Art and Design

INTENT, IMPLEMENTATION, IMPACT

East Sheen Primary School	Intent	Implementation	Impact
Reception	As part of the EYFS statutory framework pupils are taught to explore and use a variety of media and materials through a combination of child initiated and adult directed activities.	In EYFS links to topics and provision promote Art and Design exploration in Reception. Creative area has lots of materials for children to self-select. Explore, use and refine a variety of artistic effects to express their ideas and feelings.1 Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Safely use and explore a variety of materials, tools and techniques, experimenting	Art and Design is also monitored by the subject leader throughout the year in the form of looking on Tapestry, looking at outcomes and pupil interviews to discuss their learning of different art skills. Children in Reception are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the reception year.

		with colour, design, texture, form and function. Share their creations, explaining the process they have used.	
Year 1 Drawing How can we use different media to make marks?	Pupils will learn (theoretical and disciplinary knowledge): • Show knowledge of the language and literacy to describe lines. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	Key activities in the unit of work are: • Self portrait • Experimenting with different types of lines • Drawing with chalk and string • Experimenting with a range of mark-making techniques, responding appropriately to music • Using lines to represent nature (focusing on climate change images) • Drawing shapes • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays	When assessed, pupils will demonstrate the following sticky knowledge: • To know how to show control when using string and chalk to draw lines. • To know how to experiment with a range of mark-making techniques, responding appropriately to music. • To know how to colour neatly and carefully, featuring a range of different media and colours. • To know how to apply a range of marks to a drawing. • To know how to produce a drawing that displays observational skill, experimenting with a range of lines and mark making. *Key vocabulary:* • Line (vertical, horizontal, diagonal, wavy, straight, cross-hatch, continuous) • Shape • Form • Colour • Texture • Mark-making

		observational skill, experimenting with a range of lines and mark making. Key artists/works studied in this unit are: • Bridget Riley • Zaria Forman • Kandinsky • Mondrian	• Observe • Dots, circle, lightly, firmly, shadow
Painting and mixed media **How can shape and colour be used to create different images?**	Pupils will learn (theoretical and disciplinary knowledge): • To describe their finished work. • To name the primary colours. • The concept of abstract art. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing.	Key activities in the unit of work are: • Colour mixing • Printing • Decorate their hands using a variety of patterns. • Abstract art. • Graffiti • Pop Art Key artists/works studied in this unit are: • Mark Rothko • Matisse • Clarice Cliff • Ellsworth Kelly • Yves Klein • Roy Lichenstein	When assessed, pupils will demonstrate the following sticky knowledge: • Can name the primary colours. • Can explore coloured materials to mix secondary colours. • Can mix primary colours to make secondary colours. • Can apply paint consistently to their printing materials to achieve a print. • Can use a range of colours when printing. • Can mix five different shades of a secondary colour. • Knows how to decorate their hands using a variety of patterns. • Knows how to mix secondary colours with confidence to paint X. • Can describe their finished X.

	• Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint X.	• Keith Haring • Mondrian	*Key vocabulary:* • Primary colours • Secondary colours • Mix, blend, print • Mark-making • Line, form, shape, space • Observe • Hue • Shade • Pattern • Abstract
Sculpture How can we use paper to create different structures?	Pupils will learn (theoretical and disciplinary knowledge): • The concept of instillation art • To describe their finished sculpture. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Roll paper tubes and attach them to a base securely. • Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Shape paper strips in a variety of ways to make 3D drawings.	Key activities in the unit of work are: • Sculptures with paper tubes • 3D drawings, paper strips • Installation art Key artists/works studied in this unit are: • Yayoi Kusama • Mlle Hipolyte • Olafur Eliasson • Jaynie Crimmins • Veronica Hodges • Kerry Miller	When assessed, pupils will demonstrate the following sticky knowledge: • Can roll paper tubes and attach them to a base securely. • Can make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. • Can shape paper strips in a variety of ways to make 3D drawings. • Can glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. • Can work successfully with others, sustaining effort over a time. • Can use paint with good technique, ensuring good coverage. • Can describe their finished sculpture.

	• Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. • Work successfully with others, sustaining effort over a time. • Paint with good technique, ensuring good coverage.		*Key vocabulary:* • Sculpture • Structure • Form • Shape • Instillation art • Sculpt, carve, cut, construct, build • Three-dimensional (3D) • Cylinder, curve, loop, tube, overlap overlap, spiral, zig-zag
Year 2 How can our drawings tell a story?	Pupils will learn (theoretical and disciplinary knowledge): • To suggest ways to draw a word through marks. • To use relevant language to describe how an object feels. • To suggest ways to create different textures through drawn marks. • To describe shapes that make up an object. • To recount a story and select key events to draw. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Develop sketches into a character, with some support,	Key activities in the unit of work are: - Observational drawings of teddies witha focus on texture with mark-making • Character creation • Create a wild thing in the style of Maurice Senak • Key artists/works studied in this unit are: Quentin Blake Axel Scheffler Maurice Sendak	When assessed, pupils will demonstrate the following sticky knowledge: • Can suggest ways to draw a word through marks. • Can use relevant language to describe how an object feels. • Can suggest ways to create different textures through drawn marks. • Can describe the shapes that make up an object. • Can recount a story and select key events to draw. • Can develop sketches into a character, with some support, adding details to enhance their character. • Can demonstrate an understanding of how drawing facial features in different ways conveys expressions. • Can create scenes from their own imagination, with some support.

	adding details to enhance their character. • Demonstrate an understanding of how drawing facial features in different ways conveys expressions. • Create scenes from their own imagination, with some support. • Use good observational skills to add details to their drawing. • Use an interesting range of marks that show an understanding of how to draw different textures. • Make sketches, which may be of basic stick-like figures or may imply more shapes. • Freely experiment with different tools, receiving encouragement when needed.		• Can use good observational skills to add details to their drawing. • Can use an interesting range of marks that show an understanding of how to draw different textures. • Can make sketches, which may be of basic stick-like figures or may imply more shapes. • Can show freely experiment with different tools, receiving encouragement when needed. *Key vocabulary:* • Mark-making • Line • Shape • Form • Texture, cross- hatching, blending, sketch • Illustrator, Illustrations, comic, scene • Expression, emotion • Storyboard, frame, re-tell

Painting and mixed media: **How can we create different colours and textures?**	Pupils will learn (theoretical and disciplinary knowledge): • To name the primary and secondary colours. • To talk about the colour changes they notice and make predictions about what will happen when two colours mix. • To use relevant language to describe the colours and textures they see. • To describe their ideas for their collage. • To express opinion about their work and others', saying what they like and dislike. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Use different tools to recreate a texture and decide which tool works best. • To choose materials and tools after trying them out. • Try different arrangements of materials, including overlapping shapes.	Key activities in the unit of work are: - Composition of sunflowers - Primary/secondary colour exploration - Exploring shades of one colour - Starry night paintings with oil pastels Key artists/works studied in this unit are: • Van Gogh	When assessed, pupils will demonstrate the following sticky knowledge: • Can name the primary and secondary colours. • Can talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Can use relevant language to describe the colours and textures they see. • Can describe their ideas for their collage. • Can express opinion about their work and others', saying what they like and dislike. • Use different tools to recreate a texture and decide which tool works best. • Can choose materials and tools after trying them out. • Can use different arrangements of materials, including overlapping shapes. • Can their knowledge of colour mixing to match colours effectively. • Can choose collage materials based on colour and texture. *Key vocabulary:* • Primary colours • Secondary colours • Blend, mix, dab • Texture (rough, smooth, matte, glossy)

	• Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture.		• Mark-making • Print • Collage • Overlap • Shape • Material
Sculpture and 3D/craft making: (Map it out) **How can we layer material to create an abstract compositio n?**	Pupils will learn (theoretical and disciplinary knowledge): • Relevant language to describe clay sculpting • To develop an abstract piece of art by exploring maps and..... Pupils will be given the opportunity to develop the following skills (practical knowledge): • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay.	Key activities in the unit of work are: • Map creation • Cellophane designs • Seascape(cross-curricular) Key artists/works studied in this unit are: Sara Drake	When assessed, pupils will demonstrate the following sticky knowledge: - Use vocabulary around pattern, multi-media - Using multiple mediums to create texture - Working collaboratively to create a class piece - *Key vocabulary:* • Pattern • Texture • Shape • Abstract • Mosaic • Stained glass • Composition

	• Roll a smooth coaster surface. • Techniques to join clay shapes together. • Make marks in the coaster surface to create a pattern. • Create a clay coaster that has recognisable features made by both impressing objects into the surface and by joining simple shapes. • To explore maps of the seaside/ local area and identify different features that can be added to maps. • To explore colours found in natural scenes by mixing with a variety of paints and other materials • To use different brushes/sponges/make making implements to create texture with paint. • To explore using different media to create a variety of textures in their artwork. • To create a map of the seaside using a variety of textures to represent human and physical features. • To explore how different shapes and colours can be		• Overlap • Transparent • Cartography

	used to represent features abstractly. • To use cellophane to create a stain glass window of their map.		
Year 3 Drawing **How can we use shapes, shading and texture to enhance our drawings?**	Pupils will learn (theoretical and disciplinary knowledge): • Know the difference between organic and geometric shapes. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. • Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment.	Key activities in the unit of work are: Key artists/works studied in this unit are: **Georgia O'Keeffe** **Paul Cezane (Reference)** **Max Ernst** **(Reference)**	When assessed, pupils will demonstrate the following sticky knowledge: • Know the difference between organic and geometric shapes. • Can use simple shapes to form the basis of a detailed drawing. • Can use shading to demonstrate a sense of light and dark in their work. • Can shade with a reasonable degree of accuracy and skill. • Can blend tones smoothly and follow the four shading rules. • Can collect a varied range of textures using frottage. • Know how to use tools competently, being willing to experiment. • Can generate ideas mostly independently to make an interesting frottage image. • Can make considered cuts and tears to create their ideas. • Can apply tone

	• Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. • Begin to use sketchbooks to record and evaluate ideas, with guidance.		• Can draw a framed selection of an image onto a large scale. • Can try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way. • Can record and evaluate ideas in sketchbooks. *Key vocabulary:* • Shape • Geometric and organic shapes • Shade • Space • Texture • Light and dark • Blend, smooth, rub, smudge • Tone • Frottage • Scale • Mark-making
	Pupils will learn (theoretical and disciplinary knowledge): • Prehistoric art	Key activities in the unit of work are:	When assessed, pupils will demonstrate the following sticky knowledge:

Painting and mixed media: **How can we use natural products to create prehistoric art?**	• To recognise the processes involved in creating prehistoric art. • To explain approximately how many years ago prehistoric art was produced. • To discuss and describe differences between prehistoric and modern paint Pupils will be given the opportunity to develop the following skills (practical knowledge): • Use simple shapes to build initial sketches. • Use charcoal to recreate the style of cave artists. • Develop understanding of colour mixing with natural pigments. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours.	• Use simple shapes to draw a simple drawing of a robin • Experiment with natural pigments in their sketch book • Decide which natural pigments to use to create their robin • Create a cave background • Create final cave art piece of a robin using charcoal and natural pigments • Make positive and negative handprints in their sketch book Key artists/works studied in this unit are: We briefly look at artists inspired by cave art (Picasso, Andrew Rogers, Jean Dubuffet, Jackson Pollock)	• Can recognise the processes involved in creating prehistoric art. • Can explain approximately how many years ago prehistoric art was produced. • Can use simple shapes to build initial sketches. • Can use charcoal to recreate the style of cave artists. • Demonstrate a good understanding natural pigments. • Can use relevant language to discuss the differences between prehistoric and modern paint. • Can make independent choices about equipment or paint to recreate features of prehistoric art • Can successfully make positive and negative handprints in a range of colours. • Use sketchbooks to record and evaluate ideas. *Key vocabulary:* • Prehistoric • Modern • Colour mixing • Natural colours • Positive and negative • Medium • Charcoal • Shape

	• Apply their knowledge of colour mixing to make natural colours. • Use sketchbooks to record and evaluate ideas.		

Sculpture and 3D/craft making: **How can we create a pattern based on nature?**	Pupils will learn (theoretical and disciplinary knowledge): • Describe objects, images and sounds with relevant subject vocabulary. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Identify and explain where a pattern repeats. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries.	Key activities in the unit of work are: Key artists/works studied in this unit are: William Morris and Mary Morris	When assessed, pupils will demonstrate the following sticky knowledge: • Can describe objects, images and sounds with relevant subject vocabulary. • Can create drawings that replicate a selected image. • Can select imagery and colours to create a mood board with a defined theme and colour palette. • Can complete four drawings, created with confident use of materials and tools to add colour. • Understand the work of William Morris, using subject vocabulary to describe his work and style. • Can create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. • Can identify and explain where a pattern repeats. • Can follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Can use sketchbooks to record and evaluate patterns. • Can produce ideas to illustrate products using their designs. *Key vocabulary:* • Pattern • Printmaking • Print

	• Use sketchbooks to record and evaluate patterns. • Produce ideas to illustrate products using their designs.		• Primary and secondary colours • Palette • Fabric • Materials
Year 4 Drawing	Pupils will learn (theoretical and disciplinary knowledge): - Describe drawing in terms of tone and proportion.	Key activities in the unit of work are: - Ribbon drawing practicing	When assessed, pupils will demonstrate the following sticky knowledge: • Can create several pencil tones when shading and create a simple 3D effect.

How can we use tone and proportion to create a 3D effect?	Describe Pupils will be given the opportunity to develop the following skills (practical knowledge): • Create tones when shading and create a simple 3D effect. • Holding a pencil in different ways and applying different pressures. • Use charcoal and rubber to show areas of light and dark in their drawings. • Demonstrate an awareness of proportion of objects drawn. • Use scissors with care and purpose. • Use different tools to create marks and patterns. • Work co-operatively to create a joint artwork. • Use sketchbooks to record and evaluate work.	- Charcoal drawing - Multimedia collage robots linking to Iron man - Wax resist technique drawings practicing cross-hatching Key artists/works studied in this unit are: Ed Rooshay Matisse (drawing with scissors) Henry Moore Jean-Michel Basquiat	• Explore the effect of holding a pencil in different ways and applying different pressures. • Can use charcoal and rubber to show areas of light and dark in their drawings. • Can demonstrate an awareness of the relative size of the objects they draw. Knows how to use scissors with care and purpose to cut out images. • Can try out multiple arrangements of cut images to decide on their composition. • Can use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting, finished drawing based on their original composition, including detail such as contrast and pattern. • Work co-operatively to create a joint artwork, experimenting with their methods. • Can use a sketchbook more independently to record and evaluate work. *Key vocabulary:* • Observational drawing • 2D and 3D • Light and dark (chiaroscuro) • Shade • Tone

			• Form • Scale • Cut • Compose • Space • Crosshatch • Grip • Smooth, blend • Pressure • Contrast
Painting and mixed media **How can we use tone and proportion to create a 3D effect?**	Pupils will learn (theoretical and disciplinary knowledge): • Describe the difference between a tint and a shade. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D.	Key activities in the unit of work are: - Explore different tints and shades in sketchbooks - Investigate light and dark through 3D observational painting using grid drawing - Create a physical and painted still life	When assessed, pupils will demonstrate the following sticky knowledge: • Describe the difference between a tint and a shade. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.

	• Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint.	Key artists/works studied in this unit are: Fernando Bottero Audrey Flack	• Paint with care and control to make a still life with recognisable objects. • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. *Key vocabulary:* • Shade • Tint • Primary and secondary colours • Three-dimensional • Shape • Light and dark • Still life
Sculpture and 3D/craft making: **How can we use our knowledge**	Pupils will learn (theoretical and disciplinary knowledge): • Give constructive feedback to others about their monument designs • Introduce architectural design	Key activities in the unit of work are: Key artists/works studied in this unit are:	When assessed, pupils will demonstrate the following sticky knowledge: • Notice small details to incorporate into the drawing by observing. • Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.

and skills to design a monument ?	• Describe their work and explain their choices Pupils will be given the opportunity to develop the following skills (practical knowledge): • Notice small details to incorporate into the drawing by observing. • Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. • Follow steps to create a print with clear lines, with some smudging. • Purposefully evaluate their work, demonstrating what went well and what could be improved. • Sketch a house from first-hand or second-hand observation. • Use basic shapes to place key features and form the composition, measuring to work out proportions. • Create a building design based on a theme or set purpose.		• Follow steps to create a print with clear lines, with some smudging. • Purposefully evaluate their work, demonstrating what went well and what could be improved. • Sketch a house from first-hand or second-hand observation. • Use basic shapes to place key features and form the composition, measuring to work out proportions. • Create a building design based on a theme or set purpose. • Draw a plan view or front elevation of their building, annotating the key features. • Discuss Hundertwasser's work and recognise his style. • Create a factual presentation about Hundertwasser in a visually pleasing way. • Show understanding of what a monument is for by designing a monument that symbolises a person or event. *Key vocabulary:* • Architecture • Architect • Composition • Design • Proportion • Perspective • Birds eye view • Monument

	• Draw a plan view or front elevation of their building, annotating the key features. • Discuss Hundertwasser's work and recognise his style. • Create a factual presentation about Hundertwasser in a visually pleasing way. • Show understanding of what a monument is for by designing a monument that symbolises a person or event.		• Observational drawing • Scale
Year 5 Drawing How can we use past knowledge and experience to create a drawing?	Pupils will learn (theoretical and disciplinary knowledge): • To discuss ways to improve their work. • What retrofuturism is. • To use relevant vocabulary and simple responses, sometimes linking to formal elements, to evaluate image Pupils will be given the opportunity to develop the following skills (practical knowledge): • Participate in discussions and offer ideas.	Key activities in the unit of work are: Key artists/works studied in this unit are:	When assessed, pupils will demonstrate the following sticky knowledge: • Can discuss ways to improve their work. • Can define and explain what retrofuturism is. • Can use relevant vocabulary and simple responses, sometimes linking to formal elements, to evaluate images • Participate in discussions and offer ideas. • Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes.

	• Provide plausible suggestions for how a piece was created. • Comfortably use different stimuli to draw from. • Use past knowledge and experience to explore a range of drawing processes. • Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance.		• Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. • Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. • Generate a clear composition idea for a final piece that shows how it will be drawn. • Apply confident skills to make an effective collagraph print. • Independently select tools and drawing techniques, with some guidance. *Key vocabulary:* • Shape, tone, form, space • Light and dark • 2D and 3D shape • Blend, smooth • Collagraph • Printmaking • Composition • Retro-futurism • Futuristic • Evaluate

Painting and mixed media **How can we create portraits?**	Pupils will learn (theoretical and disciplinary knowledge): • To communicate to their partner what kind of photo portrait they want. To use some Art vocabulary to talk about and compare portraits. • To explain their opinion of an artwork. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Experiment with materials and techniques when adapting their photo portraits.	Key activities in the unit of work are: Key artists/works studied in this unit are:	When assessed, pupils will demonstrate the following sticky knowledge: • Can outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Can show they have tried a variety of materials and compositions for the backgrounds of their drawings. • Can communicate to their partner what kind of photo portrait they want. • Can show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Can create a successful print. • Uses some Art vocabulary to talk about and compare portraits. • Can identify key facts using a website as a reference. • Can explain their opinion of an artwork. • Can experiment with materials and techniques when adapting their photo portraits. • Can create a self-portrait that aims to represent something about them. • Can show they have considered the effect created by their choice of materials and composition in their final piece. *Key vocabulary:*

	• Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece.		
Sculpture and 3D/ craft making: **How can we create abstract sculptures?**	Pupils will learn (theoretical and disciplinary knowledge): • To understand and explain the difference between 2D and 3D art. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs.	Key activities in the unit of work are: Key artists/works studied in this unit are:	When assessed, pupils will demonstrate the following sticky knowledge: • Can try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Can make a structure that holds its 3D shape. • Can explain in simple terms the difference between 2D and 3D art. • Can combine shapes together to make an interesting free-standing sculpture. • Cn try out more than one way to create joins between shapes. • Can identify familiar 2D shapes in photographs. • Can dentify shapes in the negative space between objects. • Can draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Can plan an abstract sculpture based on play equipment. • Can show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).

	• Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add.		• Can choose appropriate methods for joining elements in their sculptures. • Can show that they have thought about how to improve their sculptures and made choices about what to add. • Can work cooperatively in pairs to add detail to their artwork. *Key vocabulary:* • *Two-dimensional* • *Three-dimensional* • *Model* • *Shape* • *Construct* • *Manipulate* • *Texture* • *Positive and negative space* • *Joins* • *Abstract*
Year 6 Drawing **How can we create**	Pupils will learn (theoretical and disciplinary knowledge): • To collect a good range of imagery, adding annotated notes and sketches.	• Key activities in the unit of work are: Key artists/works studied in this unit are:	When assessed, pupils will demonstrate the following sticky knowledge: • Collect a good range of imagery, adding annotated notes and sketches.

meaning with our artwork?	• To make relevant comparisons between different styles of art. • To discuss their ideas to create light and dark through drawing techniques. • To understand and explain the term chiaroscuro. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message. Pupils will be given the opportunity to develop the following skills (practical knowledge): • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support.		• Make relevant comparisons between different styles of art. • Use tools effectively to explore a range of effects. • Respond to the meaning of a spirit animal through drawing. • Generate symbols that reflect their likes and dislikes with little support. • Create a tile that is full of pattern, symbols and colours that represents themselves. • Discuss ideas to create light and dark through drawing techniques. • Explain the term chiaroscuro. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Participate in a discussion that examines the similarities and differences between different styles of art. • Form their own opinions about what art is, justifying their ideas. • Identify a cause and decide what message they want to convey. • Understand artist's choices to convey a message. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work. *Key vocabulary:*

	• Create a tile that is full of pattern, symbols and colours that represents themselves. • Apply chiaroscuro to create light and form through a tonal drawing. • Understand the impact of using techniques for effect. • Review sketchbook and creative work to develop a drawn image. • Review and revisit ideas to develop their work.		• Chiaroscuro • Pattern • Light and dark • Tone • Shape • Form • Shade • Space • Tonal drawing • Symbolism
Painting and mixed media **How can paintings create a narrative?**	Pupils will learn (theoretical and disciplinary knowledge): • To understand a narrative and use descriptive language to tell a story. • To suggest ideas for the meaning behind a picture. • To identify different features within a painting and use the formal elements to describe it. • To be creative and imaginative in finding their own meaning in a painting.	Key activities in the unit of work are: • Recreate a Hockney painting, experiment with contrasting colours • Create a painting that shows movement, focusing on line and brushwork • Create their own collage tableau based on a story	When assessed, pupils will demonstrate the following sticky knowledge: • Can nderstand a narrative and use descriptive language to tell a story. • Can suggest ideas for the meaning behind a picture. • Can identify different features within a painting and use the formal elements to describe it. • Can be creative and imaginative in finding their own meaning in a painting. • Can use their own art or personal experiences to justify their ideas. • Can read a picture well and see beyond the first glance, analysing and evaluating it successfully.

	• To use their own art or personal experiences to justify their ideas. • To read a picture well and see beyond the first glance, analysing and evaluating it successfully. • To reflect on personal experiences to convey through their own piece of abstract art. • To contribute to discussions to either the class, group or talk partner. Pupils will be given the opportunity to develop the following skills (practical knowledge): • To understand and choose a meaningful message to convey through imagery, creating some different composition ideas. • To collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • To generate an idea for a final piece, demonstrating some inspiration from their chosen artist.	• Create an abstract piece of art that represents an emotion • Create a paper silhoutte of themselves focusing on pattern, colour and imagery to demonstrate personality Key artists/works studied in this unit are: • David Hockney • Kandinsky • Fiona Rae • John Singer Sargent • Lubaina Himid	• Can reflect on personal experiences to convey through their own piece of abstract art. • Can contribute to discussions to either the class, group or talk partner. • Can understand and choose a meaningful message to convey through imagery, creating some different composition ideas. • Can select an appropriate artist. • Can collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Can generate an idea for a final piece, demonstrating some inspiration from their chosen artist. • Can produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • Can experiment and revisit ideas, drawing on creative experiences. • Can work in a sustained way to complete a piece, making evaluations at each stage. *Key vocabulary:* • Secondary colours • Primary colours • Contrasting colours • Complimentary colours • Composition • Formal elements • Tableau • Movement

	• To produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • To experiment and revisit ideas, drawing on creative experiences. • To work in a sustained way to complete a piece, making evaluations at each stage.		• Background, foreground, centre • Narrative • Emotion • Abstract art
Sculpture and 3D/craft making: **How can we design and create a 3D sculpture representing our memories?**	Pupils will learn (theoretical and disciplinary knowledge): • Discuss the work of artists that appreciate different artistic styles. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Talk about artists' work and explain what they might use in their own work. • Competently reflect on successes and personal development.	Key activities in the unit of work are: Key artists/works studied in this unit are:	When assessed, pupils will demonstrate the following sticky knowledge: • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work.

	Pupils will be given the opportunity to develop the following skills (practical knowledge): • Create a sculpture to express themselves in a literal or symbolic way. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence.		• Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development. *Key vocabulary:* • Composition • Shape • Sculpture