texture. - Sketch lightly and annotate their sketches. - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. - To being to use different painting techniques to add colour. - Take inspiration from Walls of Lascaux, Aboriginal art and cave art to create own "Dotty" art to depict an event they have learned about in topic possibly on natural materials.	Drawing - Use different hardnesses of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively. - Use watercolour paint to produce washes for backgrounds then add detail.	Drawing - Combine colour, pattern, texture, line & tone, shape & form to suit the purpose of the artwork. - Use pens to record minute and technical details - Begin to show a perception of distance. Painting - Use the qualities of watercolour paints to create visually interesting pieces.
	To further develop ideas	- Adapt their work according to their views and describe how they might develop it further - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	- Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.	- Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. - Compare and discuss ideas with others. - Work on group projects, sharing ideas and listening to others to design artefacts. - Begin to show that they can gather their thoughts, ideas and imagination

				• Develop ideas from a range of starting points. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
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SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Along the river	To take inspiration from artists	• Take inspiration from Ancient Egyptian artwork and Landscape artists to create a watercolour/ acrylic landscape. • Discuss art from a different culture.	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • Can name at least 3 famous artists or designers, talk about their work and their life and can use comparative language to compare their work.	• Understand a range of other cultures' art and design and use as inspiration. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
	To master techniques: 1) Practice 2) Apply	• Use the following techniques to create watercolour/ acrylic landscapes • Use a number of brush techniques. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood and colour. • Use layers of two or more colours. • Use collage techniques to add detail, texture and movement	Painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. Collage and Sculpture • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic or montage. • Create and combine shapes to create recognisable forms • Include texture that conveys feelings, expression or movement. • Add materials to provide interesting detail.	Painting • Use the qualities of watercolour paints to create visually interesting pieces. Collage and Sculpture • Uses both visual and tactile qualities, sometimes combined in one piece of work. • Edit and improve a 3D sculpture and discuss methods used, evaluate its effectiveness.
	To further develop ideas	• Collect visual and other information to help them develop ideas • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • Adapt their work according to their views and describe how they might develop it further	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	• Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. • Compare and discuss ideas with others. • Work on group projects, sharing ideas and listening to others to design artefacts. • Begin to show that they can gather their thoughts, ideas and imagination • Develop ideas from a range of starting points. • Collect information, sketches and resources. • Adapt and refine ideas as they progress.

			• Explore ideas in a variety of ways. • Comment on artworks using visual language.
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SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What I Believe: The right to choose religion and beliefs [exploring religion around the world]	To take inspiration from artists	• Investigate signs and symbols used by different cultures and their significance in art and design. • Look at tessellation and repeating patterns in prayer mats.	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • Can name at least 3 famous artists or designers, talk about their work and their life and can use comparative language to compare their work.	• Understand a range of other cultures' art and design and use as inspiration. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
	To master techniques: 1) Practice 2) Apply	• Use the following techniques, and any other techniques of their knowledge and choice, to design and create own "rug/carpet/prayer mat" using printing techniques • Use tessellation • Combine one or more colours to create a layered effect when printing	Painting • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. Print • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns	Painting • Use the qualities of watercolour paints to create visually interesting pieces. Print • Build up layers of colours. • Create an accurate pattern
	To further develop ideas	• Review their work and discuss how it might be adapted or changed using language such as shape, form, pattern. • Refine their finished piece.	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	• Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. • Compare and discuss ideas with others. • Work on group projects, sharing ideas and listening to others to design artefacts. • Begin to show that they can gather their thoughts, ideas and imagination • Develop ideas from a range of starting points. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.

YEAR 4

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
The Ancient Greeks	To take inspiration from artists	- Research vases and other forms of pottery by the Ancient Greeks - Take their research as a starting point for their design.	- Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. - Can name at least 3 famous artists or designers, talk about their work and their life and can use comparative language to compare their work.	- Understand a range of other cultures' art and design and use as inspiration. - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others.
	To master techniques: 1) Practice 2) Apply	- Investigate using the techniques to create an Ancient Greek-style vase, depicting - Use different hardness of pencils to show line, tone and texture when designing. - Sketch lightly, and annotate sketches to demonstrate the process they are planning. - Use techniques to show tone and texture on your sculpture. - Sculpt with co-ordination and control, showing a clear outcome.	Collage and Sculpture - Ensure work is precise. - Use coiling, overlapping, tessellation, mosaic or montage. - Create and combine shapes to create recognisable forms - Include texture that conveys feelings, expression or movement. - Add materials to provide interesting detail.	Collage and Sculpture - Uses both visual and tactile qualities, sometimes combined in one piece of work. - Edit and improve a 3D sculpture and discuss methods used, evaluate its effectiveness.
	To further develop ideas	- Comment on relevant art from the time period, discuss features using language such as shape, pattern, colour, texture. - Adapt their work according to their views and describe how they might develop it further	- Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.	- Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. - Compare and discuss ideas with others. - Work on group projects, sharing ideas and listening to others to design artefacts. - Begin to show that they can gather their thoughts, ideas and imagination - Develop ideas from a range of starting points. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What did the Roman's do for us?	To take inspiration from artists	Research different designs of ROMAN architecture and gather information to use as inspiration for their landscape artwork	- Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. - Can name at least 3 famous artists or designers, talk about their work and their life and can use comparative language to compare their work.	- Understand a range of other cultures' art and design and use as inspiration. - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others.
	To master techniques: 1) Practice 2) Apply	- To investigate using different techniques: - Use different hardness of pencils to show line, tone and texture. - Sketch lightly and annotate their sketches. - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. - To combine different techniques to create a drawing of a building	Drawing - Use different hardnesses of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture.	Drawing - Combine colour, pattern, texture, line & tone, shape & form to suit the purpose of the artwork. - Use pens to record minute and technical details - Begin to show a perception of distance.
	To further develop ideas	- To question and make thoughtful observations about their work - Collect visual and other information to help them develop their ideas - To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	- Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.	- Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. - Compare and discuss ideas with others. - Work on group projects, sharing ideas and listening to others to design artefacts. - Begin to show that they can gather their thoughts, ideas and imagination - Develop ideas from a range of starting points. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.
SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard

What I believe: Everyone and everything has the right to be alive. Life in the rainforest.	To take inspiration from artists	- Investigate the artwork of Henri Rousseau - Use the work of Henri Rousseau and rainforest art as inspiration for creating own artwork.	- Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. - Can name at least 3 famous artists or designers, talk about their work and their life and can use comparative language to compare their work.	- Understand a range of other cultures' art and design and use as inspiration. - Replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others.
	To master techniques: 1) Practice 2) Apply	- Investigate using the following techniques: -mix colours effectively - use brush techniques. -use watercolour paint to produce washes for backgrounds then add detail. -using shades to creating mood -use layers of two or more colours. - To use the techniques investigated to create a rainforest painting	Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively. - Use watercolour paint to produce washes for backgrounds then add detail.	Painting Use the qualities of watercolour paints to create visually interesting pieces.
	To further develop ideas	- Create a collage of rainforest environments and rainforests to help develop a starting point. - Evaluate a draft and discuss improvements with peers. - Comment on other people's artwork and feelings invoked.	- Develop ideas from starting points throughout the curriculum. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.	- Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. - Compare and discuss ideas with others. - Work on group projects, sharing ideas and listening to others to design artefacts. - Begin to show that they can gather their thoughts, ideas and imagination - Develop ideas from a range of starting points. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual language.

YEAR 5

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Settlers and Settlements	To take inspiration from artists	- Learn about Anglo-Saxons flag- researching flag's purpose and designs and patterns used for inspiration in creating own. - To look at artwork recorded in Benedictine manuscripts [lettering]	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.	- Explore impact of well-known artists and architects work on the society at the time it was created – be able to talk about this confidently and make comparisons to the present day. - Can talk about key periods in art history and discuss what has changed over time.

Anglo-Saxon, Vikings and Scots				- Show how the work of those studied was influential in both society and to other artists. - Give details (including own sketches) about the style of some notable artists, artisans and designers.
	To master techniques: 1) Practice 2) Apply	- Investigate using the techniques: - Build up layers of colours - To create effects - Create an accurate pattern, showing fine detail. - Show precision in technique. - Combine previously learnt techniques. - Use the techniques to design and create a flag for a long boat using own family history as inspiration/Anglo-Saxon lettering – Benedict Biscop manuscripts.	Drawing - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement	Drawing Use a variety of techniques to add interesting effects with increasing proficiency (e.g. reflections, shadows, direction of sunlight).
			Painting - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture.	Painting Develop a personal style of painting, drawing upon ideas from other artists.
	To further develop ideas	- to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them - to adapt their work according to their views and describe how they might develop it further	- Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of language.	- Experiment with styles to reflect ideas. - Work as part of a group involved in a project to research, design and create an artefact or piece of art. - Analyse and evaluate work to strengthen the visual impact of it. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language. - Create original pieces that show a range of influences and styles.

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
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What happened after 1066? Tudors and Stewarts	To take inspiration from artists	- Take inspiration from the works of Tudor portrait artists including: - Hans Holbein - Levina Teelinc - Nicholas Hilliard - Describe how the artwork was influential in society	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.	- Explore impact of well-known artists and architects work on the society at the time it was created – be able to talk about this confidently and make comparisons to the present day. - Can talk about key periods in art history and discuss what has changed over time. - Show how the work of those studied was influential in both society and to other artists. - Give details (including own sketches) about the style of some notable artists, artisans and designers.
	To master techniques: 1) Practice 2) Apply	- Use the following techniques to create a Tudor-style self-portrait, based upon own digital portrait: - Combine colours, tones and tints to enhance the mood of a piece. - Use techniques to create texture.	Drawing - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement	Drawing Use a variety of techniques to add interesting effects with increasing proficiency (e.g. reflections, shadows, direction of sunlight).
	To further develop ideas	- Develop a personal style of painting, drawing upon ideas from other artists. - Discuss how they might enhance and improve their artwork. - Discuss complications and difficulties that arose when completing their work.	- Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of language.	- Experiment with styles to reflect ideas. - Work as part of a group involved in a project to research, design and create an artefact or piece of art. - Analyse and evaluate work to strengthen the visual impact of it. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language. - Create original pieces that show a range of influences and styles.

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What I believe: No one is allowed to punish you	To take inspiration from artists	- Investigate different street artists such as Banksy, Civilian, Dlux - Use work from street artists such as Banksy, Civilian, Dlux a discussion point for the debate 'Right or wrong?' - Take inspiration from street artists such as Banksy to design a piece of digital artwork.	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.	- Explore impact of well-known artists and architects work on the society at the time it was created – be able to talk about this confidently and make comparisons to the present day. - Can talk about key periods in art history and discuss what has changed over time.

in a cruel or harmful way. Exploring crime and punishment.				- Show how the work of those studied was influential in both society and to other artists. - Give details (including own sketches) about the style of some notable artists, artisans and designers.
	To master techniques: 1) Practice 2) Apply	- Refine different digital media techniques - Practice editing skills to improve digital outcomes - Create a Banksy-inspired artwork using a variety of digital media techniques to add interesting effects e.g. spray can effect - Use a choice of techniques to depict movement, perspective, shadows and reflection for a Banksy inspired piece of artwork using digital media.	Digital Media Enhance digital media by editing	Digital Media Enhance digital media by editing purposefully to create effective pieces
	To further develop ideas	- Children choose a piece of art by Banksy, review and say what they would change, create a changed version. Is it a crime? - To question and make thoughtful observations about their work - To collect visual and other information to help them develop their ideas - To compare ideas, methods and approaches in their own and others' work - To adapt their work according to their views and describe how they would develop it further	- Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of language.	- Experiment with styles to reflect ideas. - Work as part of a group involved in a project to research, design and create an artefact or piece of art. - Analyse and evaluate work to strengthen the visual impact of it. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language. - Create original pieces that show a range of influences and styles.

YEAR 6

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Children in WWII in Sunderland	To take inspiration from artists	- Investigate propaganda and discuss how this was influential in society. - Take inspiration from propaganda used during the war period to design their own piece of artwork.	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.	- Explore impact of well-known artists and architects work on the society at the time it was created – be able to talk about this confidently and make comparisons to the present day. - Can talk about key periods in art history and discuss what has changed over time.

				- Show how the work of those studied was influential in both society and to other artists. - Give details (including own sketches) about the style of some notable artists, artisans and designers.
	To master techniques: 1) Practice 2) Apply	- Practice use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) - Practice using a choice of techniques to depict movements, perspective, shadows and reflections. - Choose a style of painting suitable for the work. - Use lines to represent movements. - Create a piece of artwork combining the techniques above.	Painting - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture.	Painting Develop a personal style of painting, drawing upon ideas from other artists.
	To further develop ideas	- To use a variety of methods and approaches to communicate observations, ideas and feelings in a painting - To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them - To reflect on their work in progress and adapt it according to their own ideas - To describe how they might develop their work further	- Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of language.	- Experiment with styles to reflect ideas. - Work as part of a group involved in a project to research, design and create an artefact or piece of art. - Analyse and evaluate work to strengthen the visual impact of it. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language. - Create original pieces that show a range of influences and styles.

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
Sunderland's Heritage: Coalmining	To take inspiration from artists	- Investigate the style of LS Lowry. Learn about how his style was influential. - Take inspiration from the style of LS Lowry and local artists pertinent to the time period studied.	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.	- Explore impact of well-known artists and architects work on the society at the time it was created – be able to talk about this confidently and make comparisons to the present day. - Can talk about key periods in art history and discuss what has changed over time. - Show how the work of those studied was influential in both society and to other artists. - Give details (including own sketches) about the style of some notable artists, artisans and designers.

	To master techniques: 1) Practice 2) Apply	- Choose from a range of techniques to add interesting effects to their work - Apply their experience of materials and processes, developing their control of tools and techniques	Drawing - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement	Drawing Use a variety of techniques to add interesting effects with increasing proficiency (e.g. reflections, shadows, direction of sunlight).
	To further develop ideas	- To question and make thoughtful observations and select ideas to use in their work - To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them - To adapt their work according to their views and describe how they might develop it further. - Think creatively, adapting knowledge from other subjects into a creative form.	- Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of language.	- Experiment with styles to reflect ideas. - Work as part of a group involved in a project to research, design and create an artefact or piece of art. - Analyse and evaluate work to strengthen the visual impact of it. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual language. - Create original pieces that show a range of influences and styles.

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
What I believe: I have the right to protection from any kind of exploitation.	To take inspiration from artists	- Explore inspirational quotes from activists and use this to create hard hitting piece of art to get a message they believe to be heard: - Investigate the work of Hank Willis Thomas and his work was influential in society - Take inspiration from the work of Hank Willis Thomas	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles.	- Explore impact of well-known artists and architects work on the society at the time it was created – be able to talk about this confidently and make comparisons to the present day. - Can talk about key periods in art history and discuss what has changed over time. - Show how the work of those studied was influential in both society and to other artists. - Give details (including own sketches) about the style of some notable artists, artisans and designers.
I have the right to give my opinion.	To master techniques: 1) Practice	- To investigate mixing textures to create different qualities with clay. - To match materials and processes to ideas and intention - Use tools to carve and shape. - To create a stable piece of sculpture taking inspiration for a known artist.	Collage and Sculpture - Mix textures (rough and smooth, plain and patterned). - Combine visual and tactile qualities. - Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. - Use tools to carve and add shapes, texture and pattern.	Collage and Sculpture - Use a number of techniques to represent ideas - Negotiate and listen so that the process is collaborative. - Choose appropriate materials relevant to the idea for a piece of work. - Use the qualities of materials to enhance ideas.

	2) Apply		• Use frameworks (such as wire or moulds) to provide stability and form.	
	To further develop ideas	• To question and make thoughtful observations for their work • To select and record from first-hand observation and to explore ideas for different purposes • To adapt their work according to their views and describe how they might develop it further	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of language.	• Experiment with styles to reflect ideas. • Work as part of a group involved in a project to research, design and create an artefact or piece of art. • Analyse and evaluate work to strengthen the visual impact of it. • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Create original pieces that show a range of influences and styles.