


## Art Yearly Overview

EYFS progression map from birth to the end of Reception year							
Area of Learning Expressive Arts and Design							
<b>Concept:</b> <b>Creating with Materials</b> Educational Programme from the EYFS framework: 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.							
		Painting and Drawing	Sculpture	Printing	Textiles	Pretend play	ELG
Progression steps to enable typical progression within this concept	Birth – 3	<ul style="list-style-type: none"> <li>I can notice patterns with a strong contrast and am attracted by patterns resembling the human face</li> <li>I am starting to make intentional marks – sometimes giving meaning to them.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore dough squeezing, patting, stretching and rolling it.</li> <li>I can make simple models which express my ideas using construction toys.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore paint using my fingers and hands.</li> <li>I can explore the marks made by rolling objects in paint such as marbles and small world cars.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore, manipulate and play imaginatively with different materials using all of my senses.</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to develop pretend play – pretending that one object represents another. (The objects will be similar in shape and size)</li> </ul>	<b>Children at the expected level of development will:</b>  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; Make use of props and materials when role playing characters in narratives and stories.
	3–4 yrs	<ul style="list-style-type: none"> <li>I can create closed shapes with continuous lines and use these shapes to represent objects.</li> <li>I can draw with increasing complexity and detail e.g. representing a face with a circle and adding some details.</li> <li>I can use drawings to represent ideas like movement or loud noises.</li> <li>I can show different emotions in my drawings.</li> <li>I know how to use a paint brush to fill shapes with colour.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and experiment with dough to create forms.</li> <li>I can create small world settings for stories.</li> </ul>	<ul style="list-style-type: none"> <li>I can create simple pictures by printing using found objects e.g. leaves.</li> <li>I know how to use sponges to print areas of colour.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore materials and develop ideas about how I might use them.</li> <li>I can join different materials together and explore a variety of textures.</li> </ul>	<ul style="list-style-type: none"> <li>I can take part in pretend play – pretending that one object represents another (the objects may not be similar e.g. pine cones representing pasta)</li> <li>I am beginning to develop complex stories using small world equipment.</li> </ul>	



		<ul style="list-style-type: none"> <li>I can explore the marks made by a variety of mark making tools such as large grip coloured pencils, felt tips, chalk, oil pastels and wax crayons.</li> </ul>				
	Reception	<ul style="list-style-type: none"> <li>I can name the primary colours.</li> <li>I can explore how to mix colours to create new colours.</li> <li>I can refine my drawing skills so that I can represent objects with increasing skill.</li> <li>I can explore the marks made by a variety of mark making tools such as smaller grip coloured pencils, felt tips, chalk, oil pastels and wax crayons.</li> <li>I can explore drawing on different surfaces and on different types of paper.</li> </ul>	<ul style="list-style-type: none"> <li>I know how I can create different textures in dough/clay.</li> <li>I can refine my ability to create forms using dough or clay – representing objects with increasing skill.</li> <li>I enjoy exploring with a wide range of 'junk modelling' and natural materials, making simple forms.</li> <li>I can apply simple decorations to a sculpture.</li> <li>I can create small world settings that I return to, refine and develop over time.</li> </ul>	<ul style="list-style-type: none"> <li>I can take rubbings from objects such as leaves.</li> <li>I can refine my printing skills to create works that show greater control.</li> </ul>	<ul style="list-style-type: none"> <li>I can thread to create a representation of an object (e.g. a caterpillar)</li> <li>I can refine my ability to create collages – representing objects with increasing skill.</li> </ul>	<ul style="list-style-type: none"> <li>I can make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		<p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</p> <p>I can share my creations explaining how I created them.</p>				

		Curriculum Drivers		Disciplinary Knowledge		
		Knowledge, legacy, sustainability, innovation, equality		Developing ideas, mastering techniques, interpreting		
Year		Autumn	Spring	Summer		
1	Unit/outcome	<b>Drawing:</b> Pupils will create a still life picture of fruit. They will use mark making to interpret and represent pattern and texture. <a href="#">Observe still life: Fruit with different textures and patterns</a>	<b>Painting:</b> Pupils will study a piece of Roman art and the artist Caravaggio. Plot this art on a timeline compared to the cave paintings they looked at in reception. Look at how the art work is different and similar.  The pupils will build on their pencil drawings and start to add colour. They will then produce this as a still life painting.  <b>Still Life:</b> <a href="#">Romans</a> 1 <sup>st</sup> Century Pompeii <a href="#">Caravaggio 1599</a>	<b>Mixed media:</b> Sculpture <a href="#">Tricia Griffith</a>  Pupils will create a 3D animal face sculpture. Use Tracia Griffiths work as stimulus.		
	Key enquiry questions	How do artists create a still life drawing?	How do artists create a still life painting?	How do artists create sculptures?		
	United Nations Sustainable Goals	N/A	N/A	N/A		
	Sticky knowledge	<ul style="list-style-type: none"><li>Know how to control basic drawing tools.</li><li>Know how to draw a simple line or shape to represent an object.</li><li>Know that making a mark is recording what they see.</li><li>Know how to use a pencil for hatching, scribbling and dotting.</li><li>Know where to place an object on a piece of paper.</li></ul>	<ul style="list-style-type: none"><li>Know different size brushes will give different marks.</li><li>Know and name primary and secondary colours.</li><li>Know how to mix a warm or cold colour.</li></ul>	<ul style="list-style-type: none"><li>Know how to make a sculpture.</li><li>Know who Tricia Griffiths is and that she is an artist who sculpts.</li><li>Know how to join basic materials using glue, Sellotape, butterfly pins, blue tack etc.</li></ul>		
	Language	Explore, record, interpret Tone, techniques, scale, sketch, hatching, scribbling, dotting, tools, paint, stippling, stroke, thickness, surface, primary colours, secondary colours, still life, papier-mache, salt dough, modelling, collage, fabric, artist, sculpture, tools, equipment, artist.				
	Progression	Developing Ideas: Know how to use a sketchbook to: Start to <b>observe</b> , record and <b>explore</b> simple ideas.	Developing ideas: Know how to use a sketchbook to: Start to <b>observe</b> , record and <b>explore</b> simple ideas.	Developing ideas; Know how to use a sketchbook to: Start to <b>observe</b> , record and <b>explore</b> simple ideas.		

		<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Experiment with mark making using a variety of materials; pencils, crayons, pastels, charcoal, pen, chalk.</li> <li>Begin to know how to control the types of tools they use to make marks through techniques such as: hatching, scribbling and dotting.</li> <li>Begin to know how to control lines to create simple drawings from observation. Sketch simple shapes for objects.</li> <li>Know how to position objects or a group of objects on a piece of paper.</li> <li>Draw on different surfaces with a range of materials.</li> <li>Sketch thinking about the size of the object.</li> </ul>	<p>Record information on <b>interpreting</b> colour mixing through the colour wheel and colour spectrums</p> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>Experiment with paint using a range of tools, e.g., different brush sizes, hands, feet, rollers and pads.</li> <li>Begin to show control over the types of marks made with a paint brush. Stippling, different brush strokes.</li> <li>Know different size brushes will give different thickness of lines.</li> <li>Paint on different surfaces with a range of media.</li> <li>Know and name the primary colours and mix secondary colours from these.</li> <li>Know how to mix and identify warm and cold colours from the primary and secondary colours.</li> </ul> <p><b>Respond, interpret and analyse art:</b></p> <ul style="list-style-type: none"> <li>Explore two different images over time of still life.</li> <li>Describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>Add simple annotations to capture ideas.</li> <li>Explore art as a visually pleasing piece/decoration.</li> <li>Interpret artwork and artist's style – use of colour, pattern, texture, choice of context and shape. Choice of placement on the page.</li> </ul>	<p>Record information on <b>interpreting</b> colour mixing through the colour wheel and colour spectrum</p> <p><b>Mixed media:</b></p> <ul style="list-style-type: none"> <li>Experiment in a variety of malleable media such as, papier-mache, salt dough, cardboard.</li> <li>Shape and model materials for a purpose (e.g., animal face sculptures).</li> <li>Impress and apply simple decoration techniques, including painting.</li> <li>Use tools and equipment safely and in the correct way</li> <li>Experiment with how objects can be connected together to form simple structures.</li> <li>Know how to make a sculpture.</li> <li>Know who Tricia Griffiths is and that she is an artist who sculpts.</li> </ul>
2	Unit/outcome	<p><b>Mixed media:</b> <a href="#">Megan Coyle</a> Painting with paper.</p> <ul style="list-style-type: none"> <li>Pupils will design and create a collage made from recycled paper.</li> <li>Using recycled paper from magazines to find the right colour/patterns to create depth and colour to their collage pieces.</li> </ul>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Pupils will complete a pencil drawing of one of <a href="#">Giuseppe Arcimboldo</a> 1522 portraits. Pupils can explore his style and how he interprets his work through covering the whole image with fruit.</li> </ul>	<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>Pupils will study Giuseppe Arcimboldo. Plot this artist on a timeline compared to the cave paintings in reception and Romans/Caravaggio in year 1. Look at how the art work is different and similar.</li> <li>Children will produce a painting in the style of Giuseppe Arcimboldo.</li> </ul> <p><b>Still life to create portraits:</b> <a href="#">Giuseppe Arcimboldo</a> 1522 -1593</p>



	<b>Key enquiry question</b>	How does Megan Coyle create tone in her collage pictures?	How can we make a representation of the artwork of Giuseppe Arcimboldo?	How can we use Giuseppe Arcimboldo's style to influence our paintings?
	<b>United Nations Sustainable Goals</b>	 <p>Effective use of recycled materials in order to reduce waste.</p>	N/A	N/A
	<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>• Know how to use paper to create a collage.</li> <li>• Know who Megan Coyle is and explain her style.</li> <li>• Know what a collage is.</li> <li>• Know that different materials create different effects</li> <li>• Know how colour creates mood.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to position an object on a page.</li> <li>• Know how to use dots, hatching, scribbling or lines to show texture or pattern.</li> <li>• Know how a grid can be used to copy/draw an image.</li> <li>• Know how to draw object smaller and larger.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to tint and tone colour.</li> <li>• Know how to use the right brush for the right mark.</li> <li>• Know how to use primary and secondary colours to mix colours for moods.</li> <li>• To know how to use a colour wheel.</li> </ul>
	<b>Language</b>	Plan, explore, colour wheel, mixing, tone, texture, pattern, interpretation, Sketch, position, hatching, scribbling, dotting, style, portrait, grid, shading, detail, control, technique, layering, adding texture, style, shape, shade, collage, artist, colour, recycling, collage, tone		
	<b>Progression</b>	<p><b>Developing ideas:</b> Know how to use a sketch book to:</p> <ul style="list-style-type: none"> <li>• <b>Plan</b> and <b>explore</b> simple ideas.</li> <li>• <b>Observe</b> and collect textures and patterns that will be used in their work.</li> <li>• Begin to suggest improvements to own work.</li> </ul> <p><b>Mixed media:</b></p> <ul style="list-style-type: none"> <li>• To choose the correct material to represent surface patterns/textures and use them when appropriate.</li> <li>• Investigate textures and use line and tone in collage to consider shape, shade, pattern and texture.</li> <li>• Express links between colour and emotion through the use of collage.</li> <li>• Know how to use paper to create a collage.</li> <li>• Know who Megan Coyle is and explain her style.</li> <li>• Explore how Megan used colour and tone in her images.</li> </ul>	<p><b>Developing ideas:</b> Know how to use a sketch book to:</p> <ul style="list-style-type: none"> <li>• <b>Plan</b> and <b>explore</b> simple ideas.</li> <li>• <b>Observe</b> and collect textures and patterns that will be used in their work.</li> <li>• Begin to suggest improvements to own work.</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>• Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>• Express thoughts and feelings about a piece of art.</li> <li>• Reflect and explain the successes and challenges in a piece of art created.</li> <li>• Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further.</li> </ul> <p><b>Drawing:</b></p>	<p><b>Developing ideas:</b> Know how to use a sketch book to:</p> <ul style="list-style-type: none"> <li>• <b>Plan</b> and <b>explore</b> simple ideas.</li> <li>• <b>Observe</b> and collect textures and patterns that will be used in their work.</li> <li>• Begin to suggest improvements to own work.</li> </ul> <p><b>Respond and interpret:</b> Interpret artwork artists style- use of colour, shading and tone choice of content and placement of items</p> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>• Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</li> <li>• Know and understand the colour wheel.</li> <li>• Be able to mix all the secondary colours using primary colours confidently. Mix colours for a warmth or cold feeling.</li> <li>• Know how to choose and use a suitable brush to produce appropriate marks. e.g. small brush for small marks.</li> <li>• Demonstrate control over the types of marks</li> </ul>

		<ul style="list-style-type: none"> <li>Know how recycled paper can produce a collage.</li> </ul> <p>SG 12: Effective use of recycled materials in order to reduce waste.</p>	<ul style="list-style-type: none"> <li>Know how to draw objects on a smaller or larger scale.</li> <li>Know how to position an object/s on a piece of paper for effect. (Using guide marks for the top/bottom/edge of the drawing).</li> <li>Know when to choose to use dots, hatching, scribbling or lines to show texture or pattern when sketching a group of objects.</li> <li>To know what is meant by the terms hatching and cross hatching when adding shading to a drawing.</li> <li>Start to use a <u>grid</u> to support completing a copy of an artist's work.</li> </ul>	made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
3	Unit	<p><b>Drawing:</b> Pupils will draw faces to scale using: <a href="#">grids</a> and <a href="#">proportion</a>.</p> <p><a href="#">Use of half and half pictures with grid.</a></p> <p>Use artist <a href="#">John Bramblitt</a> A blind artist. As a stimulus for the pupils.</p>	<p><b>Mixed media:</b> Sculpture <a href="#">Burt Simon</a> <a href="#">Lionel Smit</a> <a href="#">Mindy Alper</a> Creating faces out of different mediums.</p> <ul style="list-style-type: none"> <li>Use knowledge of perspective linked to drawing a face to plan and produce a 3-D sculpture of a face. They can use a range of mediums such as: papier-mache, wire, mod rock, clay, cardboard.</li> </ul>	<p><b>Painting:</b> Look at the following artists. The pupils will gain knowledge of the Baroque movement (1600 – 1750). When this occurred and why. They will then study Girl with the Pearl Earring and compare this.</p> <p>To two modern (disabled) artists. Look at how the use of materials has changed over time and how the artists styles are different (e.g. perspective, use of colour, texture).</p> <p><b>Baroque:</b> Girl with Pearl earring <a href="#">Johannes Vermeer 1665</a></p> <p>Modern day artists: <a href="#">John Bramblitt</a> <a href="#">Mariusz Kedzierski</a></p> <ul style="list-style-type: none"> <li>Pupils will complete a portrait of a face using paint in a Baroque style and a modern style for comparison using proportion skills.</li> </ul> <p><b>Compare Baroque portraits with modern artists (disabled):</b> <a href="#">Johannes Vermeer 1665</a> <a href="#">John Bramblitt</a> <a href="#">Mariusz Kedzierski</a></p>
	Key enquiry question	How does Mariusz Kedzierski successfully draw a face in proportion?	How do we, as artists, combine a range of mediums to create a detailed 3D face sculpture?	How can my painting be inspired by a specific art style?


	<b>United Nations Sustainable Goals</b>	 <p>Overcome barriers to ensure an equal opportunity for all</p>	N/A	 <p>Overcome barriers to ensure an equal opportunity for all</p>
	<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>To know there are different graded pencils and their effect.</li> <li>Know how to create intricate marks, patterns with a pencil.</li> <li>Know how to draw using a grid.</li> <li>Know how to draw a face using proportion.</li> <li>Know how to use shading to show light and shadow.</li> </ul>	<ul style="list-style-type: none"> <li>Know that sculptures can be made from different material.</li> <li>Name some sculpting artists and describe their work.</li> <li>Know how to join materials to create a sculpture.</li> <li>Know how to work in relief.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to paint light, dark using tins and tones.</li> <li>Know when the Baroque period occurred.</li> <li>Name a Baroque artist.</li> <li>Know that Baroque art portrays tension and emotion.</li> <li>Know which brush to choose for a given mark.</li> <li>Know how to start a painting from a drawing.</li> </ul>
	<b>Language</b>	Plan, record, explore, aspect, techniques, annotate, refine, materials, interpretation, proportion, intricate, grades, considering, shading, detail, Baroque, complementary colours, blocking in colour, washes, style, textural effect, emotion, tension, papier-mache, wire, mod rock, clay, cardboard, relief, sculpture.		
	<b>Progression</b>	<p><b>Developing ideas:</b> Know how to use a sketchbook to:</p> <ul style="list-style-type: none"> <li><b>Observe, record and explore</b> material and experiment with these.</li> <li><b>Plan</b>, collect and <b>record</b> source material for future works.</li> <li>Express feelings about a subject</li> <li>Make notes about <b>techniques</b> used by artists.</li> <li>Annotate ideas for improving their work.</li> <li>Try ideas and start to refine them.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Know how to develop intricate patterns/marks with a variety of materials.</li> <li>Know the different grades of pencils (HB,2B,4B) and what effect the different pencils can have when creating shading.</li> <li>Identify interesting aspects of objects as a starting point.</li> <li>Know how to use shading to show light and shadow.</li> <li>To begin to knowhow to draw a face using proportion.</li> <li>Begin to indicate facial expressions in drawings.</li> <li>Know how to use a grid to support completing a</li> </ul>	<p><b>Developing ideas:</b> Know how to use a sketchbook to:</p> <ul style="list-style-type: none"> <li><b>Observe, record and explore</b> material and experiment with these.</li> <li><b>Plan</b>, collect and <b>record</b> source material for future works.</li> <li>Express feelings about a subject</li> <li>Make notes about <b>techniques</b> used by artists.</li> <li>Annotate ideas for improving their work.</li> <li>Try ideas and start to refine them.</li> </ul> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>Pupils to take and manipulate images of faces. Capturing different facial expressions. Look at how light, colour can be used to alter these.</li> </ul> <p><b>Mixed media:</b></p> <ul style="list-style-type: none"> <li>Use equipment and mediums with confidence to create a structure.</li> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> <li>Learn to secure work to continue at a later date.</li> <li>Know how to joint two materials successfully.</li> <li>Construct a simple base for extending and modelling faces.</li> <li>Understand and know how to work in relief.</li> </ul>	<p><b>Developing ideas:</b> Know how to use a sketchbook to:</p> <ul style="list-style-type: none"> <li><b>Observe, record and explore</b> material and experiment with these.</li> <li><b>Plan</b>, collect and <b>record</b> source material for future works.</li> <li>Express feelings about a subject</li> <li>Make notes about <b>techniques</b> used by artists.</li> <li>Annotate ideas for improving their work.</li> <li>Try ideas and start to refine them.</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Know and understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in creating shades of the same colour.</li> <li>Know how to start and develop a painting from a drawing.</li> <li>Know which brush and effect to use for the mark/image being painted.</li> </ul>

		<p>portrait.</p> <p>SG10: Overcome barriers to ensure an equal opportunity for all.</p>	<ul style="list-style-type: none"> <li>Explore and develop the use a range of mediums such as papier-mache, wire, mod rock and clay.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Know the Baroque style and be able to explain this. (Use of tones/hints/dark colours for different effects including emotions and tension)</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>Continue to explore the work a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</li> <li>Respond to art from other cultures and other periods of time.</li> <li>Interpret artwork artists style- use of colour for mood and expression, shading and tone choice of content and placement of items</li> </ul>
4	Unit	<p><b>Drawing:</b> Pupils will draw 3-D object whilst studying viewpoints. <a href="#">Perspective drawing 1</a> <a href="#">Perspective drawing 2</a></p> <p><a href="#">1 viewpoint</a> <a href="#">2 viewpoints</a></p> <ul style="list-style-type: none"> <li>Draw boxes looking at direction of light for shading and use of different pencils to establish this.</li> <li>Pupils to create an image of <a href="#">3D box sculpture</a> using 2 points of perspective.</li> <li>Pupils to apply viewpoint skills to drawing a street with a view point.</li> </ul> <p>Look at the work of <a href="#">Stephen Wiltshire</a></p>	<p><b>Painting:</b> <b>Outcome:</b> Study how Van Gogh's style has changed over time (impressionism) with a focus on vanishing points and perspective and landscapes: <a href="#">1882 onwards</a> <a href="#">1885 - 1990</a></p> <ul style="list-style-type: none"> <li>Pupils look at Van Gough's Bulb Fields 1883 Explore the use of tone, texture, perspective. Pupils to reproduce the image.</li> <li>Pupils will create a landscape scene using their previous knowledge of viewpoints. Use their developing skills and style linked to pencil drawing (texture, detail, composition).</li> </ul> <p><b>Study how Van Gogh's style has changed over time (impressionism) with a focus on vanishing points and perspective and landscapes:</b> <a href="#">1882 onwards</a> <a href="#">1885 - 1990</a></p>	<p><b>Mixed media:</b></p> <ul style="list-style-type: none"> <li>Mix materials, rough and smooth, plain and patterned.</li> <li>Explore the use of materials to be used through interpretation.</li> </ul> <p><b>Know how</b> to use a range of materials and develop awareness of the use of textiles to create texture, pattern and depth. Demonstrate experience in combining and arranging materials to create an image with depth. Continue to gain experience in combining textures to create depth of colour. Study different artists looking at style and use of colour and texture. <b>Know some</b> artists who work in collage.</p> <p>Collage</p>





			<a href="#">Jane Perkins- artist in Found materials</a>  <a href="#">Jeannie Baker - Window</a>  Pupils to create a collage of the view from their window combining a range of materials such as paper, wool, textiles and found objects.  Use artists Jeannie Baker and Jane Perkins as stimulus. Look at and explore their different use of materials for effect.
<b>Key enquiry question</b>	How do artists create an accurate drawing of a street view in perspective?	How can you use different acrylic painting techniques to create a viewpoint image?	How can recycled materials be used to create art?
<b>United Nations Sustainable Goals</b>	 Overcome barriers to ensure an equal opportunity for all	N/A	 Effective use of recycled materials in order to reduce waste
<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>Know how to use different pencils for effect.</li> <li>Know how to draw using a viewpoint.</li> <li>Know that objects get smaller in the distance.</li> <li>The effect of perspective and vanishing point in a drawing.</li> <li>Know how and why we sketch an outline.</li> <li>Know how to draw using perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to paint a landscape using perspective.</li> <li>Know how Van Gough's style of painting changed over time (focus on landscape paintings).</li> <li>Know and name some paintings by Van Gogh.</li> <li>Know when the impressionism period started and ended.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use collage materials to make a smooth, rough, plain or patterned surface.</li> <li>Know that images made from collage are a form of art.</li> <li>Name an artist who uses a collage style.</li> <li>Know what it means to interpret an image through collage.</li> </ul>
<b>Language</b>	Record, sources, plan, annotate, adapt, intention, interpretation, detail, sustained, variations, dimension, perspective, focal viewpoint, textural effects, blocking in colour, washes, impressionism, style, shade, tones, landscape, pattern, depth, style, artist, materials.		
<b>progression</b>	<b>Developing ideas:</b> Know how to uses a sketch book to: <ul style="list-style-type: none"> <li><b>Observe</b>, collect and <b>record</b> visual information from different sources.</li> <li><b>Plan</b>, trying out ideas.</li> </ul>	<b>Developing ideas:</b> Know how to uses a sketch book to: <ul style="list-style-type: none"> <li><b>Observe</b>, collect and <b>record</b> visual information from different sources.</li> <li><b>Plan</b>, trying out ideas.</li> </ul>	<b>Developing ideas:</b> Know how to uses a sketch book to: <ul style="list-style-type: none"> <li><b>Observe</b>, collect and <b>record</b> visual information from different sources.</li> <li><b>Plan</b>, trying out ideas.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Plan</b> colours and collect source material for future works.</li> <li>• Express likes and dislikes through annotations</li> <li>• Adapt and improve original ideas as they progress.</li> <li>• Keep notes to indicate their intentions/purpose of a piece of work.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Know how to lightly sketch the outline of the object before confirming detail with a different grade of pencil. Draw for a sustained period of time at an appropriate level.</li> <li>• Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>• Know how to develop simple perspective in their work using a single/double focal view point. Have opportunities to develop further by adding a horizon.</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</li> <li>• Begin to explore a range of great artists, architects and designers in history.</li> </ul> <p>SG10: Overcome barriers to ensure an equal opportunity for all.</p>	<ul style="list-style-type: none"> <li>• <b>Plan</b> colours and collect source material for future works.</li> <li>• Express likes and dislikes through annotations</li> <li>• Adapt and improve original ideas as they progress.</li> <li>• Keep notes to indicate their intentions/purpose of a piece of work.</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>• Know how to control marks made and how to achieve different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Begin to choose appropriate materials to work with.</li> <li>• Know how to use light and dark with in painting.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Work in the style of a selected artist (not copying).</li> <li>• Know how to paint using perspective.</li> <li>• Know how Van Gough's style of painting changed over time (focus on landscape paintings).</li> <li>• Know and name some paintings by Van Gough.</li> <li>• Know when the impressionism period started and ended.</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</li> <li>• Begin to explore a range of great artists, architects and designers in history.</li> <li>• Interpret artwork artists style- looking at changes in style over time and use of colour for expression.</li> <li>• Explain what is meant by term impressionism.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Plan</b> colours and collect source material for future works.</li> <li>• Express likes and dislikes through annotations</li> <li>• Adapt and improve original ideas as they progress.</li> <li>• Keep notes to indicate their intentions/purpose of a piece of work.</li> </ul> <p><b>Mixed Media:</b></p> <ul style="list-style-type: none"> <li>• Mix materials, rough and smooth, plain and patterned.</li> <li>• Explore the use of materials to be used through interpretation.</li> <li>• Know how to use a range of materials and develop awareness of the use of textiles to create texture, pattern and depth. Demonstrate experience in combining and arranging materials to create an image with depth.</li> <li>• Continue to experience in combining textures to create depth of colour.</li> <li>• Study different artists looking at style and use of colour and texture.</li> <li>• Know some artists who working in collage.</li> </ul> <p>SG12: Understanding the importance of reduce, reuse, recycle.</p>
5	Unit	Drawing:	Painting:	Mixed media: Sculpture

	<p>Pupils will draw a range of figures. They will need to watch videos of figures moving (slowed down). They will study <b>Figures in movement:</b> Edgar Degas 1834- 1917 <a href="#">Pencil ballerina drawings</a> They will study and draw a figure moving.</p> <p><a href="#">How to draw figures in proportion</a></p> <p><a href="#">Drawing movement</a></p> <p>They will produce a drawing of a figure moving. This could be based on: <b>Figures in movement:</b> Edgar Degas 1834- 1917 <a href="#">Pencil ballerina drawings</a></p>	<p>Pupils will study cubism 2D-3D Carlo Carra- 1881-1966 (<a href="#">red horseman 1913</a> )</p> <p>Marcel Duchamps 1889-1968 (<a href="#">lady down the stairs</a>)</p> <p><a href="#">Natalia Goncharova 1989- 1962</a></p> <ul style="list-style-type: none"> <li>They will use their figure drawing and produce a painting using the cubism style.</li> </ul> <p><b>Cubism 2D-3D 1907 - 1920</b> Carlo Carra- 1881-1966 (<a href="#">red horseman 1913</a> )</p> <p>Marcel Duchamps 1889-1968 (<a href="#">lady down the stairs</a>)</p> <p><a href="#">Natalia Goncharova 1989- 1962</a></p>	<ul style="list-style-type: none"> <li><a href="#">Omar Aquil</a> – represented 6 Picasso 3D cubism paintings into sculptures. Pupils to study his work for inspiration and ideas.</li> <li>Pupils to create a 3D model/ representation of one of the cubism pictures studied in the painting unit.</li> <li>Pupils to combine range of materials and skills learnt such as: cardboard, clay, junk modelling papier mache wire etc. To produce 3-D model.</li> </ul>
<b>Key enquiry question</b>	How do artists successfully create a drawing of a figure in movement?	How do artists create an effective cubism painting?	How can we combine materials and objects to create a 3D face sculpture, in the cubism style?
<b>United Nations Sustainable Goals</b>	N/A	N/A	 <p>Effective use of recycled materials in order to reduce waste.</p>
<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>Know how to draw a figure using proportion.</li> <li>Know Degas as an artist and name some of his work.</li> <li>Know how to draw to scale.</li> <li>Know how to use composition.</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain the style of cubism.</li> <li>Know when cubism started and ended.</li> <li>Name some artist who influenced cubism.</li> <li>Know how to mix colours to create effect.</li> <li>Know how impressionism has moved to cubism.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to combine different materials to create a sculpture.</li> <li>Know how to plan and design a sculpture.</li> <li>Know what a cubism sculpture is.</li> <li>Know and be able to explain Omar Aquil's style.</li> <li>Explain how impressionism has moved to cubism.</li> </ul>
<b>Language</b>	Sculpture, technique, visual, source, explain, interpretation, sustained, style, perspective, movement, reflection, proportion, representation, textural effect, blocking in colour, washes, cubism, influence, atmosphere, recycled, style, sculpture, 3-D, form, glaze, paint, polish.		
<b>Progression</b>	<p><b>Developing ideas:</b> Know how to use a sketchbook to:</p> <ul style="list-style-type: none"> <li><b>Plan</b> through drawing and other preparatory</li> </ul>	<p><b>Developing ideas:</b> Know how to use a sketchbook to:</p> <ul style="list-style-type: none"> <li><b>Plan</b> through drawing and other preparatory</li> </ul>	<p><b>Developing ideas:</b> Know how to use a sketchbook to:</p> <ul style="list-style-type: none"> <li><b>Plan</b> through drawing and other preparatory</li> </ul>

	<p>work.</p> <ul style="list-style-type: none"> <li>• <b>Plan</b> how to join different materials together.</li> <li>• Begin to <b>explore</b> possibilities, using and combining different styles and techniques.</li> <li>• Keep notes which consider how a piece of work or a <b>technique</b> maybe developed further.</li> <li>• Collect and record visual information from different sources as well as planning, trying out ideas and changing <b>techniques</b>.</li> <li>• Plan colours and collect source material for future works.</li> <li>• Adapt work as and when necessary and <b>explain</b> why.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop a key element of their work: line, shading, pattern, texture.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Start to develop their own style using tonal contrast and mixed materials.</li> <li>• Know how to draw a figure in proportion.</li> <li>• Know how to show movement within figure drawings.</li> <li>• Develop an awareness of composition, scale and proportion in their drawings.</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</li> <li>• Explore a range of great artists, architects and designers in history.</li> </ul>	<p>work.</p> <ul style="list-style-type: none"> <li>• <b>Plan</b> how to join different materials together.</li> <li>• Begin to <b>explore</b> possibilities, using and combining different styles and techniques.</li> <li>• Keep notes which consider how a piece of work or a <b>technique</b> maybe developed further.</li> <li>• Collect and record visual information from different sources as well as planning, trying out ideas and changing <b>techniques</b>.</li> <li>• Plan colours and collect source material for future works.</li> <li>• Adapt work as and when necessary and <b>explain</b> why.</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>• Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Start to develop their own style using tonal contrast and mixed materials.</li> <li>• Know when the style cubism first appeared. Where it started.</li> <li>• Be able to draw and paint a figure in the style of cubism.</li> <li>• Know when the cubism period started and ended.</li> <li>• Know some artists who influenced cubism.</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</li> </ul>	<p>work.</p> <ul style="list-style-type: none"> <li>• <b>Plan</b> how to join different materials together.</li> <li>• Begin to <b>explore</b> possibilities, using and combining different styles and techniques.</li> <li>• Keep notes which consider how a piece of work or a <b>technique</b> maybe developed further.</li> <li>• Collect and record visual information from different sources as well as planning, trying out ideas and changing <b>techniques</b>.</li> <li>• Plan colours and collect source material for future works.</li> <li>• Adapt work as and when necessary and <b>explain</b> why.</li> </ul> <p><b>Mixed media:</b></p> <ul style="list-style-type: none"> <li>• Know how to combine different materials to produce an end piece.</li> <li>• Be able to create a 3-D free standing structured using a variety of materials and objects.</li> <li>• Use recycled, natural and manmade materials.</li> <li>• Combine a range of skills and materials studied so far.</li> <li>• Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</li> <li>• Look at different ways of making different forms (cube etc. link to DT)</li> <li>• Know how to plan, design and create a cubism image as a 3-D model.</li> <li>• Know and be able to explain how Omar Aquil recreates works for the cubism period.</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> <li>• Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</li> <li>• Explore a range of great artists, architects and</li> </ul>
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			<ul style="list-style-type: none"> <li>Explore a range of great artists, architects and designers in history. Compare different styles and approaches.</li> <li>Explain how impressionism has moved to cubism.</li> <li>Analyse how the artist has use Line form and shape to represent an image.</li> </ul>	<p>designers in history. Compare different styles and approaches.</p> <ul style="list-style-type: none"> <li>Explain how impressionism has moved to cubism.</li> <li>Analyse how the artist has use Line form and shape to represent an image.</li> </ul> <p><b>Cubism 2D-3D 1907 - 1920</b> Carlo Carra- 1881-1966 (<a href="#">red horseman 1913</a> )</p> <p>SG12: Effective use of recycled materials in order to reduce waste.</p>
6	Unit	<p><b>Drawing:</b> Pupils will explore illusion through studying: <a href="#">Escher 1898-1992</a> Following works: <a href="#">Day and night</a> <a href="#">Infinite world</a> <a href="#">Waterfall</a> <a href="#">Drawing hands</a> <a href="#">Life and work</a> <a href="#">Reptiles</a></p> <ul style="list-style-type: none"> <li>Look at how the artists has used viewpoints, shading, line, tone to create illusions.</li> <li>Pupils will plan and prepare a drawing using illusion.</li> </ul> <p><a href="#">Escher 1898-1992</a> <a href="#">Stephen Wiltshire</a></p>	<p><b>Painting:</b> <b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>Pupils will explore how Escher added colour to his illusions. They will than plan and add colour to their illusion drawings.</li> <li>Colour could be added using any medium.</li> </ul> <p><a href="#">Escher 1898-1992</a> <a href="#">Stephen Wiltshire</a></p>	<p><b>Mixed media:</b> Sculpture <a href="#">Antony Gormley</a> <a href="#">Angel of the North</a></p> <ul style="list-style-type: none"> <li>Pupils to create a 3D free standing structure of an abstract figure.</li> <li>Pupils to choose their own style and medium to do this.</li> <li>Pupils can use their figure drawing skills when planning and designing their sculpture.</li> </ul> <p><a href="#">Escher 1898-1992</a> <a href="#">Stephen Wiltshire</a></p> <p><b>Pupils to explore how art has changed over time and their influence on art.</b></p>
	Key enquiry question	How can I interpret illusion through imagery?	How can I create illusion through painting?	How can I create an abstract figure sculpture?
	United Nations Sustainable Goals	N/A	N/A	

				 <p>Women feel valued and empowered to do whatever they have a passion to do.</p>  <p>Overcome barriers to ensure an equal opportunity for all.</p>
	<b>Disciplinary concepts</b>	Developing ideas Mastering Techniques Inspiration from the great	Developing ideas Mastering Techniques Inspiration from the great	Developing ideas Mastering Techniques Inspiration from the great
	<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to draw using perspective</li> <li>Know how to use different techniques for different purposes</li> <li>Know and name artworks by Escher</li> <li>Know how to draw using viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Know how Escher added colour to his drawings</li> <li>Know how to use perspective when drawing and painting</li> <li>Know how to control the types of marks made</li> </ul>	<ul style="list-style-type: none"> <li>To know how to plan and design a sculpture.</li> <li>To know and be able to explain Anthony Gormley's work.</li> <li>To know how to create a mixed media sculpture.</li> <li>To know how art has changed over time.</li> </ul>
	<b>Language</b>	Source, annotate, sculpture, artistic language, visual interpretation, sustained, style, perspective, proportion, representation, composition, blocking in colour, washes, landscapes, illusion, abstract, design, impact.		
	<b>Progression</b>	<p><b>Developing ideas:</b> Know how to use sketchbook to:</p> <ul style="list-style-type: none"> <li>Collect and <b>record</b> visual information from different sources as well as planning and collecting source material.</li> <li>Annotate work in sketchbook.</li> <li>Use the sketch book to plan how to join materials and how their work will develop at each stage.</li> <li>Select own images and starting points for work.</li> <li>Comment on and give an opinion on artwork with a fluent grasp of artistic/visual language</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of drawing.</li> <li>Know how to use different techniques for</li> </ul>	<p><b>Developing ideas:</b> Know how to use sketchbook to:</p> <ul style="list-style-type: none"> <li>Collect and <b>record</b> visual information from different sources as well as planning and collecting source material.</li> <li>Annotate work in sketchbook.</li> <li>Use the sketch book to plan how to join materials and how their work will develop at each stage.</li> <li>Select own images and starting points for work.</li> <li>Comment on and give an opinion on artwork with a fluent grasp of artistic/visual language</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour,</li> </ul>	<p><b>Developing ideas:</b> Know how to use sketchbook to:</p> <ul style="list-style-type: none"> <li>Collect and <b>record</b> visual information from different sources as well as planning and collecting source material.</li> <li>Annotate work in sketchbook.</li> <li>Use the sketch book to plan how to join materials and how their work will develop at each stage.</li> <li>Select own images and starting points for work.</li> <li>Comment on and give an opinion on artwork with a fluent grasp of artistic/visual language</li> </ul> <p><b>Mixed media:</b></p> <ul style="list-style-type: none"> <li>Use chosen media for purpose and style.</li> <li>Recognise sculptural forms in the environment. Land mark (Angel of the North)</li> </ul>

		<p>different purposes i.e. shading, hatching with in their own work, which works well in their work and why.</p> <ul style="list-style-type: none"> <li>• Draw with an awareness of composition, scale and proportion in their drawings.</li> <li>• Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>• Know the artist Escher and name and describe his work and style.</li> <li>• Understand how artists use viewpoints, shading, tone, line to create optical illusions.</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>	<p>tone and shade.</p> <ul style="list-style-type: none"> <li>• Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Understanding what works well in their work and why.</li> <li>• Know how to use perspective when drawing and painting landscape.</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently create a simple human abstract form using wire, clay, papier-mache</li> <li>• Solve problems as they occur.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Demonstrate experience in free standing work using a range of media.</li> <li>• Use knowledge of figure drawing to design sculpture.</li> <li>• Know who Anthony Gormley is and his impact.</li> </ul> <p><b>Respond and interpret:</b></p> <ul style="list-style-type: none"> <li>• Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Explore a range of great Artists, architects and designers in history.</li> <li>• Explore optical illusions use of shading and mark making to create texture and depth.</li> </ul>
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