

ART

“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, artisans and designers, 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.

The National Curriculum for art aims to ensure that all pupils:

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

We believe that art should develop children with the following **essential characteristics** to help them become 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.

Where Does It Start?

Our pupils begin their art journey at Benedict Biscop in our Early Years environment. Our provision has been carefully created, to provide a range of opportunities both indoor and outdoor to help develop art knowledge and skills. Our pupils are also taken 'beyond' our school environment into the local area experiencing both forest school and beach school provision.

EYFS Statutory Framework – Expressive Art and Design states:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Outcomes in Early Years

Early Learning Goals - Creating with Materials	<i>Additional Benedict Biscop stepping stones to challenge:</i>
Children at the expected level of development will: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;	Children at the expected level of development will: -Use and explore techniques, beginning to select the best one for an intended purpose -Begin to use colour, design, form, function and texture to create an intended effect. -Specifically select props and appropriate materials that support with role-play. -Use small tools with more precision and with purpose.

Development Matters progression related to Art:

Birth to Three	Three to Four	Reception
Physical -Develop manipulation and control. -Explore different materials and tools. Literacy -Enjoys drawing freely. Expressive Arts and Design -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. -Start to make marks intentionally. -Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. -Use their imagination as they consider what they can do with different materials.	Physical -Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand. Expressive Arts and Design -Develop their own ideas and then decide which materials to use to express them. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawings to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. -Explore colour and colour-mixing.	Physical -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills.

Termly Focus:

NURSERY

Autumn Term	Spring Term	Summer Term
LINE, SHAPE, FORM -To begin creating lines, shapes/forms i.e. drawing a circle for a face. -To create drawings that show their emotions COLOUR -To be introduced to the mixing of primary colours to understand that colours change when mixed. -To notice that white paint when added will lighten colours. -To describe why they are selecting colours [for purpose]. USE OF TOOLS -To select materials from a range provided	LINE, SHAPE, FORM -To create lines and simple shapes to create more recognisable forms e.g. vehicles/homes COLOUR -To use materials and colours to represent different parts of the form. -To mix primary colours -To know materials have different textures -To identify and use different patterns and textures are combined for purpose USE OF TOOLS -To select materials for design purposes [to represent specific items]	LINE, SHAPE, FORM -To create lines and simple shapes to create more recognisable forms e.g. bodies COLOUR -To mix colours for different purposes -To know how to hold scissors and use appropriately -To join materials using different methods USE OF TOOLS -To select materials for design purposes [to represent specific items], beginning to use finer manipulatives

RECEPTION

Autumn Term	Spring Term	Summer Term
LINE, SHAPE, FORM -To create lines and simple shapes to create more recognisable forms e.g. ovals for faces COLOUR -To explore using different paint types -To begin to add detail with paint i.e. for features of face. -To create secondary colours -To begin creating shades of brown and green CULTURAL INFLUENCES -To explore and create from imagination and real-life experiences USE OF TOOLS -Use brushes of varying thickness -Use different media to create texture	LINE, SHAPE, FORM -To create lines and simple shapes to create more recognisable forms COLOUR -To begin creating shades of brown and green -To use brushes of varying thickness [particularly fine brushes for detail] -To use different media to create pattern and texture for specific detail e.g. patterns in leaves. -To start combining colours in different ways – creating shades. CULTURAL INFLUENCES -To explore and create from imagination and real-life experiences USE OF TOOLS -To select varying media for drawing, painting, printing and sculpting [with prompting] e.g. oil pastels, clay	LINE, SHAPE, FORM -To create lines and simple shapes to create more recognisable forms e.g. begin to add detail to recognisable forms e.g bodies and animals COLOUR -To use bright/dull colours -To create a range of shades CULTURAL INFLUENCES -To recognise some cultural influences and use as inspiration for their art e.g. famous artists – widening personal knowledge [taking inspiration from children's interests – looking more closely at shapes and form] USE OF TOOLS -To select varying media for drawing, painting, printing and sculpting e.g. oil pastels, clay

In Key Stage 1 & 2, we actively encouraging cross-curricular learning through our themed based curriculum allowing children to be fully immersed in their learning; in order to meet the aims of the national curriculum and develop those essential characteristics of artists we have carefully chosen artists and inspirations linked to these themes and ensured a range of mediums and techniques are developed.

Key Stage 1 Art looks at:

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

Key Stage 2 Art looks at:

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

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
One	DRAWING WITH PENCIL & CLAY SCULPTURE Inspiration: Andy Goldsworthy 	PRINTMAKING & PAINTING WITH POWDER PAINT Inspiration: William Morris 	DRAWING WITH PENCIL & PAINTING WITH WATERCOLOUR Inspiration: Dave Thompson and Chris Cummings 
Two	DRAWING WITH PENCIL & PAINTING WITH ACRYLIC Inspiration: Philip James de Loutherbourg 	DIGITAL MEDIA Inspiration: Lee Jeffries and Andy Warhol 	DRAWING WITH PENCIL & CLAY SCULPTURE Inspiration: Isambard Kingdom Brunel 

Three	DRAWING WITH CHARCOAL & PAINTING WITH A RANGE OF MEDIUMS Inspiration: Pablo Picasso and the Caves of Lascaux 	DRAWING WITH PENCIL & CLAY SCULPTURE Inspiration: Egyptian death masks 	PRINTMAKING & ARCHITECTURE Inspiration: Islamic pattern and the Taj Mahal 
Four	DRAWING WITH GRAPHITE & CLAY SCULPTURE Inspiration: Greek vases 	DRAWING WITH A RANGE OF TOOLS Inspiration: Roman Coins 	DRAWING WITH PENCIL & PAINTING WITH ACRYLIC Inspiration: John Dyer 

Five	PAINTING WITH ACRYLIC & DRAWING WITH PENCIL Inspiration: Illuminated lettering 	DRAWING WITH CHARCOAL Inspiration: Tudor Portraits 	DIGITAL MEDIA Inspiration: Banksy 
Six	PAINTING WITH ACRYLIC Inspiration: Charles Ernest Cundall 	DRAWING WITH GRAPHITE AND CHARCOAL Inspiration: Norman Cornish 	3D SCULPTURE Inspiration: Yinka Shonibare 

We know that progression in art involves developing both skills and knowledge and in order to meet our curriculum aims, we have identified core strands of learning which run throughout our curriculum. We have identified what this should look like at the end of each year group within the school. The curriculum is taught in a spiral design where learning is revisited and embedded – deepening learning and developing Mastery.

Year 1 – Autumn Term			
Key artist/designer: Andy Goldsworthy		Key inspiration: Storm king wall, Serpentine Leaf form	
Key Questions: Who is Andy Goldsworthy and what sort of art does he create? Why is some of his work “transient” and what does this mean? What is the difference between 2D drawing and 3D making?		New vocabulary: Sketchbook, sculpture, observation, mould, knead, roll, cut, carve, shape, texture, form	
	AIMS:	Objectives Children should learn:	YEAR 1 EXPECTATIONS
How has the life of a child changed?	Produce creative work, exploring their ideas and recording their experiences	- I understand what a sketchbook is used for and how I can collect my ideas in one. - I can use Andy Goldsworthy's art to draw simple pencil observational drawings of leaves, looking particularly at the correct size and shape of the leaf. - I can use a pencil to draw simple details on my drawing of a leaf. - I understand there is a relationship between drawings on paper (2D) and making (3D) and that we can transform 2D drawings into 3D objects.	- Describe the work of a notable artist, artisans and designers. - Use some of the ideas of artists studied to create own pieces. - Use a combination of materials and or shapes for a key purpose or outcome. - Mix materials to create texture. - Use techniques such as rolling, cutting, moulding and carving. - Respond to ideas and starting points. - Use a range of tools to create different textures, lines, tones, colours and shapes. - Use thick and thin brushes with purpose. - Mix primary colours to make secondary. - Add white to colours to make tints and black to colours to make tones. - Create colour wheels with primary and secondary colours. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop. - Begin to evaluate own work and discuss what could be improved/developed.
	Become proficient in key art forms: Clay	- I can use my hands to shape and mould clay into different 3D shapes, such as a sphere, a cylinder etc. - I can knead and shape the clay to make it pliable. - I can use simple tools to add texture and detail to my clay. - I know that my clay will dry in the air and once this has happened I can no longer add detail to it.	
	Evaluate and analyse creative works using the language of art, craft and design	- I can describe how I feel when I look at “Storm King Wall” and “Serpentine leaf form”. - I understand that sculpture is the name sometimes given for artwork which exists in three dimensions. - I can reflect upon the artists’ work, and share my response verbally (“I liked...”).	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	I can talk about Andy Goldsworthy's life i.e. when and where he was born, when and why he became an artist, what inspired him to be an artist, where you can see his art on display.	

Year 1 – Spring Term

Key artist/designer: William Morris	Key inspiration: Trellis, Tulip and Willow, Daisy
Key Questions: Who is William Morris and what was the movement that he founded? How did his passion for handmade art and crafts contrast with what most Victorians believed about industry? Where can we still see William Morris's influences today?	New vocabulary: primary, secondary, sketch, print, surface, plates, relief print, block print, rubbings, designer, etching

	AIMS:	Objectives Children should learn:	YEAR 1 EXPECTATIONS
Britain And It's Pioneers	Produce creative work, exploring their ideas and recording their experiences	- I can create simple colour wheel that looks at primary and secondary colours. - I can use a pencil to sketch details of part of a William Morris print - I can mix and use powder paints to add primary and secondary colours to my sketch of a William Morris print - I can use ideas I have seen in William Morris' prints to design my own idea for a print. - I can record my ideas in my sketch book.	- Describe the work of a notable artist, artisans and designers. - Use some of the ideas of artists studied to create own pieces. - Use a combination of materials and or shapes for a key purpose or outcome. - Mix materials to create texture. - Use techniques such as rolling, cutting, moulding and carving. - Respond to ideas and starting points. - Use a range of tools to create different textures, lines, tones, colours and shapes - Use thick and thin brushes with purpose. - Mix primary colours to make secondary. - Add white to colours to make tints and black to colours to make tones. - Create colour wheels with primary and secondary colours. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop. - Begin to evaluate own work and discuss what could be improved/developed
	Become proficient in key art forms: Relief Printmaking	- I understand prints are made by transferring an image from one surface to another or "making a copy". - I understand relief prints are made when we print from raised images (we call these plates). - I can use hands and feet to make simple prints, using primary colours. - I can collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image. - I can explore concepts like "repeat" "pattern" "sequencing" when looking at printing	
	Evaluate and analyse creative works using the language of art, craft and design	- I can reflect upon the artists' work, and share my response in written form ("I liked..."). - I understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. I Understand all responses are valid. - I can use terms such as "etching", "relief print", "plates" and "block print"	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- I can talk about William Morris i.e. when and where he was born, when and why he became an artist, what inspired him to be an artist, where you can see his art on display. - I can compare The Serpentine leaf form (Andy Goldsworthy) to Tulip and Willow (William Morris) - I can talk about how William Morris prints are still used today i.e fashion design, wallpaper	

Year 1 – Summer Term

Key artist/designer: Dave Thompson and Chris Cummings	Key inspiration: Roker and Seaburn (Dave Thompson) Roker Pier (Chris Cummings)
Key Questions: Why do people use the seaside as an inspiration for art? How are modern artist's techniques similar and different to Victorian artists'?	New vocabulary: lines, features, watercolour, pigment, marks, tones, compare,

	AIMS:	Objectives Children should learn:	YEAR 1 EXPECTATIONS
I do like to be beside the seaside	Produce creative work, exploring their ideas and recording their experiences	- Talk about how David Thompson and Chris Cummings have used colour in their painting. - Use observational pencil drawing to recreate key features from the images studied or field work, creating identifiable shapes and objects - Use pencil to experiment with drawing lines of different size and thickness. - Use dots and line to add some texture to pencil sketches of key features of Roker beach.	- Describe the work of a notable artist, artisans and designers. - Use some of the ideas of artists studied to create own pieces. - Use a combination of materials and or shapes for a key purpose or outcome. - Mix materials to create texture. - Use techniques such as rolling, cutting, moulding and carving. - Respond to ideas and starting points. - Use a range of tools to create different textures, lines, tones, colours and shapes - Use thick and thin brushes with purpose. - Mix primary colours to make secondary. - Add white to colours to make tints and black to colours to make tones. - Create colour wheels with primary and secondary colours. - Explore ideas and collect visual information. - Explore different methods and materials as ideas develop. - Begin to evaluate own work and discuss what could be improved/developed
	Become proficient in key art forms: Painting with watercolour	- Understand watercolour is a media which uses water and pigment - Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. - Explore and experiment with mixing watercolour paints to create primary and secondary colours. - Explore adding black to colours to create tones and white to colours to create tones.	
	Evaluate and analyse creative works using the language of art, craft and design	- Compare the work of Dave Thompson and Chris Cummings – looking at the key pieces and talking about similarities and differences - Ask and answer questions about their work and to develop their ideas - To review what they and others have done and say what they think and feel about it - To identify what they might change in their current work or develop in their future work - I can reflect upon the artists' work, and share my response in written form ("I liked...because.../I did not like...because...").	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- I can talk about Dave Thompson or Chris Cummings i.e. when and where he was born, when and why he became an artist, what inspired him to be an artist, where you can see his art on display. - I can compare works from the two features artists and use comparative language. - I can talk about how Dave Thompson's prints are still used today i.e prints/decor	

Year 2 – Autumn Term			
Key artist/designer: Philip James de Loutherbourg, Claes Janszoon Visscher		Key inspiration: Visscher's panorama, Loutherbourg's Great Fire	
Key Questions: Why did Visscher engrave his map rather than draw it? How has the London skyline changed since these two pieces of art and now and has anyone captured it in an artform?		New vocabulary: pressure, grip, cityscape, landscape, acrylic, hue, tint, tone, expression, gesture	
	AIMS:	Objectives Children should learn:	YEAR 2 EXPECTATIONS
London And The Great Fire	Produce creative work, exploring their ideas and recording their experiences	Talk about Loutherbourg and Visscher and understand the purpose of their art work – how and why they created it.	- Describe and explain what they believe art to be - Know how art came to be in museums. - Use the Internet to research artists. - Name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. - Use a wide range of tools to create different textures, lines, tones, colours and shapes with greater accuracy and for an intended purpose - Use different thickness of brushes with purpose and explain the reason why - Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple). - To mix colours and make tints and tones with greater precision and control. - Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form. - Experiment with creating mood with colour. - Independently uses some of the ideas of these artists studied to create pieces. - Communicate thoughts and feelings about the work of others and own. - Begin to understand the viewpoints of others by looking at images, people, place and so on from a different angle. - Evaluate the ideas of others.
	Become proficient in key art forms:	- I can explore ways of representing fire and flames using different media e.g. paint, pencils. collage - I understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. - I can use a pencil to sketch the outline of city scape, focusing on the shape of buildings and the size of them compared to other buildings (beginning to explore scale) - I can explore colour mixing to create an effective representation of fire.	
	Evaluate and analyse creative works using the language of art, craft and design	I can compare two panoramas of London, talking about similarities and differences in what they look like and how they were made.	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	I can talk about Loutherberg i.e. when and where he was born, when and why he became an artist, what inspired him to be an artist, where you can see his art on display.	

Year 2 – Spring Term			
Key artist/designer: Andy Warhol, Lee Jeffries		Key inspiration: Marilyn Diptych,	
Key Questions: Why does Lee Jeffries use his photography to create awareness of a social issue? How are Lee Jeffries and Andy Warhol's portraits the same/different? How can I use colours to explore mood in a picture?		New vocabulary: Portrait, self- portrait, digital, manipulate, overlay, pop art, photography, cool, warm, mood	
	AIMS:	Objectives Children should learn:	YEAR 2 EXPECTATIONS
What I believe: I have the right to a safe place to live	Produce creative work, exploring their ideas and recording their experiences	- I can use digital media to take images of myself to show different expressions - I can use digital media to create a finished piece of artwork demonstrating my skills, taking inspiration from the Lee Jeffries and Andy Warhol. - I can talk about the use of cool and warm colours and how these affect how a piece of art is viewed. - I can make links with my previous learning when talking about Andy Warhol and how he used printing to make repeating copies of his work.	- Describe and explain what they believe art to be - Know how art came to be in museums. - Use the Internet to research artists. - Name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. - Use a wide range of tools to create different textures, lines, tones, colours and shapes with greater accuracy and for an intended purpose - Use different thickness of brushes with purpose and explain the reason why - Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple). - To mix colours and make tints and tones with greater precision and control. - Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form. - Experiment with creating mood with colour. - Independently uses some of the ideas of these artists studied to create pieces. - Communicate thoughts and feelings about the work of others and own. - Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle. - Evaluate the ideas of others.
	Become proficient in key art forms: Digital Art	- I can use a digital app to take a self-portrait of myself - I can use a digital app to take a portrait of a friend - I can use a digital app to manipulate the tones and colours in a picture (abstract you app) - I can “tinker” with an app to explore different combinations of colour and style	
	Evaluate and analyse creative works using the language of art, craft and design	- Represent observations and ideas, and design and to present ideas and thoughts on issues within topic. - Review what they and others have done and say what they think and feel about it	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- I can study the work of artists who have used their media to create awareness e.g. Portraits of homeless people i.e. Lee Jeffries - I can talk about Lee Jeffries i.e. when and where he was born, when and why he became an artist, what inspired him to be an artist, where you can see his art on display. - I can compare these portraits to a contrasting style – e.g. Andy Warhol - I can talk about Andy Warhol i.e. when and where he was born, when and why he became an artist, what inspired him to be an artist, where you can see his art on display.	

Year 2 – Summer Term

Key artist/designer: Isambard Kingdom Brunel	Key inspiration: Clifton Suspension Bridge, Monkwearmouth Docks, Saltash Bridge
Key Questions: What is the role of an architect and why do they matter? How did Isambard Kingdom Brunel influence our local area and further afield? How can I take inspiration from an artist and apply it to my work?	New vocabulary: pattern, style, design, impact, pliable, join, construction, intention, document, process,

	AIMS:	Objectives Children should learn:	YEAR 2 EXPECTATIONS
First Flights & Revolutionary Railways	Produce creative work, exploring their ideas and recording their experiences	- I can observe shapes and patterns within the work of Brunel and use a pencil to sketch some of these effectively. - I can take inspiration from the shapes and patterns with Brunel's work, to design a clay tile celebrating his impact. - I can make close observational drawings drawn to scale, working slowly, developing my mark making skills.	- Describe and explain what they believe art to be - Know how art came to be in museums. - Use the Internet to research artists. - Name famous artists or designers, talk about their work and their life and can use comparative language to compare their work. - Use a wide range of tools to create different textures, lines, tones, colours and shapes with greater accuracy and for an intended purpose - Use different thickness of brushes with purpose and explain the reason why - Use different techniques with a paintbrush (dab, smooth, wash, stroke, stipple). - To mix colours and make tints and tones with greater precision and control. - Communicate ideas through the use of colour, pattern and texture, line and tone, shape and form. - Experiment with creating mood with colour. - Independently uses some of the ideas of these artists studied to create pieces. - Communicate thoughts and feelings about the work of others and own. - Begin to understand the viewpoints of others by looking at images, people, places and so on from a different angle. - Evaluate the ideas of others.
	Become proficient in key art forms: Clay tile sculpture	- I can use my hands to shape and mould clay effectively for a purpose. - I can knead and shape the clay to make it pliable. - I can use simple tools safely, to cut clay and add details. - I can join two pieces of clay together effectively.	
	Evaluate and analyse creative works using the language of art, craft and design	- I can talk about my intentions when designing and making my clay tile. - I can document the process of my work using still image (photography) or by making a drawing of the work.	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- I can talk about Isambard Kingdom Brunel i.e. when and where he was born, when and why he became an architect and designer, what inspired him, where you can see his work in our modern lives. - I understand the role of an architect. - I understand when we make sculpture by adding materials it is called construction.	

Year 3 – Autumn Term

Key artist/designer: Pablo Picasso		Key inspiration: The caves of Lascaux, La Tareux	
Key Questions: How was Pablo Picasso inspired when he visited the caves of Lascaux? Why can I not visit the caves of Lascaux today?		New vocabulary: intention, inspiration, preservation,	
	AIMS:	Objectives Children should learn:	YEAR 3 EXPECTATIONS
Early Settlements...Stone, Bronze and Iron Age	Produce creative work, exploring their ideas and recording their experiences	- Take inspiration from Walls of Lascaux, cave art to create own cave inspired art to depict an event they have learned about in topic. - I can explore how Pablo Picasso drew similar animals and why he did this - I can talk about my choices and intentions when creating my own work inspired by the caves. - I can experiment with natural pigments using our local environment. - I can use handmade tools and natural objects to explore mark making and painting.	- Begin to replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. - Can name at least 3 famous artists or designers, talk about their work and their life - Use visual literacy language to compare their work. - Use different hardness of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively. - Use paint to produce washes for backgrounds then add detail. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual literacy language.
	Become proficient in key art forms: Drawing with charcoal and painting with acrylic.	- I understand charcoal and earth pigment were our first drawing tools as humans. - I can use different hardness of charcoal to show line, tone and texture. - I can use shading to show light and shadow. - I can use hatching and cross hatching to show tone and texture. - I can sketch lightly initially a design for their artwork, then add shading, tone - I can explore using different techniques/methods to apply paint to my design i.e. homemade paint brush, sponge, sticks - Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.	
	Evaluate and analyse creative works using the language of art, craft and design	- I can use ancient art as an inspiration, e.g. Walls of Lascaux, discuss likes and dislikes of a piece. - I can discuss why the colours used in the Caves are limited and how this impacts how people view them. - I can describe how other artists they have learned about I used colour in a similar/different way (Lee Jeffries)	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- I can talk about Pablo Picasso i.e. when and where he was born, when and why he became an artist, what inspired him, where you can see his work, how he felt about the caves of Lascaux. - I can about how these paintings were created and how these impacts on the finished painting. - I can talk about the importance of preserving the paintings of Lascaux and how they are historically important.	

Year 3 – Spring Term			
Key artist/designer: Leonardo Da Vinci		Key inspiration: Mask of Tutankhamun, Mona Lisa	
Key Questions: How do we draw faces accurately? Has the way we represent faces changed over time? Why are Leonardo Davinci's portraits still so popular?		New vocabulary: Portrait, Mask, Dimension, Proportion, technique, feature, accuracy, process, inspiration	
	AIMS:	Objectives Children should learn:	YEAR 3 EXPECTATIONS
Along the river...the Ancient Egyptians	Produce creative work, exploring their ideas and recording their experiences	- I can draw clear and recognisable shapes from my observations of faces - I can use proportion accurately when drawing a face. - I can sketch an accurate representation of a death mask using pencil. - I can add shade and tone to my drawing of a death mask - I can use detail to give my drawing a three-dimensional effect - I can use inspiration from the art studied to plan and draw my own version of a death mask	- Begin to replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. - Can name at least 3 famous artists or designers, talk about their work and their life - Use visual literacy language to compare their work. - Use different hardness of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively. - Use paint to produce washes for backgrounds then add detail. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual literacy language.
	Become proficient in key art forms: Clay: mask making	- I can use my hands to shape and mould clay effectively for a purpose and explain my intention. - I can mould and shape clay purposefully to form a recognisable mask shape. - I am beginning to use tools with control to add details such as texture to my work. - I can join pieces of clay together effectively to create 3D features - I can use paint, carefully controlled, to add extra detail to my mask.	
	Evaluate and analyse creative works using the language of art, craft and design	- I can compare different types of art that feature faces – comparing them using language and discussing similarities and differences - I can take notes on the process that creates an Egyptian death mask, and apply these to my own learning journey. - I can record the steps of my own creative process of making a mask, using digital photography and annotations.	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- I can talk about Leonardo Davinci i.e. when and where he was born, when and why he became an artist, what inspired him, what his most famous portraits are. - I can talk about who influenced Da Vinci and who was influenced by him. - I know some of the processes the Egyptians used to create death masks and can link this to my other learning within the topic about why they did this. - I can talk about why the masks of royalty have been preserved but the masks of commoners have degraded and disappeared over time (materials they were made from).	

Year 3 – Summer Term

Key artist/designer: Suad al-Attar, Ustad-Ahmad Lahori,

Key inspiration: Baghdadi houses, City of Domes, The Taj Mahal,

Key Questions: Why was Suad's first solo exhibition revolutionary? How has Suad's painting changed over the years?

New vocabulary: Print, relief, repeat pattern, sequencing, Islamic Pattern, Plate, brayer, ink, architecture, influence, symmetry, radial, geometry

	AIMS:	Objectives Children should learn:	YEAR 3 EXPECTATIONS
What I Believe: The right to choose religion and beliefs	Produce creative work, exploring their ideas and recording their experiences	- I can make observations on the colour, pattern, texture, line & tone, shape and forms used in the work of Suad al-Attar, Ustad-Ahmad Lahori and explore why these are culturally significant. - I can make my own sketches using the colours and patterns inspired by the studied artists. - I can explore creating a sketch inspired by Islamic pattern and the style of another artist I have previously covered. E.g. William Morris, Pablo Picasso, Andy Warhol. - I can explore how tessellation and geometrical patterns and symmetry influence Islamic pattern, design and architecture. - I am beginning to explore radial patterns and can link these to the radial transient art of Andy Goldsworthy.	- Begin to replicate some of the techniques used by notable artists, artisans and designers. - Create original pieces that are influenced by studies of others. - Can name at least 3 famous artists or designers, talk about their work and their life - Use visual literacy language to compare their work. - Use different hardness of pencils to show line, tone and texture. - Annotate sketches to explain and elaborate ideas. - Sketch lightly (no need to use a rubber to correct mistakes). - Use shading to show light and shadow. - Use hatching and cross hatching to show tone and texture. - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. - Mix colours effectively. - Use paint to produce washes for backgrounds then add detail. - Collect information, sketches and resources. - Adapt and refine ideas as they progress. - Explore ideas in a variety of ways. - Comment on artworks using visual literacy language.
	Become proficient in key art forms: Printmaking	- I know that prints are made by transferring an image from one surface to another or "making a copy" and can talk about artists who have used this method in their work. - I can talk about how relief prints are made when we print from raised images on plates. - I can explore concepts like "repeat" "pattern" "sequencing" when looking at printing. - I can etch a simple, geometric design inspired by Islamic pattern into a printing plate. - I can use appropriate tools and resources (plate, etcher, brayer, ink) to create my own relief print. - I can experiment with using more than one colour in my relief print. - I can experiment with overlapping colours and patterns and talk about the impact this makes.	
	Evaluate and analyse creative works using the language of art, craft and design	- I can make notes on my interpretations and observations of Suad Al-Attar's art. - I can make notes and observations on Islamic architecture. - I can compare and discuss the intentions of the artists/architect when talking about their work.	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- I can talk about Suad al-Attar i.e. when and where she was born, where she moved to and why, when and why she became an artist, what inspired her, what impact her first exhibition had in Iraq. - I can discuss how Suad's art has changed in recent years, referencing the colours, the details and how this links to modern life in Baghdad. - I can discuss the impact of Islamic pattern and design in famous architecture such as The Taj Mahal. - I can talk about the historical significance of buildings such as The Taj Mahal. - I can make links between the print making of Suad Al-Attar and William Morris (studied in	

		Year 1) or Andy Warhol (Year 2).	
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Year 4 – Autumn Term			
Key artist/designer: Lucie Rie		Key inspiration: Manganese rim bowl, stoneware bud vase,	
Key Questions: Why did the Greeks use vases to tell their stories? Why was clay such a popular material for Greek pots and vases? What does the word ‘ceramics’ refer to? Is a piece of work ever finished?		New vocabulary: Ceramics, hatching, contour, stippling, graphite, malleable, score and slip,	
	AIMS:	Objectives Children should learn:	YEAR 4 EXPECTATIONS
The Ancient Greeks	Produce creative work, exploring their ideas and recording their experiences	- I can use graphite to sketch lightly and add shade to show light and shadow - I can use a range of techniques i.e contour hatching, stippling, tick hatching, woven hatching and scribbling to add detail and the impression of texture to my sketches of Greek vases. - I can use my observations of Greek patterns to inspire my own ideas for decoration and sketch these. - I can observe specific detail found in Greek vases and attempt to recreate this, drawing with graphite.	- Understand and discuss a range of other cultures’ art and design and use as inspiration. - Confidently replicate some of the techniques used by notable artists, artisans and designers and discuss reasons for doing so. - Combine colour, pattern, texture, line & tone, shape & form to suit the purpose of the artwork. - Begin to show a perception of distance. - Use paints to create visually interesting pieces. - Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. - Create original pieces that are influenced by studies of others. - Compare and discuss ideas with others. - Work on group projects, sharing ideas and listening to others to design artefacts. - Begin to show that they can gather their thoughts, ideas and imagination - Collect information, sketches and resources.
	Become proficient in key art forms: Clay vases	- Create and combine shapes to create recognizable forms from nets or solid material. - Add materials to provide interesting detail. - I can explore ways to make the clay more malleable. - I can use tools safely, to cut clay and shape clay for a specific purpose - I can join two pieces of clay together effectively using score and slip method - I can experiment with using other materials to join clay together and record my results. - I can use simple, effective painting techniques to add detail to my vase.	
	Evaluate and analyse creative works using the language of art, craft and design	- I can compare Greek patterns to the Islamic geometrical patterns previously studied (Year 3) - I can study and discuss the work of a famous ceramicist i.e. Lucie Rie - I can comment on relevant art from the time period, discuss features using language such as shape, pattern, colour, texture. - I can evaluate and adapt my work according to my views and describe how I might develop it further	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- I can research how some pottery designers would personalise their work by “marking it” - I can research and discuss how pottery and ceramics have developed over time, from the Iron age, the Ancient Greeks and Modern Times	

Year 4 – Spring Term

Key artist/designer: Roman Portraiture		Key inspiration: Roman Busts and portraits	
Key Questions: How has portraiture changed since Roman times? Why do different cultures use portraits?		New vocabulary: Portrait, side profile, technique,	
	AIMS:	Objectives Children should learn:	YEAR 4 EXPECTATIONS
Roman Britain	Produce creative work, exploring their ideas and recording their experiences	- I can research different designs of Roman coins and gather information to use as inspiration for my own designs - I can design and draw a roman coin featuring my own likeness in either side or forward profile. - I can document my process of research, design and final piece. - I can evaluate my final piece and make changes, creating a refined piece of art. - I can adapt my work according to my views and the views of others and describe how I might develop it further	- Understand and discuss a range of other cultures' art and design and use as inspiration. - Confidently replicate some of the techniques used by notable artists, artisans and designers and discuss reasons for doing so - Combine colour, pattern, texture, line & tone, shape & form to suit the purpose of the artwork. - Begin to show a perception of distance. - Use paints to create visually interesting pieces. - Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. - Create original pieces that are influenced by studies of others. - Compare and discuss ideas with others. - Work on group projects, sharing ideas and listening to others to design artefacts. - Begin to show that they can gather their thoughts, ideas and imagination - Collect information, sketches and resources.
	Become proficient in key art forms: Portraiture	- Use correct proportions to draw a self portrait using mirrors and digital photo graphs to observe features and details. - I can combine different techniques to create a drawing of a Roman coin featuring my side profile/portrait. - I can sketch lightly and annotate my sketch of my side profile. - I can use shading to show light and shadow effectively. - I can develop control when using different drawing techniques, comparing the effects of pencil, graphite and charcoal contour hatching, stippling, tick hatching, woven hatching and scribbling.	
	Evaluate and analyse creative works using the language of art, craft and design	- I can discuss how artwork is used to show different cultures i.e. how artwork is used to show what Roman life was like and compare this to why the Egyptians used artwork. - I can discuss and describe what they like about the pieces using appropriate art terminology. - I can explore how portraiture has developed between the Greek and Roman times and why this happened. - I can raise questions and make thoughtful observations about the artwork of other people.	
	Know about great artists, craft makers and designers and understand the cultural and historical	- I can compare portraits by Leonardo Da Vinci (Mona Lisa – Y3 learning) and ancient Roman Portraits and talk about their similarities and differences. - I can research a famous portrait artist of my own choosing and compare their work to Roman portraiture.	

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Year 4 – Summer Term			
Key artist/designer: John Dyer and Nixiwaka Yawanawá		Key inspiration: Painting inspired by the Yawanawá Tribe, The Spirit of our shadows, Yawanawá Amazon Rainforest Tree House	
Key Questions: How do different people use colour to convey mood in their paintings? Who influenced John Dyer's style and how? How is John Dyer influencing Nixiwaka Yawanawá?		New vocabulary: Influence, inspire, style, underpainting, layering, drybrushing, washing, splattering, dabbing	

	AIMS:	Objectives Children should learn:	YEAR 4 EXPECTATIONS
What I believe: Everyone and everything has the right to be alive. (Article 6) Life in the rainforest & Mayan Civilization	Produce creative work, exploring their ideas and recording their experiences	- I can use the work of John Dyer and Nixiwaka Yawanawá and rainforest art as inspiration for creating own artwork. - I can investigate using the following techniques to imitate the patterns found in the flora and fauna of the rainforest: - mix colours effectively - use brush techniques for effect. - using shades to creating mood. - Explore using drybrushing, washing, splattering, dabbing for effect - use layers of two or more colours. - I can create a collage of rainforest environments and rainforests to help develop a starting point. - Explore using painters tape to develop effects - I can develop my use of oil paints as a medium including underpainting, scumbling and blending.	- Understand and discuss a range of other cultures' art and design and use as inspiration. - Confidently replicate some of the techniques used by notable artists, artisans and designers and discuss reasons for doing so. - Combine colour, pattern, texture, line & tone, shape & form to suit the purpose of the artwork. - Begin to show a perception of distance. - Use paints to create visually interesting pieces. - Use language such as angles, faces, pairs of parallel lines, symmetry to explain ideas. - Create original pieces that are influenced by studies of others. - Compare and discuss ideas with others. - Work on group projects, sharing ideas and listening to others to design artefacts. - Begin to show that they can gather their thoughts, ideas and imagination - Collect information, sketches and resources.
	Become proficient in key art forms: Acrylic painting	- I can use the techniques investigated to create a rainforest inspired painting in the style of John Dyer or Nixiwaka Yawanawá - Refine artwork and improve based on suggestions. - I can use colours intentionally in my paintwork and be able to talk about this in discussion. - I can underpaint my drawing surface for effect. - I can use drybrushing, washing, splattering, dabbing for effect	
	Evaluate and analyse creative works using the language of art, craft and design	- To compare the works of John Dyer and Nixiwaka Yawanawá with other artists they have studied in previous year groups. - To discuss and describe what they like about the pieces using artistic terminology. - Evaluate a draft and discuss improvements with peers. - Comment on other people's artwork and feelings invoked	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- Investigate the artwork of John Dyer and Nixiwaka Yawanawá – learning about their inspirations, techniques and processes. - Explore how John Dyer has influenced the work of Nixiwaka Yawanawá and how they have developed together.	

- Compare the depictions of the rainforest by the studied artists to the work of Henri Rousseau – what is the same? What is different? Explore how they were using the same inspiration but seeing it very differently.

Year 5 – Autumn Term

Key artist/designer: Giulio Clovio		Key inspiration: The Book of Kells, Farnese Hours,	
Key Questions: What is typography and is it still used today? What impact did illumination have and why was it used? Did other cultures use Illumination?		New vocabulary: font, ornamentation, borders, image, embellishment,	
	AIMS:	Objectives Children should learn:	YEAR 5 EXPECTATIONS
Anglo-Saxon, Vikings and Scots	Produce creative work, exploring their ideas and recording their experiences	- I can explore the technique of Zentangling using different tools, abstract shapes and patterns and styles. - I can explore using Zentangling techniques to draw patterns in the style of Islamic Pattern (Year 3) and Greek detail (Year 4) - I can design my own illuminated lettering based on the manuscripts and inspiration I have seen. - Explore combining line and colour by sketching and then painting a sketch. • I can investigate using different drawing and painting techniques to: - Build up layers of colours - Create greater accuracy and precision, showing fine detail. - Create effects such as shadow and perspective	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles. - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, texture). - Use a choice of techniques to depict simple movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work. - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour, acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses.
	Become proficient in key art forms: Watercolour Painting	• I can design their own manuscript artwork or lettering based on the manuscripts they have seen. • I can design, draw and paint an illuminated letter that represents myself and my life. • I can paint my illuminated letter using layers, accuracy, fine detail and shadow. • I can select and use appropriate paint brushes for a purpose. • I can document my journey from inspiration to my finished, edited piece in my sketch book.	
	Evaluate and analyse creative works using the language of art, craft and design	• To share a personal response to the artwork using artistic language • I can explore the range of roles involved in the creation of illumination in Anglo-Saxon times (The parchmenter, the scribe and the illuminator) • to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them • to adapt their work according to their views and the views of others, describe how they might develop it further • Refine artwork and improve based on suggestions.	
	Know about great artists, craft makers and designers and understand the cultural and	• To look at artwork recorded in Benedictine manuscripts [e.g. lettering]. • Investigate how it was created, its purpose and compare it to modern day illustrations.	

	historical development of their art forms	- I can explore the earliest use of illumination (Egyptians) and explore how it developed over time - I can compare the uses of illumination in other cultures (e.g. Islam) and make links to previous learning.	Comment on artworks with a fluent grasp of visual literacy language.
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Year 5 – Spring Term			
Key artist/designer: Hans Holbein, Levina Teelinc		Key inspiration: HENRY VIII AND HENRY VII,	
Key Questions: What were Tudor people trying to portray through their portraits? What changed about the accuracy of portraits in Tudor times? What did Anne Boleyn really look like and why did her portraits differ?		New vocabulary: Harmonious, complimentary, effect, proportion, grid	
	AIMS:	Objectives Children should learn:	YEAR 5 EXPECTATIONS
Tudors and the changing world	Produce creative work, exploring their ideas and recording their experiences	- I can practice different drawing techniques focusing on different features of portraits e.g. eyes, mouths. - I can use the grid technique to help me develop my understanding of proportion - I can develop understanding of use line, tone, shape, pattern, texture and colour. - I can develop a personal style of painting, drawing upon ideas from other artists. - I can recap use of primary, secondary and tertiary colours for effect and the use of a colour wheel. - I can explore the concept of complimentary and harmonious colours and what these are used for.	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles. - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, texture). - Use a choice of techniques to depict simple movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work. - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour, acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Use the qualities of materials to enhance ideas.
	Become proficient in key art forms: Portraiture	- I can take inspiration from the works of these artist to create their own Tudor inspired portrait - I can use the following techniques to create a Tudor-style self-portrait: - combine colours (and explain intentions for doing so) - tones and tints to enhance the mood of a piece. - use techniques to create shadow and texture e.g. hair - I can refine artwork and improve based on suggestions.	
	Evaluate and analyse creative works using the language of art, craft and design	- I can share a personal response to the artwork using artistic terminology - I can discuss how they might enhance and improve their artwork - I can discuss complications and difficulties that arose when completing their work.	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	- Investigate the works of famous Tudor portrait painters, describe common styles, features and techniques used in portraits (Hans Holbein, Levina Teelinc) - Describe how this particular style of artwork was influential in society at the time it was made and why.	

			- Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual literacy language.
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Year 5 – Summer Term

Key artist/designer: Banksy, Civilian, Dlux	Key inspiration: Sweep it under the carpet, Slave labour, Son of a migrant
Key Questions: Is it right to graffiti on public spaces to spread a message? How can art be used as a voice for change?	New vocabulary: Graffiti, stencil, digital, layers, movement, perspective,

	AIMS:	Objectives Children should learn:	YEAR 5 EXPECTATIONS
Exploring Crime and Punishment	Produce creative work, exploring their ideas and recording their experiences	- I can take inspiration from street artists such as Banksy to design a piece of digital artwork depicting one or more of the rights of the child. - I can refine different digital media techniques learned in previous year groups specifically looking at year 2. - I can practice editing skills to improve digital outcomes and show this as a journey in my sketchbooks. - I can question and make thoughtful observations about my work - I can collect visual and other information to help them develop their ideas	- Give details (including own sketches) about the style of some notable artists, artisans and designers. - Show how the work of those studied was influential in both society and to other artists. - Create original pieces that show a range of influences and styles. - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, texture). - Use a choice of techniques to depict simple movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work. - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour, acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture. - Develop and imaginatively extend ideas from starting points throughout the curriculum. - Collect information, sketches and resources and present ideas imaginatively - Use the qualities of materials to enhance ideas. - Spot the potential in unexpected results as work progresses. - Comment on artworks with a fluent grasp of visual literacy language.
	Become proficient in key art forms: Digital art	• I can create a Banksy-inspired artwork depicting one or more of the rights of the child. • I can use a variety of digital media techniques to add interesting effects e.g spray can • I can explore using a range of backgrounds for my artwork for effect • I can use a choice of techniques to depict movement, perspective, shadows and reflection for a Banksy inspired piece of artwork using digital media.	
	Evaluate and analyse creative works using the language of art, craft and design	• I can choose a piece of art by Banksy, review and say what I would change etc. • I can compare ideas, methods and approaches in their own and others' work. • I can adapt my work according to my views and describe how I would develop it further.	
	Know about great artists, craft makers and designers and understand the cultural and historical development of their art forms	• I can investigate different street artists such as Banksy, Civilian, Dlux [what was their inspiration, what techniques did they use etc] • I can use work from street artists such as Banksy, Civilian, Dlux as a discussion point discussing whether they are right or wrong to do what they do.	

Year 6 – Autumn Term

Key artist/designer: Charles Ernest Cundall		Key inspiration: St Paul's Cathedral during the Blitz, The Withdrawal from Dunkirk	
Key Questions: How did Cundall's experiences in World War One impact his later art? Why did the British have an official war artist? Is art still used to capture world events today?		New vocabulary: perspective, comparison, direction, depiction, panorama	
	AIMS:	Objectives Children should learn:	YEAR 6 EXPECTATIONS
Children in WWII in Sunderland	Produce creative work, exploring their ideas and recording their experiences	- I can take inspiration artists and design my own piece of artwork representing the impact on a location. - I can use the grid technique to sketch a London and a Sunderland landscape. - I can practice use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) - I can practice using a choice of techniques to depict movements, perspective, shadows and reflections. - I can practice using acrylic painting techniques such as drybrushing, washing, splattering, dabbing to develop the quality and detail of my painting	- 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. - I can talk about key periods in art history and discuss what has changed over time. - I can talk about how the work of those studied was influential in both society and to other artists. - 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. - Develop a personal style of painting, drawing upon ideas from other artists. - Experiment with styles to reflect ideas. - Work as part of a group involved in a project to research, design and create an artefact or piece of art. - Analyse and evaluate work to strengthen the visual impact of it. - Develop and imaginatively extend ideas from starting points throughout the curriculum
	Become proficient in key art forms: Acrylic painting	- I can create a piece of artwork depicting the impact of World War II bombing in Sunderland using techniques such as: - Drybrushing - Washing - Layering - I can evaluate and refine my art work based on suggestions, depicting this journey in my sketchbook	
	Evaluate and analyse creative works using the language of art, craft and design	- I can compare ideas, methods and approaches in their own and others' work and say what they think and feel about them - I can reflect on their work in progress and adapt it according to their own ideas - I can describe how they might develop their work further	
	Know about great artists, craft makers and designers and understand the cultural and historical	- I can nvestigate the works of the Charles Ernest Cundall during the blitz, describe common styles, features and techniques - I can compare the depiction of London during the blitz by Cundall, to the depiction by Loutherboung of the Great Fire of London	

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Year 6 – Spring Term			
Key artist/designer: Norman Cornish		Key inspiration: Pit roads with telegraph poles and lights, Gantry at night, pit road winter	
Key Questions: Who are the pitmen painters and why are they important to our local heritage? How did they capture what life was like in our local history through they art? What influenced their style and how did they develop their skills?		New vocabulary: perspective, proportion, influence, heritage, theatre, control, adaptation, critique	
	AIMS:	Objectives Children should learn:	YEAR 6 EXPECTATIONS
Sunderland's Heritage – Coalmining	Produce creative work, exploring their ideas and recording their experiences	- I can question and make thoughtful observations and select ideas to use in my work - I can practice using view finders to focus on detail - I can practice specific techniques to develop my drawing skills e.g. perspective, proportion. - I can explore the concept of balanced composition - I can develop my observation skills by “on site sketching” - bringing this back to school to create a more finished piece and document this journey using digital forms.	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. I can talk about key periods in art history and discuss what has changed over time.
	Become proficient in key art forms: Charcoal drawing	- I can take inspiration from the style of Norman Cornish and local artists pertinent to the time period studied to create their own artwork. - I can choose from a range of techniques to add interesting effects to their work e.g. perspective - I can use a view finder to focus my eye to specific details - I can use inspiration from “on site sketching” e.g. the Norman Cornish trail in Spennymoor - I can apply my experience of materials and processes, developing my control of tools and techniques - I can listen to the views of others and adapt my work according to their views and describe how I might develop it further	I can talk about how the work of those studied was influential in both society and to other artists. 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.
	Evaluate and analyse creative works using the language of art, craft and design	- I can compare the works of Cornish with other pitmen/mining artwork and the styles of previous artists I have learned about. - I can share my own personal views on the artwork using correct terminology - I can compare ideas, methods and approaches in my own and others' work and say what I think and feel about them	Develop a personal style of painting, drawing upon ideas from other artists. Experiment with styles to reflect ideas. Work as part of a group involved in a project to research, design and create an artefact or piece of art.
	Know about great artists, craft makers and designers and understand the cultural and historical	- I can investigate the style of Norman Cornish's art and why he chose this. - I can research his inspiration and why our local area was important to Cornish and his work. - I can explore how the work of Cornish and his fellow “pitmen painters” influenced other art forms, such a theatre and why this is culturally important.	Analyse and evaluate work to strengthen the visual impact of it. Develop and imaginatively extend ideas from starting points throughout the curriculum

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Year 6 – Summer Term	
Key artist/designer: Yinka Shonibare	Key inspiration: Earth kids exhibition, Fire girl,
Key Questions: How can artists use their platform to share their philosophies? How is modern art influencing our society?	New vocabulary: exhibition, display, philosophy, sculpture, multidisciplinary

	AIMS:	Objectives Children should learn:	YEAR 6 EXPECTATIONS
What I believe: I have the Right to an Education.	Produce creative work, exploring their ideas and recording their experiences	- I can use my curiosity to think about how I might adapt techniques and processes to suit me - To investigate making textures to create different qualities with clay. - Investigate joining clay with other materials for effect e.g. wood, wire, card, fabric etc - To match materials and processes to ideas and intention - I can explore the cultural significance of the fabrics used by Shonibare (waxed cottons) - I can explore how to make my designed sculpture stable so that it can be displayed in an appropriate manner	- 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. - I can talk about key periods in art history and discuss what has changed over time. - I can talk about how the work of those studied was influential in both society and to other artists. - 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. - Develop a personal style of painting, drawing upon ideas from other artists. - Experiment with styles to reflect ideas. - Work as part of a group involved in a project to research, design and create an artefact or piece of art. - Analyse and evaluate work to strengthen the visual impact of it. - Develop and imaginatively extend ideas from starting points throughout the curriculum
	Become proficient in key art forms: Sculpture	- I can take inspiration from the work of Yinka Shonibare to create their own 3-D sculpture in painted clay reflecting a key, modern issue that they would like to influence, e.g. climate change, exploitation etc - I can use tools to carve and shape clay in different ways. - I can create a stable piece of sculpture taking inspiration from artists investigated. - I can take photographs of my artwork, thinking about lighting, focus and composition. - I can document the process of making my sculpture, from design, to finished piece, to edited finished piece.	
	Evaluate and analyse creative works using the language of art, craft and design	- I can describe how the artwork makes them feel, what it makes them think about, what is effective. - I can question and make thoughtful observations for their work - I can select and record from first-hand observation and to explore ideas for different purposes - I can adapt their work according to their views and describe how they might develop it further	
	Know about great artists, craft makers and designers and understand the cultural and	- I can investigate the work of Yinka Shonibare and how he uses his art to try and influence society. - I can explore how an artist can be “multidisciplinary” and can use this to their advantage. - I can compare the message of Shonibare’s work, to the messages portrayed by previous artists studied – how are they the same/different. Make links to previous artists studied e.g Banksy	

	historical development of their art forms		
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