

## 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.**

We want children to think and behave like an Artist; to use the **vocabulary** of an artist, developing a fundamental appreciation of art, to create and see beauty in a range of art forms and to consider art more deeply, evaluating and analysing creative works using the language of art, craft and design particularly when presented in an abstract form. **(Disciplinary Knowledge)**. We want children to produce creative work, exploring their ideas and recording their experiences, and to become proficient in drawing, painting, sculpture and other art, craft and design techniques; to use their imagination, creativity and experiences to produce their own art work. We want children to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. **(Substantive Knowledge)**.

**We are not looking for children to just ‘replicate’ a piece of artwork. We want our children to be ‘inspired’ by works of art, artists and techniques in order to make choices about what they create.**

### 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.**

### **Early Years Foundation Stage Art looks at:**


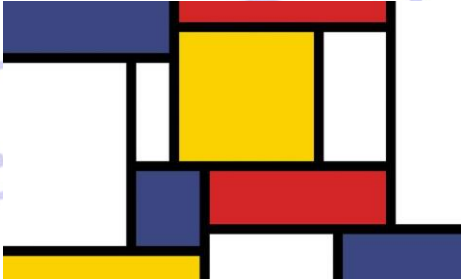




- Developing children’s artistic and cultural awareness and their creativity
- Safely using and exploring a variety of artistic techniques and a wide range of media and materials
- Developing children’s understanding, self-expression, vocabulary and ability to communicate through the arts
- Experimenting with colour, design, form, function and texture
- Sharing creations, explaining the processes they have used when creating

### **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>
<b>One</b>	<p><b>CLAY SCULPTURE</b> Inspiration: Andy Goldsworthy</p> 	<p><b>DIGITAL MEDIA &amp; PAINTING</b> Inspiration: Piet Mondrian</p> 	<p><b>DRAWING &amp; PAINTING</b> Inspiration: Dave Thompson</p> 
<b>Two</b>	<p><b>PAINTING &amp; COLLAGE</b> Inspiration: Paintings of the Great Fire of London</p> 	<p><b>DIGITAL MEDIA</b> Inspiration: The Happiness Project</p> 	<p><b>CLAY SCULPTURE</b> Inspiration: Derwent Walk Express</p> 

<p><b>Three</b></p>	<p><b>DRAWING &amp; PAINTING</b>  <b>Inspiration: Stone Age artwork</b></p> 	<p><b>PAINTING &amp; COLLAGE</b>  <b>Inspiration: Egyptian Landscape</b></p> 	<p><b>PAINTING &amp; PRINTING</b>  <b>Inspiration: Prayer Rug</b></p> 
<p><b>Four</b></p>	<p><b>CLAY SCULPTURE</b>  <b>Inspiration – Greek Vases</b></p> 	<p><b>DRAWING</b>  <b>Inspiration: Roman architecture</b></p> 	<p><b>PAINTING</b>  <b>Inspiration: Henry Rousseau</b></p> 
<p><b>Five</b></p>	<p><b>PAINTING &amp; DRAWING</b>  <b>Inspiration: Anglo Saxon flags and letters</b></p> 	<p><b>DRAWING</b>  <b>Inspiration: Tudor Portraits</b></p> 	<p><b>DIGITAL MEDIA &amp; DRAWING</b>  <b>Inspiration: Banksy</b></p> 

<p><b>Six</b></p>	<p><b>PAINTING</b>  <b>Inspiration: WW2 propaganda</b></p> 	<p><b>DRAWING</b>  <b>Inspiration: L. S. Lowry</b></p> 	<p><b>CLAY SCULPTURE</b>  <b>Inspiration: Hank Willis Thomas</b></p> 

**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	EYFS working at EXPECTED STANDARD	EYFS working ABOVE the expected standard	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	Upper KS2 working ABOVE the expected standard
To take inspiration from artists	<ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore artists techniques and experiment with using some of these techniques within own artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain art and know how art came to be in museums.</li> <li>• Use the Internet to research artists.</li> <li>• Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work.</li> <li>• Independently uses some of the ideas of these artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a range of other cultures' art and design and use as inspiration.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Can talk about key periods in art history and discuss what has changed over time.</li> </ul>

BENEDICT

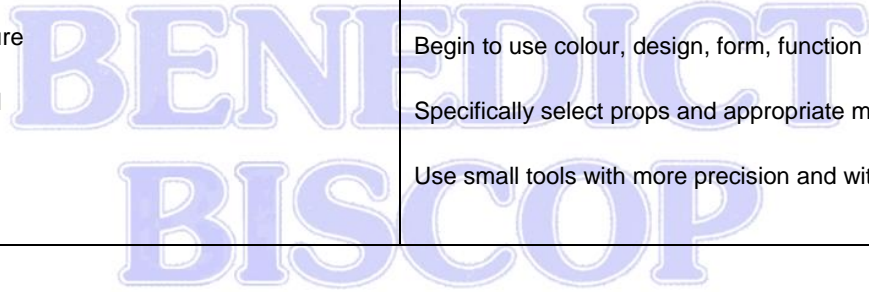
C.E. ACADEMY

								<ul style="list-style-type: none"> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>
<p>To master techniques:</p> <p>1) Practice</p> <p>2) Apply</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of techniques</li> <li>- Experiment with colour</li> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of techniques, beginning to select the best one for intended purpose</li> <li>- Begin to use colour, design, form, function and texture to create an intended effect</li> <li>- Begin to draw lines of different sizes and thickness for intended purpose</li> <li>- Begin to colour (own work) neatly following the lines.</li> <li>- Begin to show pattern and texture by adding dots and lines.</li> <li>- Begin to show different tones by using coloured pencils.</li> </ul>	<p><b>Drawing</b></p> <p>Draw lines of different sizes and thickness.</p> <ul style="list-style-type: none"> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>	<p><b>Drawing</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Begins to show shadows on drawings using pencil and charcoal.</li> <li>• Recognise and draw parallel and perpendicular lines.</li> </ul>	<p><b>Drawing</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<p><b>Drawing</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Combine colour, pattern, texture, line &amp; tone, shape &amp; form to suit the purpose of the artwork.</li> <li>• Use pens to record minute and technical details</li> <li>• Begin to show a perception of distance.</li> </ul>	<p><b>Drawing</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict simple movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement</li> </ul>	<p><b>Drawing</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects with greater accuracy (e.g. light and shadow is captured in the correct areas with knowledge of sunlight) Develop and awareness of scale and proportion</li> </ul>
	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of techniques</li> <li>- Experiment with colour</li> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- Use and explore a variety of techniques, beginning to select the best one for intended purpose.</li> <li>- Use colour for intended purpose</li> <li>- Begin to use thick and thin brushes</li> <li>- Begin to explore mixing primary colours to make secondary</li> <li>- Begin to explore adding white to colours to make tints and black</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<p><b>Painting</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Use different thickness of brushes with purpose and explain the reason why.</li> <li>• Use different techniques with a paintbrush (dab, smooth, wash, stroke)</li> <li>• To mix colours and make tints and tones with greater</li> </ul>	<p><b>Painting</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul>	<p><b>Painting</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> </ul>	<p><b>Painting</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting</li> </ul>	<p><b>Painting</b></p> <p>IN ADDITION TO PREVIOUS YEARS:</p> <ul style="list-style-type: none"> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>

		to colours to make tones. - Begin to explore creating colour wheels.		precision and control. • Experiment with creating mood with colour.			pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.	
		<b>Digital Media</b> • Begin to explore a range of tools using technology to create different textures, lines, tones, colours and shapes	<b>Digital Media</b> • Use a range of tools to create different textures, lines, tones, colours and shapes (specifically working with a painting application to add shapes; different brush techniques, fill, use of overlays, addition of images)	<b>Digital Media</b> IN ADDITION TO PREVIOUS YEARS: Use a <b>wide</b> range of tools to create different textures, lines, tones, colours and shapes with greater accuracy and for an intended purpose	<b>Digital Media</b> IN ADDITION TO PREVIOUS YEARS: • Create images, using a wide range of tools and explain why they were created.	<b>Digital Media</b> IN ADDITION TO PREVIOUS YEARS: • Enhance digital media by editing	<b>Digital Media</b> IN ADDITION TO PREVIOUS YEARS: • Enhance digital media by editing in order to refine the finished piece to create a more visually appealing outcome	<b>Digital Media</b> IN ADDITION TO PREVIOUS YEARS: • Enhance digital media by editing purposefully to create effective pieces with a greater focus on precision presented in the outcome i.e. clearly recognisable features/details
<b>Collage and Sculpture</b> - Safely use and explore a variety of materials, tools and techniques - Experiment with design, texture, form and function - Make use of props and materials when role playing characters in narratives and stories. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<b>Collage and Sculpture</b> - Use small tools and with precision and with more purpose - Cut materials safely using tools provided - Measure and mark out to the nearest centimeter. - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). - Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) - Design and make props for intended purpose when role-playing characters in narratives and stories	<b>Collage and Sculpture</b> IN ADDITION TO PREVIOUS YEARS: • Use a combination of materials and or shapes for a key purpose or outcome • Sort and arrange materials (with purpose and intended outcome) • Mix materials to create texture. • Include lines and texture. • Use techniques such as rolling, cutting, moulding and carving.	<b>Collage and Sculpture</b> IN ADDITION TO PREVIOUS YEARS: • 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 – beginning to articulate decisions and choices.	<b>Collage and Sculpture</b> IN ADDITION TO PREVIOUS YEARS: • Ensure work is precise. • Use overlapping, tessellation or montage (collage) • Include texture that conveys feelings, expression or movement. • Add materials to provide interesting detail. Use coiling and mosaic techniques (sculpture) Create and combine shapes to create recognisable forms	<b>Collage and Sculpture</b> IN ADDITION TO PREVIOUS YEARS: • 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.	<b>Collage and Sculpture</b> IN ADDITION TO PREVIOUS YEARS: • 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.	<b>Collage and Sculpture</b> IN ADDITION TO PREVIOUS YEARS: • 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.	
<b>Print</b> - Safely use and explore a variety of materials, tools and techniques - Experiment with colour, design, texture, form and function - Explore, use and refine a variety of	<b>Print</b> - Use and explore printing techniques, beginning to select the best one for an intended purpose. - Begin to use objects to create prints (e.g. fruit, vegetables or sponges) to explore	<b>Print</b> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g.	<b>Print and Textiles</b> IN ADDITION TO PREVIOUS YEARS: • Use the properties of shapes to explore patterns (e.g. tessellation, Islamic Art).	<b>Print</b> IN ADDITION TO PREVIOUS YEARS: • Use layers of two or more colours. • Replicate patterns observed in natural or built environments.	<b>Print</b> IN ADDITION TO PREVIOUS YEARS: • Build up layers of colours. • Create an accurate pattern			

	<p>artistic effects to express their ideas and feelings.</p>	<p>colour, design and texture to create an intended effect</p> <ul style="list-style-type: none"> <li>- Begin to press, roll, rub and stamp to make prints</li> </ul>	<p>fruit, vegetables or sponges).</p> <ul style="list-style-type: none"> <li>• Press, roll, rub and stamp to make prints</li> </ul>		<ul style="list-style-type: none"> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns</li> </ul>			
<p>To further develop ideas</p>	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used</li> </ul>	<ul style="list-style-type: none"> <li>• Share creations, explaining the process they have used and begin to evaluate and improve their work</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Give an opinion</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate thoughts and feelings about the work of others and own.</li> <li>• Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</li> <li>• Evaluate the ideas of others.</li> <li>• Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas.</li> <li>• Compare and discuss ideas with others.</li> <li>• Work on group projects, sharing ideas and listening to others to design artefacts.</li> <li>• Begin to show that they can gather their thoughts, ideas and imagination</li> <li>• Develop ideas from a range of starting points.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with styles to reflect ideas.</li> <li>• Work as part of a group involved in a project to research, design and create an artefact or piece of art.</li> <li>• Analyse and evaluate work to strengthen the visual impact of it.</li> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>





Early Learning Goal	Stepping Stones [continuity between EYFS and KS1]
<p>Safely use and explore a variety of techniques</p> <p>Experiment with colour, design, form, function and texture</p> <p>Share creations, explaining the process they have used</p> <p>Make use of props and materials when role playing</p> <p>Use a range of small tools</p>	<p>Use and explore techniques, beginning to select the best one for an intended purpose</p> <p>Begin to use colour, design, form, function and texture to create an intended effect.</p> <p>Specifically select props and appropriate materials that support with role play.</p> <p>Use small tools with more precision and with purpose.</p>

**YEAR 1**

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
<p>Me, My family, My World</p>	<p>To take inspiration from artists</p>	<ul style="list-style-type: none"> <li>To describe their personal response to a piece of artwork [by Andy Goldsworthy].</li> <li>To learn about an artist [Andy Goldsworthy]</li> <li>Use inspiration from an artist [Andy Goldsworthy] to influence their work.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain art and know how art came to be in museums.</li> <li>Use the Internet to research artists.</li> <li>Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work.</li> <li>Independently uses some of the ideas of these artists studied to create pieces.</li> </ul>
	<p>To master techniques: 1)Practice 2)Apply</p>	<ul style="list-style-type: none"> <li>To practice different techniques to create texture and lines in clay</li> <li>To use clay to create part of/a sculpture [e.g. a leaf].</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Use a combination of materials and or shapes for a key purpose or outcome</li> <li>Sort and arrange materials (with purpose and intended outcome_</li> <li>Mix materials to create texture.</li> <li>Include lines and texture.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Experiment with different techniques to find the best ones for the purpose of my work.</li> <li>Know that art can be both visual and tactile, and choose the best combination for their work – beginning to articulate decisions and choices.</li> </ul>
	<p>To further develop ideas</p>	<ul style="list-style-type: none"> <li>Ask and answer questions about their work to develop their ideas</li> <li>To review what they and others have done and say what they think and feel about it</li> <li>To identify what they might change in their current work or develop in their future work</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Give an opinion</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate thoughts and feelings about the work of others and own.</li> <li>Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</li> <li>Evaluate the ideas of others.</li> <li>Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.</li> </ul>

# BENEDICT

		<ul style="list-style-type: none"> <li>• Be given the opportunity to improve their finished piece.</li> </ul>	
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SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working <b>ABOVE</b> the expected standard
Light and Dark: Living in Victorian Sunderland	To take inspiration from artists	<ul style="list-style-type: none"> <li>• To describe their personal response to a piece of artwork by Mondrian.</li> <li>• To learn about Mondrian [a Victorian Artist] and how he created some of his artwork.</li> <li>• Compare Mondrian to other artists how was he different? Which is preferred?</li> <li>• Take inspiration from the work of Piet Mondrian to plan their own piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain art and know how art came to be in museums.</li> <li>• Use the Internet to research artists.</li> <li>• Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work.</li> <li>• Independently uses some of the ideas of these artists studied to create pieces.</li> </ul>
	To master techniques: 1)Practice 2)Apply	<ul style="list-style-type: none"> <li>• Create colour wheels.</li> <li>• Name primary and secondary colours.</li> <li>• Use ready made and powder paints to mix primary colours to create secondary one.</li> <li>• Use I pads to create own versions of Mondrian inspired pictures:                             <ul style="list-style-type: none"> <li>- Use the computer to draw pictures with line and shapes.</li> <li>- Change the pen colour and rub out lines on the computer.</li> <li>- Colour neatly and follow lines very carefully.</li> </ul> </li> </ul>	<b>Digital Media</b> <ul style="list-style-type: none"> <li>• Use a range of tools to create different textures, lines, tones, colours and shapes (specifically working with a painting application to add shapes; different brush techniques, fill, use of overlays, addition of images)</li> </ul>	<b>Digital Media</b> Use a <b>wide</b> range of tools to create different textures, lines, tones, colours and shapes with greater accuracy and for an intended purpose

		<ul style="list-style-type: none"> <li>Use these as inspiration to create a Mondrian inspired mixed-media art work (e.g. 1 Digital, 1 paint):</li> <li>Draw lines of different shapes and thicknesses.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Use different thickness of brushes with purpose and explain the reason why.</li> <li>Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple).</li> <li>To mix colours and make tints and tones with greater precision and control.</li> <li>Experiment with creating mood with colour.</li> </ul>
To further develop ideas	<ul style="list-style-type: none"> <li>Ask and answer questions about their work to develop their ideas</li> <li>To review what they and others have done and say what they think and feel about it</li> <li>To identify what they might change in their current work or develop in their future work</li> <li>Be given the opportunity to improve their finished piece</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Give an opinion</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate thoughts and feelings about the work of others and own.</li> <li>Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</li> <li>Evaluate the ideas of others.</li> <li>Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.</li> </ul>	

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	<ul style="list-style-type: none"> <li>To describe their personal response to a piece of artwork by Dave Thompson.</li> <li>Say how an artist [Dave Thompson] has used colour and shape in his paintings.</li> <li>Compare the works of Dave Thompson to other artists they have studied [e.g. Andy Goldsworthy and Mondrian]</li> <li>Use the works of Dave Thompson to inspired own artwork</li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain art and know how art came to be in museums.</li> <li>Use the Internet to research artists.</li> <li>Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work.</li> <li>Independently uses some of the ideas of these artists studied to create pieces.</li> </ul>
	To master techniques: 1) Practice	<ul style="list-style-type: none"> <li>Explore and experiment with paints [e.g. colour mixing, brush sizes, tones]</li> <li>Select appropriate colours for a purpose.</li> <li>Use observational skills to recreate identifiable shapes and objects.</li> </ul>	<b>Drawing</b> Draw lines of different sizes and thickness. <ul style="list-style-type: none"> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Begins to show shadows on drawings using pencil and charcoal.</li> <li>Recognise and draw parallel and perpendicular lines.</li> </ul>

	2) Apply	<ul style="list-style-type: none"> <li>• Create a finished painting inspired by the works of Dave Thompson.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>• Use different thickness of brushes with purpose and explain the reason why.</li> <li>• Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple).</li> <li>• To mix colours and make tints and tones with greater precision and control.</li> <li>• Experiment with creating mood with colour.</li> </ul>
	To further develop ideas	<ul style="list-style-type: none"> <li>• Ask and answer questions about their work and to develop their ideas</li> <li>• To review what they and others have done and say what they think and feel about it</li> <li>• To identify what they might change in their current work or develop in their future work</li> <li>• Be given the opportunity to improve their finished piece</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Give an opinion</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate thoughts and feelings about the work of others and own.</li> <li>• Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</li> <li>• Evaluate the ideas of others.</li> <li>• Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.</li> </ul>

## 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	<ul style="list-style-type: none"> <li>• To describe their personal response to Loutberbourg's <i>Great Fire</i></li> <li>• 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>] using appropriate artistic language.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain art and know how art came to be in museums.</li> <li>• Use the Internet to research artists.</li> <li>• Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work.</li> <li>• Independently uses some of the ideas of these artists studied to create pieces.</li> </ul>
	To master techniques: 1) Practice 2) Apply	<ul style="list-style-type: none"> <li>• Explore ideas and collect visual information on how to create different effects for a purpose e.g. painting fire</li> <li>• To use paints make tints and to make tones.</li> <li>• To investigate joining collage materials, to create different textures.</li> <li>• To design their own piece of artwork inspired by the Great Fire of London works they have</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>• Use different thickness of brushes with purpose and explain the reason why.</li> <li>• Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple).</li> <li>• To mix colours and make tints and tones with greater precision and control.</li> <li>• Experiment with creating mood with colour.</li> </ul>

		viewed, using a combination of painting and collage. <ul style="list-style-type: none"> <li>To create their piece of artwork as intended.</li> </ul>	<b>Collage and Sculpture</b> <ul style="list-style-type: none"> <li>Use a combination of materials and or shapes for a key purpose or outcome</li> <li>Sort and arrange materials (with purpose and intended outcome_</li> <li>Mix materials to create texture.</li> <li>Include lines and texture.</li> <li>Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<b>Collage and Sculpture</b> <ul style="list-style-type: none"> <li>Experiment with different techniques to find the best ones for the purpose of my work.</li> <li>Know that art can be both visual and tactile, and choose the best combination for their work – beginning to articulate decisions and choices.</li> </ul>
To further develop ideas		<ul style="list-style-type: none"> <li>Ask and answer questions about the starting points for their work</li> <li>Review what they and others have done and say what they think and feel about it</li> <li>Be given the opportunity to improve their finished piece</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Give an opinion</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate thoughts and feelings about the work of others and own.</li> <li>Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</li> <li>Evaluate the ideas of others.</li> <li>Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.</li> </ul>

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard
What I Believe: I have the right to a safe place to live.	To take inspiration from artists	<ul style="list-style-type: none"> <li>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</li> <li>To learn about what inspired these artists and how they created their finished pieces.</li> <li>To describe their personal response to these pieces <i>using appropriate artistic language..</i></li> </ul>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain art and know how art came to be in museums.</li> <li>Use the Internet to research artists.</li> <li>Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work.</li> <li>Independently uses some of the ideas of these artists studied to create pieces.</li> </ul>
	To master techniques: 1) Practice 2) Apply	<ul style="list-style-type: none"> <li>Explore different methods and tools as inspiration for work</li> <li>Show different tones and colours</li> <li>Use digital media to take images of themselves to show different expressions</li> <li>Use media to create a finished piece of artwork demonstrating their skills, taking inspiration from the artists investigated.</li> </ul>	<b>Digital Media</b> <ul style="list-style-type: none"> <li>Use a range of tools to create different textures, lines, tones, colours and shapes (specifically working with a painting application to add shapes; different brush techniques, fill, use of overlays, addition of images)</li> </ul>	<b>Digital Media</b> Use a <b>wide</b> range of tools to create different textures, lines, tones, colours and shapes with greater accuracy and for an intended purpose
	To further develop ideas	<ul style="list-style-type: none"> <li>Represent observations and ideas, and design and to present ideas and thoughts on issues within topic.</li> <li>Review what they and others have done and say what they think and feel about it</li> <li>Be given the opportunity to improve their finished piece</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Give an opinion</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate thoughts and feelings about the work of others and own.</li> <li>Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</li> <li>Evaluate the ideas of others.</li> <li>Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Look at and discuss differences and similarities in the work of artists and designers who have used transport in their work e.g. The Derwent Walk inspired by Stephenson's trains.</li> <li>• Describe using artistic language the colour, form, texture, pattern and shaped used in The Derwent Walk'</li> <li>• To give a personal response to 'The Derwent Walk' and to discuss why it has been displayed for the public to view.</li> <li>• Participate in a museum visits and sketch trains as inspiration for their own finished pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and explain art and know how art came to be in museums.</li> <li>• Use the Internet to research artists.</li> <li>• Can name famous artists or designers, talk about their work and their life and can use comparative language to compare their work.</li> <li>• Independently uses some of the ideas of these artists studied to create pieces.</li> </ul>
	To master techniques: 1) Practice 2) Apply	<ul style="list-style-type: none"> <li>• Represent observations and ideas to create a design</li> <li>• Add clay to create texture.</li> <li>• Use a combination of shapes, overlapping, rotating and repeating them.</li> <li>• Use different sizes and thickness for effect.</li> <li>• Colour own work (paintings of trains).</li> <li>• To create a sculpture of a form of transport.</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Use a combination of materials and or shapes</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> <li>• Include lines and texture.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Experiment with different techniques to find the best ones for the purpose of my work.</li> <li>• Know that art can be both visual and tactile, and choose the best combination for their work.</li> </ul>
	To further develop ideas	<ul style="list-style-type: none"> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• Be given the opportunity to improve their finished piece</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Give an opinion</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate thoughts and feelings about the work of others and own.</li> <li>• Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle.</li> <li>• Evaluate the ideas of others.</li> <li>• Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form.</li> </ul>

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
<p>Over 2000 years ago... Stone, Bronze and Iron Age</p>	<p>To take inspiration from artists</p>	<ul style="list-style-type: none"> <li>Using ancient art as an inspiration, e.g. Walls of Lascaux, discuss likes and dislikes of a piece.</li> <li>Learn about how these paintings were created and how this impacts on the finished painting.</li> <li>Discuss colours and how colour is often used to depict moods and feelings.</li> <li>Describe how other artists they have learned about have used colour in a similar/different way [from previous artists studied in KS1]</li> <li>Take inspiration from Walls of Lascaux, Aboriginal art and cave art in their design</li> </ul>	<ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of other cultures' art and design and use as inspiration.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>
	<p>To master techniques: 1) Practice 2) Apply</p>	<ul style="list-style-type: none"> <li>Practice using different hardness of pencils to show line, tone and texture.</li> <li>Practice using shading to show light and shadow.</li> <li>Practice using hatching and cross hatching to show tone and texture.</li> <li>Sketch lightly initially a design for their artwork, then add shading, tone etc. to their finished piece.</li> <li>To being to use different painting techniques to add colour [e.g. different brush techniques and ways of applying paint].</li> <li>Take inspiration from Walls of Lascaux, Aboriginal art and cave art to create own cave inspired art to depict an event they have learned about in topic.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Combine colour, pattern, texture, line &amp; tone, shape &amp; form to suit the purpose of the artwork.</li> <li>Use pens to record minute and technical details</li> <li>Begin to show a perception of distance.</li> </ul>
	<p>To further develop ideas</p>	<ul style="list-style-type: none"> <li>Adapt their work according to their views and describe how they might develop it further</li> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Be given the opportunity to improve their finished piece.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Use the qualities of watercolour paints to create visually interesting pieces.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas.</li> <li>Compare and discuss ideas with others.</li> <li>Work on group projects, sharing ideas and listening to others to design artefacts.</li> <li>Begin to show that they can gather their thoughts, ideas and imagination</li> </ul>



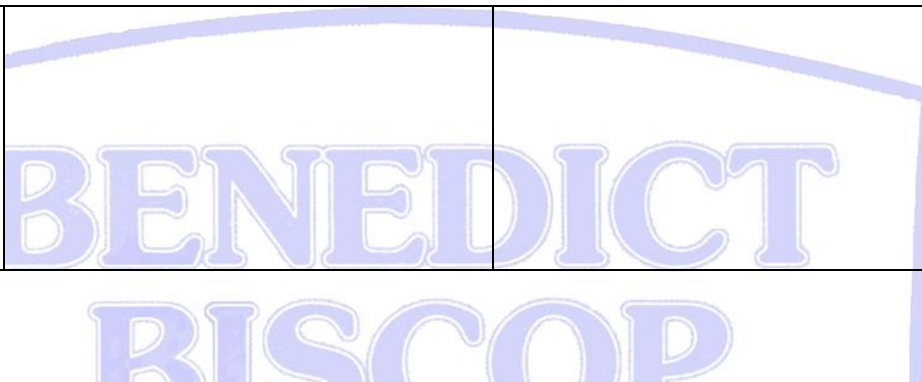
				<ul style="list-style-type: none"> <li>• Develop ideas from a range of starting points.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>
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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	<ul style="list-style-type: none"> <li>• Discuss how artwork is used to show different cultures i.e. how artwork is used to show what Ancient Egyptian life was like.</li> <li>• To discuss and describe what they like about the pieces using artistic language.</li> <li>• Compare these pieces of artwork with the landscapes depicting the Great Fire of London studied in KS1 using artistic language.</li> <li>• Take inspiration from artwork depicting Ancient Egyptian landscapes to plan their own landscape.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a range of other cultures' art and design and use as inspiration.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>
	To master techniques: 1) Practice 2) Apply	<ul style="list-style-type: none"> <li>• Practice different painting and collage techniques</li> <li>• Use the following techniques to create watercolour landscapes:               <ul style="list-style-type: none"> <li>-use a number of brush techniques</li> <li>-mix colours effectively</li> <li>-produce washes for backgrounds then add detail.</li> <li>-experiment with creating mood and colour.</li> <li>-use layers of two or more colours.</li> <li>-use collage techniques to add detail, texture and movement</li> </ul> </li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolours and acrylic paintst to produce washes for backgrounds then add detail.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Ensure work is precise.</li> <li>• Use overlapping, tessellation or montage (collage)</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use the qualities of watercolour paints to create visually interesting pieces.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Uses both visual and tactile qualities, sometimes combined in one piece of work.</li> <li>• Edit and improve a 3D sculpture and discuss methods used, evaluate its effectiveness.</li> </ul>
	To further develop ideas	<ul style="list-style-type: none"> <li>• Collect visual and other information to help them develop ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas.</li> </ul>



		<ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>• Adapt their work according to their views and describe how they might develop it further</li> <li>• Be given the opportunity to improve their finished piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and discuss ideas with others.</li> <li>• Work on group projects, sharing ideas and listening to others to design artefacts.</li> <li>• Begin to show that they can gather their thoughts, ideas and imagination</li> <li>• Develop ideas from a range of starting points.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>
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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	<ul style="list-style-type: none"> <li>• Investigate signs and symbols used by different cultures and their significance in art and design.</li> <li>• Look at tessellation and repeating patterns in prayer mats.</li> <li>• Design a piece of art with repeating patterns or tessellation using designed observed as inspiration.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a range of other cultures' art and design and use as inspiration.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>
	To master techniques: 1) Practice 2) Apply	<ul style="list-style-type: none"> <li>• Investigate different printing techniques</li> <li>• Use the following techniques, and any other techniques of their knowledge and choice, to design and create own "rug/carpet/prayer mat/art work" using printing techniques -Use tessellation -Combine one or more colours to create a layered effect when printing</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use the qualities of watercolour paints to create visually interesting pieces.</li> </ul> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern</li> </ul>
	To further develop ideas	<ul style="list-style-type: none"> <li>• Review their work and discuss how it might be adapted or changed using language such as shape, form, pattern.</li> <li>• Refine their finished piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas.</li> <li>• Compare and discuss ideas with others.</li> <li>• Work on group projects, sharing ideas and listening to others to design artefacts.</li> </ul>



- 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	<ul style="list-style-type: none"> <li>• Research vases and other forms of pottery by the Ancient Greeks</li> <li>• Comment on relevant art from the time period, discuss features using language such as shape, pattern, colour, texture.</li> <li>• Take their research as a starting point for their design.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a range of other cultures' art and design and use as inspiration.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>
	To master techniques: 1) Practice 2) Apply	<ul style="list-style-type: none"> <li>• Design a ancient Greek inspired vase</li> <li>• Use different hardness of pencils to show line, tone and texture when designing.</li> <li>• Sketch lightly, and annotate sketches to demonstrate the process they are planning.</li> <li>• Investigate using the clay techniques</li> <li>• Create an Ancient Greek-style vase</li> </ul>	<p><b>Collage and Sculpture</b></p> <ul style="list-style-type: none"> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic or montage.</li> <li>• Create and combine shapes to create recognisable forms</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<p><b>Collage and Sculpture</b></p> <ul style="list-style-type: none"> <li>• Uses both visual and tactile qualities, sometimes combined in one piece of work.</li> <li>• Edit and improve a 3D sculpture and discuss methods used, evaluate its effectiveness.</li> </ul>

		<ul style="list-style-type: none"> <li>• Sculpt with co-ordination and control, showing a clear outcome.</li> </ul>		
	To further develop ideas	<ul style="list-style-type: none"> <li>• Collect inspiration from Ancient Greek vases and use as starting points</li> <li>• Adapt their work according to their views and describe how they might develop it further</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas.</li> <li>• Compare and discuss ideas with others.</li> <li>• Work on group projects, sharing ideas and listening to others to design artefacts.</li> <li>• Begin to show that they can gather their thoughts, ideas and imagination</li> <li>• Develop ideas from a range of starting points.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Discuss how artwork is used to show different cultures i.e. how artwork is used to show what Roman life was like.</li> <li>• To discuss and describe what they like about the pieces using artistic language.</li> <li>• Compare these pieces of artwork with the landscapes depicting the Great Fire of London studied in KS1 and Ancient Egypt in Year 3 using artistic language.</li> <li>• Research different designs of ROMAN architecture and gather information to use as inspiration for their landscape artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a range of other cultures' art and design and use as inspiration.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>

	<p>To master techniques:</p> <p>1) Practice 2) Apply</p>	<ul style="list-style-type: none"> <li>To investigate using different drawing techniques: <ul style="list-style-type: none"> <li>-Use different hardness of pencils to show line, tone and texture. -- Sketch lightly and annotate their sketches.</li> <li>-Use shading to show light and shadow.</li> <li>-Use hatching and cross hatching to show tone and texture.</li> </ul> </li> <li>Combine different techniques to create a drawing of Roman architecture</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Combine colour, pattern, texture, line &amp; tone, shape &amp; form to suit the purpose of the artwork.</li> <li>Use pens to record minute and technical details</li> <li>Begin to show a perception of distance.</li> </ul>
	<p>To further develop ideas</p>	<ul style="list-style-type: none"> <li>To question and make thoughtful observations about their work</li> <li>Collect visual and other information to help them develop their ideas</li> <li>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas.</li> <li>Compare and discuss ideas with others.</li> <li>Work on group projects, sharing ideas and listening to others to design artefacts.</li> <li>Begin to show that they can gather their thoughts, ideas and imagination</li> <li>Develop ideas from a range of starting points.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>

SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
<p>What I believe: Everyone and everything has</p>	<p>To take inspiration from artists</p>	<ul style="list-style-type: none"> <li>Investigate the artwork of Henri Rousseau – learning about his inspirations, techniques and processes</li> <li>To compare the works of Henri Rousseau with other artists they have studied in previous year groups</li> <li>To discuss and describe what they</li> </ul>	<ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of other cultures' art and design and use as inspiration.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>

<p>the right to be alive.</p> <p>Life in the rainforest.</p>		<p>like about the pieces using artistic language.</p> <ul style="list-style-type: none"> <li>Use the work of Henri Rousseau and rainforest art as inspiration for creating own artwork.</li> </ul>		
	<p>To master techniques:</p> <p>1) Practice</p> <p>2) Apply</p>	<ul style="list-style-type: none"> <li>Investigate using the following techniques: <ul style="list-style-type: none"> <li>-mix colours effectively</li> <li>- use brush techniques.</li> <li>-use watercolour paint to produce washes for backgrounds then add detail.</li> <li>-using shades to creating mood</li> <li>-use layers of two or more colours.</li> </ul> </li> <li>To use the techniques investigated to create a rainforest inspired painting</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Use the qualities of watercolour paints to create visually interesting pieces.</li> </ul>
	<p>To further develop ideas</p>	<ul style="list-style-type: none"> <li>Create a collage of rainforest environments and rainforests to help develop a starting point.</li> <li>Evaluate a draft and discuss improvements with peers.</li> <li>Comment on other people's artwork and feelings invoked.</li> <li>Refine artwork and improve based on suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas.</li> <li>Compare and discuss ideas with others.</li> <li>Work on group projects, sharing ideas and listening to others to design artefacts.</li> <li>Begin to show that they can gather their thoughts, ideas and imagination</li> <li>Develop ideas from a range of starting points.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul>

AUTUMN UNIT	<b>Key generic learning objectives</b>	Unit specific learning objectives	<b>Upper KS2 working at the EXPECTED STANDARD</b>	<b>Upper KS2 working ABOVE the expected standard</b>
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<p>Settlers and Settlements</p> <p>Anglo-Saxon, Vikings and Scots</p>	<p>To take inspiration from artists</p>	<ul style="list-style-type: none"> <li>• To look at artwork recorded in Benedictine manuscripts [e.g. lettering].</li> <li>• Investigate how it was created, its purpose and compare it to modern day illustrations.</li> <li>• To share a personal response to the artwork using artistic language</li> <li>• Design their own manuscript artwork or lettering based on the manuscripts they have seen.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Can talk about key periods in art history and discuss what has changed over time.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>
	<p>To master techniques:</p> <p>1) Practice</p> <p>2) Apply</p>	<ul style="list-style-type: none"> <li>• Recap previously learnt drawing and painting techniques from across KS1 and lower KS2.</li> <li>• Investigate using different drawing and painting techniques to: <ul style="list-style-type: none"> <li>-Build up layers of colours</li> <li>-Create greater accuracy and precision, showing fine detail.</li> <li>-Create effects such as shadow and perspective</li> </ul> </li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict simple movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects with greater accuracy (e.g. light and shadow is captured in the correct areas with knowledge of sunlight)</li> </ul> <p>Develop and awareness of scale and proportion</p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
	<p>To further develop ideas</p>	<ul style="list-style-type: none"> <li>• to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>• to adapt their work according to their views and describe how they might develop it further</li> <li>• Refine artwork and improve based on suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with styles to reflect ideas.</li> <li>• Work as part of a group involved in a project to research, design and create an artefact or piece of art.</li> <li>• Analyse and evaluate work to strengthen the visual impact of it.</li> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Upper KS2 working ABOVE the expected standard
<p>What happened after 1066?</p> <p>Tudors and Stuarts</p>	<p>To take inspiration from artists</p>	<ul style="list-style-type: none"> <li>Investigate the works of famous Tudor portrait painters, describe common styles, features and techniques used in portraits Tudor portrait artists including: -Hans Holbein -Levina Teelinc -Nicholas Hilliard</li> <li>To share a personal response to the artwork using artistic language</li> <li>Describe how the artwork was influential in society</li> <li>Take inspiration from the works of these artist to create their own Tudor inspired portrait.</li> </ul>	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can talk about key periods in art history and discuss what has changed over time.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>
	<p>To master techniques:</p> <p>1) Practice 2) Apply</p>	<ul style="list-style-type: none"> <li>Practice different drawing techniques – building upon prior learning</li> <li>Use the following techniques to create a Tudor-style self-portrait: -combine colours -tones and tints to enhance the mood of a piece. -use techniques to create shadow and texture e.g. hair</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects with greater accuracy (e.g. light and shadow is captured in the correct areas with knowledge of sunlight) Develop and awareness of scale and proportion</li> </ul>
	<p>To further develop ideas</p>	<ul style="list-style-type: none"> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>Discuss how they might enhance and improve their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of language.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with styles to reflect ideas.</li> <li>Work as part of a group involved in a project to research, design and create an artefact or piece of art.</li> <li>Analyse and evaluate work to strengthen the visual impact of it.</li> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> </ul>

		<ul style="list-style-type: none"> <li>• Discuss complications and difficulties that arose when completing their work.</li> <li>• Refine artwork and improve based on suggestions.</li> </ul>		<ul style="list-style-type: none"> <li>• Collect information, sketches and resources and present ideas imaginatively</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>
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SUMMER UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Upper KS2 working ABOVE the expected standard
<p>What I believe: No one is allowed to punish you in a cruel or harmful way.</p> <p>Exploring crime and punishment.</p>	To take inspiration from artists	<ul style="list-style-type: none"> <li>• Investigate different street artists such as Banksy, Civilian, Dlux [what was their inspiration, what techniques did they use etc]</li> <li>• Give a personal response to the artwork viewed</li> <li>• Use work from street artists such as Banksy, Civilian, Dlux a discussion point for the debate 'Right or wrong?'</li> <li>• Take inspiration from street artists such as Banksy to design a piece of digital artwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Can talk about key periods in art history and discuss what has changed over time.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>
	To master techniques: 1) Practice 2) Apply	<ul style="list-style-type: none"> <li>• Refine different digital media techniques learned in previous year groups</li> <li>• Practice editing skills to improve digital outcomes</li> <li>• Create a Banksy-inspired artwork using a variety of digital media techniques to add interesting effects e.g. spray can effect</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection for a</li> </ul>	<p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing in order to refine the finished piece to create a more visually appealing outcome</li> </ul>	<p><b>Digital Media</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing purposefully to create effective pieces with a greater focus on precision presented in the outcome i.e. clearly recognisable features/details</li> </ul>



		Banksy inspired piece of artwork using digital media.		
	To further develop ideas	<ul style="list-style-type: none"> <li>Children choose a piece of art by Banksy, review and say what they would change, create a changed version. Is it a crime?</li> <li>To question and make thoughtful observations about their work</li> <li>To collect visual and other information to help them develop their ideas</li> <li>To compare ideas, methods and approaches in their own and others' work</li> <li>To adapt their work according to their views and describe how they would develop it further</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of language.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with styles to reflect ideas.</li> <li>Work as part of a group involved in a project to research, design and create an artefact or piece of art.</li> <li>Analyse and evaluate work to strengthen the visual impact of it.</li> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>

## YEAR 6

AUTUMN UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Upper KS2 working ABOVE the expected standard
Children in WWII in Sunderland	To take inspiration from artists	<ul style="list-style-type: none"> <li>Investigate propaganda [common styles, themes etc.] and discuss how this was influential in society.</li> <li>Discuss how they feel about the artwork and its value.</li> <li>Take inspiration from propaganda used during the war period to design their own piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can talk about key periods in art history and discuss what has changed over time.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>

	<p>To master techniques:</p> <p>1) Practice 2) Apply</p>	<ul style="list-style-type: none"> <li>Practice use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</li> <li>Practice using a choice of techniques to depict movements, perspective, shadows and reflections.</li> <li>Create a piece of artwork combining the techniques above.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
	<p>To further develop ideas</p>	<ul style="list-style-type: none"> <li>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>To reflect on their work in progress and adapt it according to their own ideas</li> <li>To describe how they might develop their work further</li> <li>Refine artwork and improve based on suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of language.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with styles to reflect ideas.</li> <li>Work as part of a group involved in a project to research, design and create an artefact or piece of art.</li> <li>Analyse and evaluate work to strengthen the visual impact of it.</li> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>

SPRING UNIT	Key generic learning objectives	Unit specific learning objectives	Upper KS2 working at the EXPECTED STANDARD	Upper KS2 working ABOVE the expected standard
Sunderland's Heritage: Coalmining	To take inspiration from artists	<ul style="list-style-type: none"> <li>Investigate the style of LS Lowry paintings. Learn about how his style was influential.</li> <li>Compare the works of Lowry with other pitmen/mining artwork and the styles of previous artists they have learned about.</li> <li>Share their own personal views on the artwork using artist language.</li> <li>Take inspiration from the style of LS</li> </ul>	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can talk about key periods in art history and discuss what has changed over time.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> </ul>

		Lowry and local artists pertinent to the time period studied to create their own artwork.		<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>
To master techniques: 1) Practice 2) Apply	<ul style="list-style-type: none"> <li>• Choose from a range of techniques to add interesting effects to their work e.g. perspective</li> <li>• Apply their experience of materials and processes, developing their control of tools and techniques</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects with greater accuracy (e.g. light and shadow is captured in the correct areas with knowledge of sunlight)</li> </ul> <p>Develop and awareness of scale and proportion</p>	
To further develop ideas	<ul style="list-style-type: none"> <li>• To question and make thoughtful observations and select ideas to use in their work</li> <li>• To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>• To adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of language.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with styles to reflect ideas.</li> <li>• Work as part of a group involved in a project to research, design and create an artefact or piece of art.</li> <li>• Analyse and evaluate work to strengthen the visual impact of it.</li> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	

SUMMER UNIT	<b>Key generic learning objectives</b>	Unit specific learning objectives	<b>Upper KS2 working at the EXPECTED STANDARD</b>	<b>Upper KS2 working ABOVE the expected standard</b>
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<p>What I believe: I have the right to protection from any kind of exploitation.</p>	<p>To take inspiration from artists</p>	<ul style="list-style-type: none"> <li>Investigate the work of Hank Willis Thomas and his work was influential in society</li> <li>Describe how the artwork makes them feel.</li> <li>Take inspiration from the work of Hank Willis Thomas to create their own 3-D sculpture in clay</li> </ul>	<ul style="list-style-type: none"> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can talk about key periods in art history and discuss what has changed over time.</li> <li>Show how the work of those studied was influential in both society and to other artists.</li> <li>Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> </ul>
<p>I have the right to give my opinion.</p>	<p>To master techniques: 1) Practice 2) Apply</p>	<ul style="list-style-type: none"> <li>To investigate making textures to create different qualities with clay.</li> <li>To match materials and processes to ideas and intention</li> <li>Use tools to carve and shape clay in different ways.</li> <li>To create a stable piece of sculpture taking inspiration from artists investigated.</li> </ul>	<p><b>Collage and Sculpture</b></p> <ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>	<p><b>Collage and Sculpture</b></p> <ul style="list-style-type: none"> <li>Use a number of techniques to represent ideas</li> <li>Negotiate and listen so that the process is collaborative.</li> <li>Choose appropriate materials relevant to the idea for a piece of work.</li> <li>Use the qualities of materials to enhance ideas.</li> </ul>
	<p>To further develop ideas</p>	<ul style="list-style-type: none"> <li>To question and make thoughtful observations for their work</li> <li>To select and record from first-hand observation and to explore ideas for different purposes</li> <li>To adapt their work according to their views and describe how they might develop it further</li> </ul>	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of language.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with styles to reflect ideas.</li> <li>Work as part of a group involved in a project to research, design and create an artefact or piece of art.</li> <li>Analyse and evaluate work to strengthen the visual impact of it.</li> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul>

### Additional opportunities

At Benedict Biscop we offer pupils the opportunities to participate in a range of extra- curricular clubs [Schoolz Out]. Pupil voice feeds into a termly review of clubs offered, ensuring that the clubs facilitated are based on interest/need.

On an annual basis our school school participates in NATRE [National Association of Teachers of Religious Education] **Spirited Arts** international competition. Pupils are asked to create a piece of artwork in response to a given theme e.g.

*“We have far more in common with each other than that which divides us.”*

*The quote from Jo Cox MP introduces this theme which is about the question: are we one human race, despite our differences and divisions? We are all different, and all religions are different – but are we all the same too? Can we all be united? What holds humanity together? Is it faith? Hope? Love? Music? What threatens to tear us apart? How can we overcome the divisions that affect us?*

#### Educational visits suggestions:

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	Beach School Forest School	Beach School Forest School	Beach School Forest School
<b>Year 1</b>	Beach School Forest School Local area: landmarks and sculptures e.g. The <b>Angel of the North</b> <b>Sunderland Winter Gardens</b>	Beach School Forest School <b>Beamish:</b> Victorian local heritage painting	Beach School Forest School <b>Roker/Seaburn/Marsden</b>
<b>Year 2</b>	Virtual fire of London <b>museum of London</b> tour: <a href="https://theschooltrip.co.uk/virtual/mol-great-fire-of-london-objects/">https://theschooltrip.co.uk/virtual/mol-great-fire-of-london-objects/</a>	<b>Herrington County Park Art and Sculpture Trail</b>	<b>Derwent Walk Express</b>
<b>Year 3</b>	<b>Bowes Museum:</b> Prehistoric exhibition	<b>Durham University Museum:</b> Ancient Egypt exhibition	Places of worship: <b>St Matthew’s Church, Sunderland Central Mosque, Gosforth Synagogue</b>
<b>Year 4</b>	<b>Sunderland Winter Gardens:</b> Greek Pottery Collection [loan option available to schools]	<b>Segedunum:</b> Roman architecture	<b>Hamsterley Forest – OASES</b> Layers of the rainforest
<b>Year 5</b>	<b>Bede’s World; Durham Cathedral &amp; National Glass Museum:</b> stained glass & illuminated lettering	<b>National Portrait Gallery</b> virtual tour: <a href="https://www.npg.org.uk/about/gallery-spaces/tudor-galleries">https://www.npg.org.uk/about/gallery-spaces/tudor-galleries</a>	<b>Ouseburn – Grafitti</b> trail
<b>Year 6</b>	<b>Beamish</b>	<b>Woodhorn:</b> Pitmen’s paintings	<b>Liverpool Slavery Museum</b> virtual tour: <a href="https://www.liverpoolmuseums.org.uk/international-slavery-museum/virtual-tour">https://www.liverpoolmuseums.org.uk/international-slavery-museum/virtual-tour</a>

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