

Wareham St Mary's Primary School

Art, knowledge, skills, vocabulary R-Y6

Aims for the Art curriculum:

Statutory framework for the Early Years foundation Stage 2021

- Expressive Arts and Design ELG:
- Creating with Materials 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; - Make use of props and materials when role playing characters in narratives and stories.
- ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Key Stage 1

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

Key stage 2

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

This curriculum aims for pupils to leave school with an understanding of the following 3 ideas, which we believe underpin the subject of art.

- 1) That varying techniques and media in art can create different effects (Drawing, painting, printing and sculpture)
- 2) That art is influenced by the time, place and culture in which it was made
(Understanding art as a source that tells us about the artists and the past – history link)
- 3) That art is produced to express emotions and communicate ideas (Appreciation of art and artists)

Spring Term

- **Whole school art projects – The National Big Draw**
- **Work produced through two 'Creative Days'**
- **Art work to be displayed in the hall and around school.**

Summer Term

- **Whole school art projects – Purbeck Arts Week (PAW)**
- **Work produced through two 'Creative Days' - including local Purbeck Artist workshops.**
- **Art work to be displayed in the hall and sent to PAW gallery to be exhibited in the Art Gallery for the general public.**

Curriculum Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Marvelous Me Art: Drawing Focus: Making meaningful marks with different mediums</p> <p>DT focus</p>	<p>There's no place like Space Art: Painting Focus: Making meaningful marks with different mediums</p> <p>DT focus</p>	<p>People who help us Art: Drawing Focus: Making meaningful marks with different mediums</p> <p>DT focus</p>	<p>Dinosaurs Art: Printing: Focus: Applying paint to different objects to create a print Focus: Make artwork and explain what it is</p> <p>DT focus</p>	<p>Out in the Garden Art: Sculpture (salt dough/playdoh) Focus: Moulding shapes and joining Focus: Make artwork and explain what it is</p> <p>DT focus</p>	<p>Sailing the Seven Seas Art: Sculpture (3D art) Focus: Focus:</p> <p>DT focus</p>
Y1	<p>Me and My Wonderful world Art: Drawing – self-portraits inspired by Gogh and Picassos self-portraits. (4 lessons) Focus: Light and dark (tone), different lines to create patterns. Focus: Say how different pieces of art make them feel and what they like / dislike about them</p>	<p>Heroes and Villains</p> <p>DT focus</p>	<p>Let it Snow Art: Painting–Winter scene cool colours (4 lessons) stimuli text 'A bird in winter' and inspiration from 'Hunters in the snow' painter Bruegel. Focus: Mixing colours, thick and thin lines Focus: Say how different pieces of art make them feel and what they like / dislike about them</p> <p>Art: 3D sculpture– making clay polar bears (3 lessons) Focus: Clay: using tools</p>	<p>India</p> <p>DT focus</p>	<p>Woodland Wanderers</p> <p>DT focus</p>	<p>Castles Art: Painting (colour mixing) – warm colours drawing and painting castles. Focus: Mixing colours, thick and thin lines</p>
Y2	<p>Great Fire of London Art: Painting– GFoL painting inspired by painter JMW Turner (3/4 lessons) Focus: Colour mixing and different brush strokes Focus: Identify different techniques that have been used in artwork (Texture) Key Artist - Evaluate and describe the work of JMW Turner Art: Sculpture (4 lessons) Focus: 3d Art: create a 3D model</p>	<p>DT focus</p>	<p>Under the Sea Art: Printing and pattern– sea/wave picture (3 lessons) Focus: Using a printing block (Printing & Pattern) Key Artist –Evaluate and the work of Richard Long's 'Mud Hand Circle'</p>	<p>DT focus</p>	<p>Explorers and Journeys Art: Drawing– an explorers landscape picture Focus: Shading, tone and texture. Pattern Artist - 'The Journey home' by Keri Bevan (hot air balloons)</p>	<p>DT focus</p>
Y3	<p>Stone Age to Iron Age Art: Drawing–stone age cave pictures Focus: Tone: highlight and shadow, grades of pencil, charcoal. Focus: Evaluate their choices and the choices of the artist to create effects (different techniques e.g. brush strokes, shading)</p>	<p>Uk and its Counties Art: Sculpture Clay– making a clay (human) figure Focus: Clay: Pinch and coil Evaluate their choices and the choices of the artist to create effects.</p>	<p>DT focus</p>	<p>Boudicca (The Romans) Art: Painting–abstract picture inspired by Mondrain and Bridget Riley Focus: Pattern, texture and colour (abstract art)</p>	<p>DT focus</p>	<p>Rainforests Art: Printing– Rainforest inspired collage FOCUS: Using print to create clear repeating patterns Inspired by Henri Rousseau 'Tiger in a tropical storm' and William Morris – looking at pattern.</p>
Y4	<p>Ancient Egyptians Art: Drawing– Chinese traditional art Focus: Drawing 3d shapes (using tone) Key Artist – Feng Kaixun</p>	<p>DT focus</p>	<p>Britain settlements by Anglos Saxons and the Scots Art: Sculpture– Saxon/Viking shield, swords, weapons Focus: 3D Art: design and stability</p>	<p>DT focus</p>	<p>Natural Disasters Art: Painting– Volcano picture Focus: Landscape (including watercolour)Volcano Focus: The artist's message</p>	<p>DT focus</p>
Y5	<p>World War 2 Art: Drawing– World War II posters. Study of Cyril Kenneth Bird CBE. Focus: Positive and negative space</p>	<p>World War 2 Art Painting– pictures on canvas inspired by Jackson Pollock Focus: Texture and colour Focus: Evaluate their choices and the choices of the artist to create effects</p>	<p>The Americas Art: Sculpture– creating a clay map Focus: Clay: Pinch and slab</p>	<p>DT focus</p>	<p>Space Race – linked to science topic earth space and beyond Art: Printing - collage Space and nebula FOCUS: To layer prints to create different details and add multiple colours</p>	<p>DT focus</p>
Y6	<p>Blood and Germs Art: Painting -acrylic paint on canvases. Art from the microscope inspired by Klari Reis Artist's Bio artist who combines science with painting Focus: The effect of colour</p>	<p>DT focus</p>	<p>Climate change Art: Sculpture– Making African masks Focus: 3D Art: design and stability Inspired by the Lulu tribe</p>	<p>DT focus</p>	<p>Victorians Art: Drawing -Landscape pictures. Focus: Perspective. Inspiration from Georges Seurat a revolutionary painter who pioneered the technique Pointillism and Georgia O Keeffe. Focus: Evaluate their choices and the choices of the artist to create effects</p>	<p>DT focus</p>

Art Long Term Plan

Painting

National Curriculum Objectives	Statutory framework for the early years foundation stage 2021 - Expressive Arts and Design ELG: - Creating with Materials 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; - Make use of props and materials when role playing characters in narratives and stories. - ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Pupils should be taught: <ul style="list-style-type: none"> ● To use a range of materials creatively to design and make products ● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● To develop a wide range of art and design techniques in using colour pattern, texture, shape, 		Pupils should be taught: <ul style="list-style-type: none"> ● To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ● To create sketch books to record their observations and use them to review and revisit ideas ● To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 			
Focus Area:	EYFS Focus: Making meaningful marks with different mediums	Year 1 Focus: Mixing colours, thick and thin lines	Year 2 Focus: Colour mixing and different brush strokes	Year 3 Focus: Pattern, texture and colour (abstract art)	Year 4 Focus: Landscape (including watercolour)	Year 5 Focus: Texture	Year 6 Focus: The effect of colour
Knowledge and Skills:	<p>-Know that red, yellow and blue are the primary colours. From these colours other colours can be made (green, purple and orange).</p> <p>-Know how much paint to put on a paint brush.</p> <p>Name red, yellow and blue.</p> <p>Name some secondary colours.</p> <p>Know how to make some secondary colours eg green.</p> <p>Use some form of tripod grip to hold a paintbrush/chalk /pencil etc.</p> <p>To use hands, brushes, and natural resources.</p> <p>To create using paint and different media - paint paper, natural objects.</p> <p>To make thick and thin lines (eg with different paint brushes).</p> <p>Mix colours to make new ones.</p> <p>To make choices about the materials they use, and select appropriate resources, saying what they are going to make.</p> <p>combine materials to create new textures (eg paint and sand/lentils).</p>	<p>-Know how to lighten and darken paints e.g. by adding black and white paints</p> <p>-That paintbrushes have different thicknesses; this affects the thickness of the lines they can be used to create.</p> <p>-To paint colour within the lines.</p> <p>-That red, yellow and blue are the primary colours.</p>	<p>-To know how to balance paint with water</p> <p>-That different brush strokes can be used to produce different effects.</p> <p>-know how to use a large brush to paint large areas and to use a small brush to add detail.</p> <p>-Know that red and yellow make orange.</p> <p>-Know that yellow and blue make green.</p> <p>-Know that blue and purple make brown.</p>	<p>-That pattern is alternated or repeated elements or symbols.</p> <p>-That different paints have different thicknesses (e.g. acrylic, poster, watercolour) and can create different textures on the pag.</p> <p>-Mix tertiary colours to create a repeated pattern.</p> <p>-Know how to create colours using primary colours for example: adding more red to yellow creates a darker shade of orange, adding more blue to yellow creates a darker shade of green, adding more yellow to blue creates a lighter shade of green.</p> <p>-Use sketchbooks to demonstrate skills taught.</p>	<p>- That most paintings have a foreground and a background.</p> <p>- Experiment with different thicknesses of paint (different types of paint and dilution) and the effects different paints can create</p> <p>-know that adding water dilutes the shade of paint.</p> <p>-Know that acrylic can be layered to create a thicker texture.</p> <p>-Create sketch books to record their observations and use them to review and revisit ideas.</p>	<p>-To know how different textures can be created e.g. by adapting and layering different materials (collage)</p> <p>-To use dry brush, collage, layering, splattering and stippling to create different textures</p> <p>- Create sketch books to record their observations and use them to review and revisit ideas</p>	<p>-Create sketch books to record their observations and use them to review and revisit ideas</p> <p>-To record observations of real objects / landscapes, matching colour to real life</p> <p>-Vary the tone, tint and hue of colours to enhance the mood of a picture.</p> <p>-That the hue (shade) of a colour can be changed by mixing specific colours together e.g. to darken red, use blue or brown and to darken yellow, use a light shade of orange.</p> <p>-That to darken a secondary colour, use the darkest primary colour that was used to create that secondary colour. e.g. to darken an orange, choose red</p> <p>-That a tint can be created by adding white to a colour</p>
Key Famous designers / inventors:	Kandinsky – circle painting	Inspiration from painter Bruegel -‘Hunters in the Snow’	inspiration from GFoL painter JMW Turner and Granger	Mondrian Bridget Riley Marlow Moss	David Hockney	Jackson Pollock	Klari Reis Artist's Bio artist who combines science with painting
Key vocabulary:	mix, paintbrush, poster paint, palette, green purple, orange, red, yellow, blue, primary, secondary	thick, thin, thickness, lighten, darken, shades,	thickness, lighten, darken, shades, textures, primary, secondary, palette, balance of water, stippling and dry brush, effects, fine, medium, thick brushes	thickness, lighten, darken, shades, textures, primary, secondary, palette, stippling and dry brush, effects, pattern, tertiary colours, block painting	foreground, background, precision, detail	washes, stippling, dry brush splattering,	primary, secondary, palette, effects, tertiary colours, foreground, background, hue, tone, tint, mood

Art Long Term Plan

Drawing

National Curriculum Objectives	Statutory framework for the early years foundation stage 2021 - Expressive Arts and Design ELG: - Creating with Materials 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; - Make use of props and materials when role playing characters in narratives and stories. - ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Pupils should be taught: <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour pattern, texture, shape, 		Pupils should be taught: <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 			
Focus Area:	EYFS Focus: Making meaningful marks with different mediums	Year 1 Focus: Light and dark (tone), different lines to create features of an object.	Year 2 Focus: Shading, tone, texture. and pattern.	Year 3 Focus: Tone: highlight and shadow, grades of pencil.	Year 4 Focus: Drawing 3d shapes (using tone)	Year 5 Focus: Positive and negative space	Year 6 Focus: Perspective
Knowledge and skills:	-That different mediums create different marks from paint, chalk, pencil and felt tips, eg chalk can draw on anything, felt tips are bright, crayons weaker colour. Create pictures using different media. Draw shapes eg circle for head. Draw straight and curved lines. Use some form of tripod grip to hold a paintbrush/chalk /pencil etc. Know how to get different effects from different media eg chalk can smudge. Create some recognisable shapes and features eg a rainbow or a circle for a sun, a face. Add detail to drawings which represent each part of the object eg face, body, legs, eyes, nose mouth. To make choices about the materials they use, and select appropriate resources, saying what they are going to make.	-That each medium has different qualities e.g. pencil for precision, charcoal for different tone. -That tone shows the lightness and darkness of colour. That tone can be varied through lightness / darkness of lines -The pressure that you apply when drawing can be one way to change the light / darkness of a line - To identify 2D shapes within objects and pieces of art. Draw light and dark lines and patterns (by varying the pencil pressure)	-That each type of media has different qualities e.g.oil pastels to blend, chalk for smudging, pencil for shading. -That shadow in a drawing is represented by darker areas. -That shadows can be represented in drawings using a range of techniques (drawn from shared examples), shading, smudging, blending, cross hatching. -To produce patterns by repeating lines, shapes, and colour. - Vary techniques for adding tone and texture to drawings by using different techniques: varying the amounts of pressure and thickness of the line using side of a pencil to shade; smudging, blending, cross hatching.	- That different media can be used to create different effects (pencil, oil pastel, charcoal, ink, chalk, pastels, crayons, felt tips) - That sketching is quick mark marking to outline shapes (not details) - That drawings contain details that sketches do not - That the pressure that you apply when drawing, and the grade of pencil you choose can be used to create different tones and shading effects -That the grade of a pencil is defined by the number and letter on the side. The harder the pencil (H) the lighter the shade. The softer the pencil (indicated by B and the number) the darker the shade. -Tones are created by the way in which light falls on a 3D object. Where light is strongest, highlights are created, where light is weakest, shadows. - Create highlights and shadows in drawings. -Create sketch books to record their observations and use them to review and revisit ideas	- Tones are created by the way in which light falls on a 3d object. Where light is strongest, highlights are created, where light is weakest, shadows there are often a range of different tones between highlights and the shadows - Draw basic shapes: cube, cuboid, cylinder, using techniques for adding different tones -Create sketch books to record their observations and use them to review and revisit ideas	- Show an awareness of scale of different shapes (in relation to each other) -Understand what positive and negative space is within a drawing -Create sketch books to record their observations and use them to review and revisit ideas. - To identify the use of positive and negative space within compositions	-Understand what perspective means (a way of creating depth or distance in work) - That a vanishing point is a spot on the horizon line, something that has been decreasing or disappears altogether, or where all parallel lines appear to meet. - Tones are created by the way in which light falls on a 3d object. Where light is strongest, highlights are created, where light is weakest, shadows. - The areas of highlight and shadow on an object will change depending on the angle it is viewed from (due to the way the light falls on it) -Create sketch books to record their observations and use them to review and revisit ideas. - Draw objects from different angles, altering tone to match real life observations landscape, pointillism
Key Famous designers / inventors:	Van Gogh -Starry Night	Pablo Picasso - self portraits Van Gogh – self portraits	Monet – sketches ‘The Journey home’ by Keri Bevan (hot air balloons)	Stone age cave paintings	Hokusai	Study of Cyril Kenneth Bird CBE known by the pen name Fougasse,-a British cartoonist.	Georges Seurat who was a revolutionary painter who pioneered the technique Pointillism and Georgia O Keiffe
Key vocabulary:	chalk, pencil	HB pencil, lead, 2D light and dark, thick, thin, repetition, pattern, Vocab linked to chosen media e.g. charcoal, oil pastel, ink	HB pencil, lead, 2D, light and dark, thick, thin, repetition, pattern, repetition, hatch, cross hatch, blend, smudge Vocab linked to chosen media e.g. charcoal, oil pastel, ink	HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, 3D, depth, hard soft grade (pencil)	HB pencil, lead, control, smudge, thick, thin, hard soft grade (pencil), repetition, cross hatch, hatching, stippling, 3d, depth,		HB pencil, lead, control, smudge, repetition, cross hatch, hatching, stippling, 3d, depth, hard soft grade (pencil), positive and negative space

Art Long Term Plan

Printmaking

National Curriculum Objectives	Statutory framework for the early years foundation stage 2021 - Expressive Arts and Design ELG: - Creating with Materials 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; - Make use of props and materials when role playing characters in narratives and stories. - ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	Pupils should be taught: <ul style="list-style-type: none"> ● To use a range of materials creatively to design and make products ● To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● To develop a wide range of art and design techniques in using colour pattern, texture, shape, 		Pupils should be taught: <ul style="list-style-type: none"> ● To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. ● To create sketch books to record their observations and use them to review and revisit ideas ● To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 			
Focus Area:	EYFS Focus: Applying paint to different objects to create a print	N/A	Year 2 Focus: Using a printing block (Printing & Pattern)	Year 3 FOCUS: Using print to create clear repeating patterns	N/A	Year 5 FOCUS: To layer prints to create different details and add multiple colours	N/A
Knowledge and skills:	- That paint can be applied to different objects and used to create a print design (e.g. corks, pen barrels, sponge). -That different tools have different textured surfaces, these transfer to paper / material when printed. Use different tools (e.g. sponges, fingers, hands). To know an object's shape/texture can be transferred to paper e.g. handprint/rubbing. Say what they want to make. To say what they did and how they did it (materials, tools and techniques). To roll printing ink/paint over found objects to create prints. Make repeated press print pattern with chosen objects (beads, straws, buttons, sponges etc). To make choices about the materials they use, and select appropriate resources, saying what they are going to make. To talk about a process (how they have used a tool to make a picture/print.		-That shapes can be cut / or indents made in an object (e.g. polystyrene). That the indented shape will not hold paint and appear as the same colour as the background materials that are being printed upon. -That a block can be used to repeat the same print again and again. -That colour can be added to fabric in a variety of ways: fabric crayons, dipping printing Create a repeating pattern with a print	-Patterns can be created through repeating lines, colours and shapes. -That different materials can be used to create different textures - That the tessellation of shapes can be used to create repeating patterns - That prints can be made on top of each other (overlays) or over other pictures / collages - That shapes can be cut / indented into an object (Y1/2) - That the indented shape will not hold paint / and appear as the same colour as the background materials that is being printed upon. -Create sketch books to record their observations and use them to review and revisit ideas -Develop prints with increasing detail e.g. detail added to the inside of shapes using polystyrene		-That different prints can be layered on top of each other – to add different details and colours to a print -Create sketch books to record their observations and use them to review and revisit ideas -Build up layers of prints within a composition to add different colours and detail.	
Key Famous designers / inventors:	Warhol - series of screen prints		Bridget Louise Riley -English painter known for her singular op art paintings. Richard Long's 'Mud Hand Circle'	William Morris – looking at pattern Henri Rousseau 'Tiger in a tropical storm'		Dame Zandra Lindsey Rhodes English fashion and textile designer.	
Key vocabulary:	Print, paint, press,		Print, paint, press, design, block, repeated pattern	Print, press, design, block, repeating pattern, roller, tessellation, texture, detail		Print, design, block, roller, repeating pattern, tessellation, relief printing, plate, embossed, layers, positive, negative.	

Art Long Term Plan

Sculpture

National Curriculum Objectives	<p>Statutory framework for the early years foundation stage 2021</p> <p>- Expressive Arts and Design ELG: - Creating with Materials 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; - Make use of props and materials when role playing characters in narratives and stories. - ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	Pupils should be taught:		Pupils should be taught:			
		<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour pattern, texture, shape, 		<ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 			
Focus Area:	EYFS Focus: Moulding shapes and joining	Year 1 Focus: Clay: using tools	Year 2 Focus: 3d Art: create a model	Year 3 Focus: Clay: Pinch and coil	Year 4 Focus: 3D Art: design and stability	Year 5 Focus: Clay: Pinch and slab	Year 6 Focus: 3D Art: design and reinforcing
Knowledge and skills:	<p>-That art is not always flat.</p> <p>-Use simple tools and techniques to shape, assemble and join materials.</p> <p>Mould dough/clay by pinching, rolling, stretching and squeezing.</p> <p>Look at models created by artists.</p> <p>To make choices about the materials they use, and select appropriate resources, saying what they are going to make.</p> <p>Mould dough/clay into the shape of a specific object and add detail to it (eg tools to make marks on it to decorate).</p>	<p>-That pottery is a type of sculpture. That some artists use pottery to convey their ideas (choose example artists)</p> <p>-That when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). This makes the join more likely to hold</p> <p>-That clay can be moulded to create different shapes</p> <p>Mould clay to a desired shape using: pinching, rolling and stretching, twisting, scratching and</p>	<p>-That sculpture is when the artist’s thoughts are represented by a (3D) model / picture</p> <p>-Use simple tools and techniques to shape and assemble materials</p> <p>-Show an awareness of the shape and colour of the sculpture when replicating likeness.</p> <p>Create a model or 3D picture that represents an idea or replicates an object/person or place.</p>	<p>-That sculpture is when the artist’s thoughts are represented by a (3d) model.</p> <p>-That when joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched). This makes the join more likely to hold.</p> <p>-That clay can be moulded to create different shapes e.g. pinch and coil methods.</p> <p>-That specific tools can be used to add marks (as decoration and to create texture</p> <p>-Create a 3D sculpture, using pinch and oil methods, showing different techniques for decoration.</p>	<p>- Sculpture is when the artist’s thoughts are represented by a 3D model.</p> <p>- a sculpture needs to be designed, with a clear thought process behind what each element represents</p> <p>- an internal structure can be used to create stability. That this can be coated with a material (e.g. mache) and decorated</p> <p>-Create 3D structures using a basic structure adding an additional material. (e.g. covering structure or adding extra detail/texture).</p> <p>-Be able to identify 3D shapes within a sculpture and replicate some of these.</p>	<p>- When joining pieces of clay together, the surfaces between the join should be made rougher (e.g. scratched).</p> <p>-Understand how to create different 3D shapes e.g. using retainers (making a sculpture around a 3D shape that an then be removed)</p> <p>- Show an awareness of the finishing of the product e.g. by adding decorative detail, smoothing cracks or adding texture</p>	<p>- That an internal structure can be used to create stability.</p> <p>- Apply their scientific knowledge to designing, building and structuring their sculpture.</p> <p>-Reinforcing a sculpture internally and externally to ensure it is stable.</p> <p>- Show an awareness of the finished product, designing their 3D model and showing attention to detail in decoration.</p> <p>-Show an awareness of the finishing of the product e.g. by adding decorative detail, matching textures / materials</p>
Key Famous designers / inventors:	Joan Miró – sculptures	Edward Degas - Little Dancer	Alexander Calder -Mobile	Rachel Ducker -sculpting the human form	Dame Barbara Hepworth – Spring Katie Essam, a textile artist	Andy Goldsworthy OBE -British sculptor Clarice Cliff - English ceramic artist	Lulu tribe
Key vocabulary:	build, join, idea	clay, marking, design, moulding, tools, shaping, sculpt, shaper, cutting, rolling pin,	glue, staple, cello tape, masking tape, pperclp, split	decorate, shaping, sculpt, set, shape, mould, pinch, slab	Mod Roc/Paper mache, decorate, finishing touches, final product, set, firm, shaping, sculpt, set, shape, stability	decorate, shaping, sculpt, set, shape, mould, pinch, slab smoothing, retainers, decorative detai	Finishing touches, final product, set, firm, shaping, sculpt, shape, stability intent(ion), structure

Art Long Term Plan

That art is influenced by the time, place and culture in which it was made

(Art history; different movements and influences, and how art can portray the past as a historical source)

<p>National Curriculum Objectives</p>	<p>Statutory framework for the early years foundation stage 2021</p> <p>- Expressive Arts and Design ELG: - Creating with Materials 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; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>- ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Be taught about great artists, architects and designers in history 				
<p>Year Groups</p>	<p style="text-align: center;">EYFS</p>	<p style="text-align: center;">Year 1 and 2</p>		<p style="text-align: center;">Year 3 and 4</p>		<p style="text-align: center;">Year 5 and 6</p>	
<p>Knowledge and skill:</p>	<p>-That art can be found everywhere. -That art can be created in many different ways. -Know the name of a focus artist. -Identify what the subject of a piece of artwork is. Look at the work of an artist and say what they see.</p>	<p>-Know the name of the focus artist -Know approximately when the piece of artwork was made -Identify what the subject of a piece of artwork is. -Describe features of a piece of art (things that can be identified, colours, shapes) -Replicate some of the identified features within their own artwork</p>	<p>-Know the name of the focus artist -That art work is an example of a primary source and can tell us about the past . -Describe features of a piece of art (things that can be identified, colours, shapes) -Replicate some of the identified features within their own artwork. -Be able to identify similarities and differences between theirs and a focus artist’s work</p>	<p>-That art work is an example of a primary source and can tell us about the past.</p> <p>-That art has always been used to express ideas and beliefs.</p>	<p>-Identify who the artist is, what the artwork is of and when and where it was created. -That (like in history) there are different time periods in art each with a distinct style. -Be able to name some of the different artists previously studied and identify their work</p>	<p>-That (like in history) there are different time periods in art each with a distinct style. -Recognise different styles of art -Identify who the artist is, what the artwork is of, when and where it was created) and what its intended purpose / the artist's view of the subject was.</p>	<p>-That art has always been used to express ideas. - That art is made for a variety of purposes (commissioned, religious beliefs, propaganda) -That art can portray the subject from a different perspective to enhance a chosen belief -Identify who the artist is, what the artwork is of, when and where it was created and what its intended purpose / the artist's view of the subject was.</p>

Art Long Term Plan

Appreciation and Evaluation

National Curriculum Objectives	<p>Statutory framework for the early years foundation stage 2021</p> <p>- Expressive Arts and Design ELG: - Creating with Materials 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; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>- ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	Pupils should be taught: <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		Pupils should be taught: <ul style="list-style-type: none"> Be taught about great artists, architects and designers in history 			
Focus Area:	<p>EYFS</p> <p>Focus: Make artwork and explain what it is</p>	<p>Year 1</p> <p>Focus: Say how different pieces of art make them feel and what they like / dislike about them</p>	<p>Year 2</p> <p>Focus: Identify different techniques that have been used in artwork (Texture)</p>	<p>Year 3</p> <p>Focus: Evaluate their choices and the choices of the artist to create effects (different techniques e.g. brush strokes, shading)</p>	<p>Year 4</p> <p>Focus: The artist’s message</p>	<p>Year 5</p> <p>Focus: Evaluate their choices and the choices of the artist to create effects.</p>	<p>Year 6</p> <p>Focus: Evaluate their choices and the choices of the artist to create effects.</p>
Knowledge and skills:	<p>-That anyone can create art</p> <p>-Explain their own artwork to others (e.g. choice of colours, what the pictures represent)</p> <p>-Identify what they like about the artwork of themselves and others (including studied pictures and artists).</p> <p>-Explain my own artwork to others</p>	<p>-That each individual (including themselves) has a range of experiences and ideas which they can draw upon to help create something imaginative</p> <p>-Talk about how different pieces of art make them feel</p> <p>-Identify what they like and dislike about the artwork they are shown (famous artworks)</p> <p>-That each individual (including themselves) has a range of experiences and ideas which they can draw upon to help create something imaginative.</p>	<p>-That art has always been used to express ideas</p> <p>-Talk about how different pieces of art make them feel and what they make them question / think about.</p> <p>-Identify painting techniques in an artist’s work. Use of different tools to create texture, thickness of lines and shades, different brush strokes, stippling, dry brush.</p>	<p>-That art has always been used to express ideas</p> <p>-That art works can be interpreted in different ways and may create opinions and emotions that vary in different people</p> <p>-Talk about how different pieces of art make them feel and what they make them question / think about</p> <p>-Identify what they like and dislike about chosen art work in reference to the techniques (e.g. brush techniques) that the artist has used.</p> <p>-Evaluate the choices that they have made (e.g. Techniques) against how they wanted to portray the subject of their art</p>	<p>-That art has always been used to express ideas</p> <p>-That art work can be interpreted in different ways and may create opinions and emotions that vary in different people</p> <p>-State what an artist’s message behind a piece of work might be (how they want you to feel about what they have created)</p> <p>-Evaluate the choices that they have made against how they wanted to portray the subject of their art (include a focus on foreground and background, techniques used and how different media have been used.</p>	<p>-That artists make choices about the techniques and colours they use to create specific effects.</p> <p>-Develop an idea upon which to base a piece of art</p> <p>-Experiment with different ways in which a subject / object can be represented (e.g. media, colours, techniques)</p> <p>-Identify what they like and dislike about shown artwork in reference to the techniques (brush techniques) and colours and shades of colours (warm and cold) that the artist has used.</p> <p>-Compare and contrast paintings of similar content made with different colour palettes.</p> <p>-Identify painting techniques in an artist’s work, and discuss the symbolism of the colour used (how it is intended to make you feel)</p> <p>-Evaluate the choices that they have made against how they wanted to portray the subject of their art -colour.</p>	<p>-That artist’s make choices about the techniques and colours they use to create specific effects.</p> <p>-Experiment with different ways in which a subject / object can be represented (e.g., media, colours, techniques different angles)</p> <p>-To identify common features of an artist’s style- link to own handwriting</p> <p>-To notice common themes across an artist’s portfolio of work</p> <p>-Evaluate the choices that they have made against how they wanted to portray the subject of their art (include a focus on foreground and background, techniques used and how different media's perspective and the angle the subject has been drawn / painted / sculpted from.</p>
Key vocabulary:	Explain, like, art	feeling, vocabulary linked to an artist	message, vocabulary linked to an artist	message, feeling, techniques, portrayal, evaluate, opinion,	message, feeling, techniques, portrayal, evaluate, opinion, foreground, background	message, techniques, portrayal, evaluate, opinion, foreground, background compare, contrast	message, feeling, techniques, portrayal, evaluate, opinion, propaganda, motive, commissioned, perspective,