

Art Progression Map

Cycle A

“Art is something that makes you breathe with a different kind of happiness.”

Anni Alders



Art Curriculum Map

Cycle A



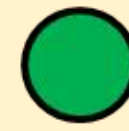
Drawing



Painting



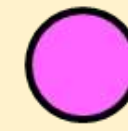
Mixed Media



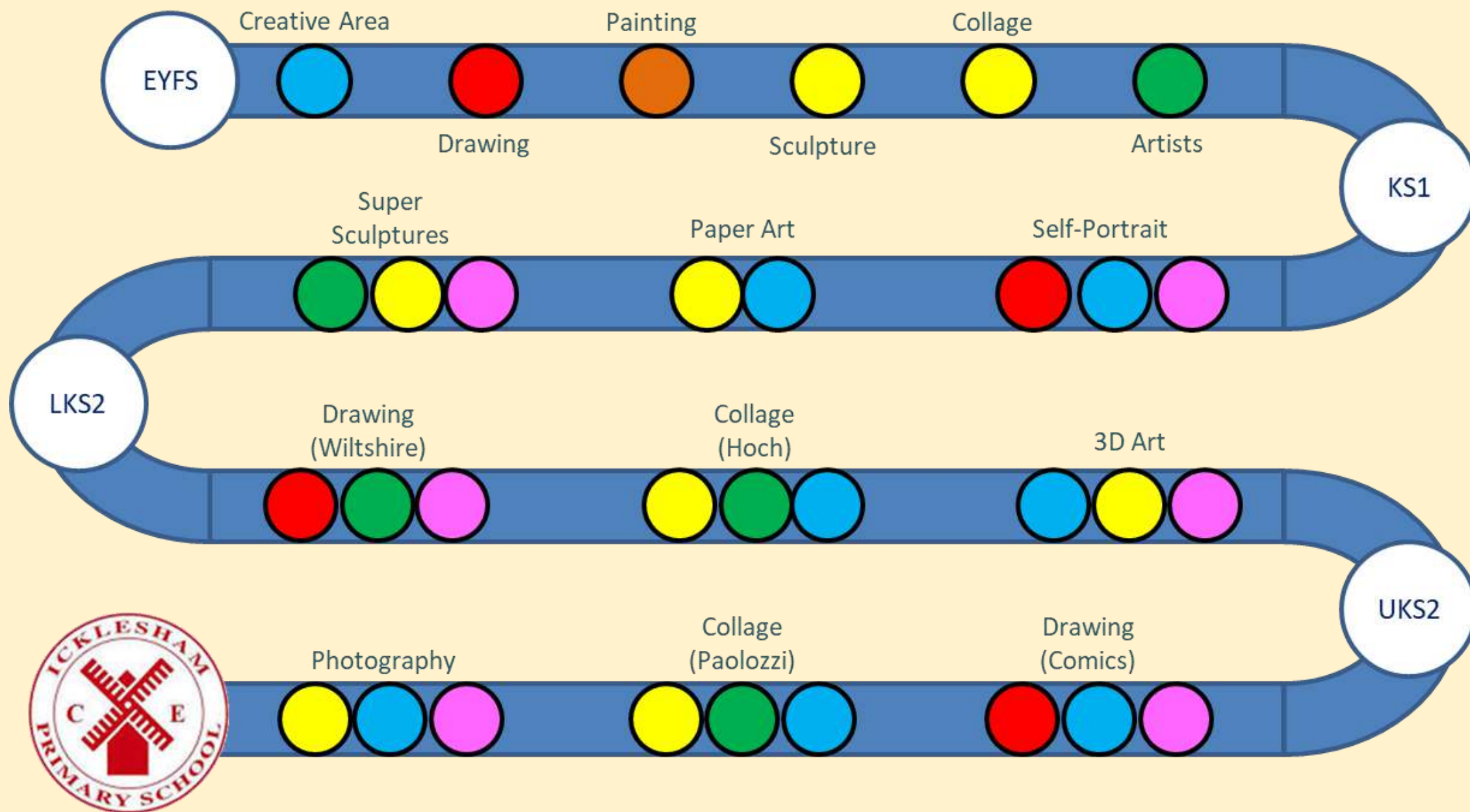
Knowledge of
Artists



Exploring and
Developing Ideas



Evaluating



Objective

To explore the resources available in the creative area and to understand how to use them appropriately.

I wonder...

What can we do in the creative area?



Substantive Knowledge (Content)

- We can make marks with different resources: pens, pencils, markers, crayons, pastels.
- Different resources make different kinds of marks.
- We can join materials in different ways: PVA glue, pritt-stick, Sellotape, masking tape, staples.
- We can create marks and colour using different kinds of paint and different tools.
- We can use tools to effect changes to paper in different ways: scissors, hole punches, shape cutters
- We can combine resources to create models and sculptures –loose parts, treasure modelling: boxes (various sizes), cardboard tubes, ribbons, tissue paper, fabric, bottles, lids, corks

Future Learning

KS1

Children will apply and develop their skills with loose parts.

LKS2

Children will explore the use of different resources for making art.

UKS2

Children will learn different techniques for using resources to create art.

Skills

Exploring and developing ideas	Trying different materials and methods to improve
Making skills and formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Drawing	The act of making a picture with a pencil or pen
Painting	The act of making artwork with paint
Sculpting	To create solid objects that represent a thing, person, idea etc out of materials such as wood, clay, metal or stone

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Texture	A tactile quality of an object’s surface
Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
Similarity and difference	Comparing works of art and artistic styles.
Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary

pen, pencil, marker, crayon, pastel	Resources to make marks
draw	To make a picture of something or someone with pencil, pen, crayon etc
picture	A drawing, painting, photograph etc
paint	To make a picture using paints. A coloured liquid applied for decoration.
paintbrush	Tool used to apply paint.
painting	
glue	
join	
scissors, hole punch, shape cutter	
cut	
box, tube, ribbon, tissue paper, fabric	
treasure modelling	
Loose parts	
collage	

Assessment points

- **Explore** different ways of making marks.
- **Explore** different ways of joining materials
- **Explore** different ways of effecting changes to paper
- **Explore** different ways of combining resources

EYFS Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

Minimum expectations, including for pupils with SEND

- **Explore** different ways of making marks.
- **Explore** different ways of joining materials
- **Explore** different ways of effecting changes to paper
- **Explore** different ways of combining resources

High prior attainment and extension opportunities, including pupils with SEND

Children to explain their ideas and choices in the making of their artwork. Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.



Objective
To explore different techniques, resources and stimuli for drawing.

I wonder...
What would you like to draw?



- Substantive Knowledge (Content)**
- We can draw with a range of resources: pencils (graphite and coloured), crayons, pens, markers, pastels.
 - We can use drawing to represent things we can see.
 - When we represent things we can see, we need to look very closely (observational drawing).
 - We can use drawing to represent ideas from our imaginations.
 - Drawings can be abstract.
 - We can draw outlines or we can fill in the space inside the outline.
 - Drawings can be black and white or coloured

Future Learning

KS1
Children will be drawing self-portraits.

LKS2
Children will learn to draw in the style of artist Stephen Wiltshire.

UKS2
Children will learn to create a comic strip using drawing.

Skills

Exploring and developing ideas	Trying different materials and methods to improve
Making skills and formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Drawing	The act of making a picture with a pencil or pen

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Texture	A tactile quality of an object's surface
Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
Similarity and difference	Comparing works of art and artistic styles.
Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary

pen, pencil, marker, crayon, pastel	Resources to make marks
draw	To make a picture of something or someone with pencil, pen, crayon etc
picture	A drawing, painting, photograph etc
outline	The main shape of something
imagination	The ability to form pictures in the mind
abstract	

- Assessment points**
- **Explore** different ways of making marks.
 - **Make drawings** from imagination
 - **Make drawings** from observation
 - **Make drawings** that are realistic
 - **Make drawings** that are abstract
 - **Make** line drawings
 - **Make** drawings and colour them in
 - **Make** black and white drawings
 - **Make** coloured drawings
 - **Make** large scale drawings
 - **Make** small scale drawings

- EYFS Coverage**
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
 - Share their creations, explaining the process they have used. *Creating with Materials ELG*

- Minimum expectations, including for pupils with SEND**
- **Explore** different ways of making marks.
 - **Make drawings** from imagination
 - **Make drawings** from observation
 - **Make drawings** that are realistic
 - **Make drawings** that are abstract
 - **Make** line drawings
 - **Make** drawings and colour them in
 - **Make** black and white drawings
 - **Make** coloured drawings
 - **Make** large scale drawings
 - **Make** small scale drawings

High prior attainment and extension opportunities, including for pupils with SEND
Children to explain their ideas and choices in the making of their artwork.
Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.



Objective

To explore different techniques, resources and stimuli for painting.

I wonder...

How can you use the paint to create a piece of art?



Substantive Knowledge (Content)

- We can paint with a range of resources: watercolours, poster paints, block paints, powder paints, natural or artificial dyes...
- We can use a range of tools to work with paint: paintbrushes of different sizes, pipettes, toothbrushes, sponges, sticks, fingers...
- We can use painting to represent things we can see.
- When we represent things we can see, we need to look very closely (observational painting).
- We can use painting to represent ideas from our imaginations.
- Paintings can be abstract
- We can paint outlines and we can fill in the space inside the outline.

Future Learning

KS1

Children will explore colour mixing using paints.

LKS2

Children will be learning about the painting works and style of Paul Cezanne.

UKS2

Children will learn about using colour and pattern inspired by Frida Kahlo.

Skills

Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Painting	The act of making artwork with paint

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Texture	A tactile quality of an object's surface
Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
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Key vocabulary

Watercolours, poster paint, block paint, powder paint, dye	Resources to paint with
Paintbrush, pipette, toothbrush, sponge, stick...	Tools to paint with
painting	A picture created with paint
paint	To make a picture using paint
print	To leave a mark on a surface where a painted object has been pressed on it
picture	
outline	
imagination	
squeeze	
press	
squirt	
flick	
splatter	
drop	

Assessment points

- **Explore** different ways of making marks with paint.
- **Explore** different types of paint
- **Explore** mixing colours of paint.
- **Make** paintings from imagination
- **Make** paintings from observation
- **Make** paintings that are realistic
- **Make** paintings that are abstract
- **Make** outline paintings
- **Make** paintings with outlines filled in
- **Make** large scale paintings
- **Make** small scale paintings

EYFS Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

Minimum expectations, including for pupils with SEND

- **Explore** different ways of making marks with paint.
- **Explore** different types of paint
- **Explore** mixing colours of paint.
- **Make** paintings from imagination
- **Make** paintings from observation
- **Make** paintings that are realistic
- **Make** paintings that are abstract
- **Make** outline paintings
- **Make** paintings with outlines filled in
- **Make** large scale paintings
- **Make** small scale paintings

High prior attainment and extension opportunities, including for pupils with SEND

Children to explain their ideas and choices in the making of their artwork. Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.



Objective

To explore different techniques, resources and stimuli for sculpture.

I wonder...

How can you use these resources to create a piece of art?



Substantive Knowledge (Content)

- We can use a range of resources to create sculptures: playdough, clay, natural resources, treasure modelling resources (repurposed items e.g. egg boxes), fabric, ribbons, buttons, other loose parts...
- We can use a range of tools to help us to create sculptures, to join, combine and shape materials
- We can use sculpture to represent things we can see.
- When we represent things we can see, we need to look very closely (observational sculpture).
- We can use sculpture to represent ideas from our imaginations.
- Sculpture can be abstract

Future Learning

KS1

Children will learn to make sculptures out of paper.

LKS2

Children will be learning about 3D art including the work of artist Yinka Shonibare.

UKS2

Children will be learning about designers including the fashion work of Vivienne Westwood.

Skills

Exploring and developing ideas	Trying different materials and methods to improve
Making skills and formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Sculpting	To create solid objects that represent a thing, person, idea etc out of materials such as wood, clay, metal or stone

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
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Key vocabulary

sculpture	A solid object representing a thing or concept
play dough, clay	Resources to sculpt with
loose parts	Open-ended materials that can be combined and recombined in a variety of ways
treasure modelling	Creating sculptures or models from repurposed resources
join	To connect or fasten things together
cut	
stick	
glue	
squeeze	
press	
arrange	
soft	
hard	
imagination	
abstract	

Assessment points

- **Explore** different ways of manipulating sculpture resources
- **Explore** different sculpture resources
- **Explore** different ways to combine sculpture resources
- **Make** sculptures from imagination
- **Make** sculptures from observation
- **Make** sculptures that are realistic
- **Make** sculptures that are abstract
- **Make** large scale sculptures
- **Make** small scale sculptures

EYFS Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

Minimum expectations, including for pupils with SEND

- **Explore** different ways of manipulating sculpture resources
- **Explore** different sculpture resources
- **Explore** different ways to combine sculpture resources
- **Make** sculptures from imagination
- **Make** sculptures from observation
- **Make** sculptures that are realistic
- **Make** sculptures that are abstract
- **Make** large scale sculptures
- **Make** small scale sculptures

High prior attainment and extension opportunities, including for pupils with SEND

Children to explain their ideas and choices in the making of their artwork. Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.



Objective

To explore different techniques, resources and stimuli for collage

I wonder...

How can you use these resources to create a piece of art?



Substantive Knowledge (Content)

- We can combine a range of resources to create collages: paper, card, fabric, ribbons, wool, buttons, natural resources...
- We can use a range of tools to help us to create collages, to join, combine and shape materials
- We can use collage to represent things we can see.
- When we represent things we can see, we need to look very closely (observational collage).
- We can use collage to represent ideas from our imaginations.
- Collage can be abstract

Future Learning

KS1

Children will learn to create a collage using different materials and techniques.

LKS2

Children will learn to create art using photomontages.

UKS2

Children will learn about creating collages in the style of Eduardo Paolozzi

Skills

Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Collaging	To create a piece of art in which various materials or objects are stuck onto a larger surface.

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
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Key vocabulary

collage	A piece of art in which various materials or objects are stuck onto a larger surface.
Fabric, card, paper, wool, ribbon, buttons...	Resources to use for collage
scissors, hole punch, shape cutter	Tools to effect changes to paper
glue, pritt-stick, Sellotape, masking tape, staples, stapler	Resources and tools to join materials
cut	To shape or make something smaller e.g. with scissors
soft/hard	
furry	
smooth	
rough	
shiny	
transparent	

Assessment points

- **Explore** different collage resources
- **Explore** different ways to combine collage resources
- **Explore** different ways to join and shape collage resources
- **Make** collages from imagination
- **Make** collages from observation
- **Make** collages that are realistic
- **Make** collages that are abstract
- **Make** large scale collages
- **Make** small scale collages

EYFS Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

Minimum expectations, including for pupils with SEND

- **Explore** different collage resources
- **Explore** different ways to combine collage resources
- **Explore** different ways to join and shape collage resources
- **Make** collages from imagination
- **Make** collages from observation
- **Make** collages that are realistic
- **Make** collages that are abstract
- **Make** large scale collages
- **Make** small scale collages

High prior attainment and extension opportunities, including for pupils with SEND

Children to explain their ideas and choices in the making of their artwork. Children to look at the work of other artists who have created work with similar themes or techniques and discuss similarities and differences with their own work, their thoughts about the artwork and the feelings it provokes. Children to think about what artwork they could create next following this discussion.



Objective

To experience the work of a wide range of artists

I wonder...

Do you like this picture / sculpture?



Substantive Knowledge (Content)

- Adults who create artworks for their job are called artists or sculptors.
- Some famous artists and sculptors are Van Gogh, Roy Lichtenstein, Paul Landowski.....
- Just like us, artists use lots of different tools and resources to create their art.
- We can use other artists’ work to give us ideas for our own artwork.
- We all have different opinions and preferences about different works of art and all our opinions are valuable.
- Art makes the world a beautiful and interesting place – it is an important part of our world.

Future Learning

KS1

Children will learn about art of Andy Goldsworthy.

LKS2

Children will learn about art of William Morris.

UKS2

Children will learn about art of Frida Kahlo.

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Texture	A tactile quality of an object’s surface
Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
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Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary

artist	Someone who creates works of art
sculptor	Someone who creates sculptures
inspiration	Something that gives you ideas for doing something
technique	A way of doing something
beautiful	Pleasing or delightful in some way
interesting	
realistic	
abstract	
happy / sad / scared	

Assessment points

- **Know** the names of some artists and sculptors and be familiar with some of their work.
- **Explore** using artists’ techniques and compositions in their own artwork
- **Explore** ideas about artworks through discussion, expressing preferences
- **Make** artworks inspired by other artists

EYFS Coverage

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Creating with Materials ELG*
- Share their creations, explaining the process they have used. *Creating with Materials ELG*

Minimum expectations, including for pupils with SEND

- **Explore** using artists’ techniques and compositions in their own artwork
- **Explore** ideas about artworks through discussion, expressing preferences

High prior attainment and extension opportunities, including for pupils with SEND

Children to compare and contrast the work of different artists using similar themes or techniques and to express preferences.



Objective
To be able to make a self-portrait

I **wonder**...How many ways can you make a self-portrait?



- Substantive Knowledge (Content)**
- To know that a self – portrait id a picture of the artist
 - To know that a portrait is a picture of a person
 - To know that before photographs, portraits and self – portraits were used to capture moments in time
 - To know that using a mirror helps to create a realistic self – portrait
 - To know that the outline of a face is like an upside down egg
 - To know that the space between your eyes is roughly the length of one of your eyes
 - To that using a mirror can help you see the symmetry of your face to ensure features are the same size i.e. your eyes and nostrils
 - To know that some parts of your face will be straight lines and some curved lines
 - To know that some parts of your face are lighter and some darker and draw these you will have to use darker or lighter lines
 - To know that colours can be used to show mood

Prior Learning
EYFS
Children have explored different ways to make art – drawing, painting, sculpture and collage. Children have drawn self-portraits when first starting school.

Future Learning
LKS2
Children will learn to draw in the style of artist Stephen Wiltshire.
UKS2
Children will learn to create a comic strip using drawing.

Skills	
Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary

Concepts	
Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
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Key vocabulary	
portrait	A picture of somebody
self portrait	A picture of yourself
facial features	The parts of the face
mood/emotion	How you are feeling
shade	How light or dark something is
drawing	
shape	
tone	

- Assessment points**
- **Know** what a self-portrait is
 - **Explore** how to use colour, shading and tone for facial features
 - **Make** a self-portrait using different tools
 - **Evaluate** a selection of self portraits

- National Curriculum Coverage**
- Use a range of materials creatively to design and make products
 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
 - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Minimum expectations, including for pupils with SEND
Children to use photos of facial features to create a self-portrait. Children to use colours to show mood/emotion.

High prior attainment and extension opportunities, including for pupils with SEND
Children to look at portraits by Picasso and discuss what they can see. Can they create their own self portrait in the style of Picasso?



Objective
To be able to create a piece of art using paper

Enquiry
How can we create a piece art without a pencil or paint brush?



- Substantive Knowledge (Content)**
- To know that a collage is a piece of art that is made by sticking different materials together to make a picture
 - To know that collages use different colours and textures of paper, fabric, photographs or newspaper / magazines cuttings
 - To know that the collage involves the process of finding, collecting, arranging and sticking.
 - To know that collage usually has a theme and the artist must choose which colours, textures and materials represent the theme best
 - To know that common materials used in collage include paper, card and tissue paper
 - To know that evaluation of the finished artwork is a valuable way of improving future work

Prior Learning

EYFS
Children have explored ways of effecting changes to paper. Children have created collages and sculptures using paper and other resources.

Future Learning

LKS2
Children will learn to create art using photomontages.

UKS2
Children will learn about creating collages in the style of Eduardo Paolozzi.

KS3
Children will learn to increase their proficiency in the handling of different materials.

Skills	
Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary

Concepts	
Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Texture	A tactile quality of an object’s surface
Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
Similarity and difference	Comparing works of art and artistic styles.
Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary	
collage	A piece of art made using different materials
cut	Using a sharp object to slice material
rip	Tearing something
scrunch	squashing something into a ball shape
tear	Pulling something apart
evaluate	
materials	
sculpture	
stained glass window	

- Assessment points**
- **Know** the names of different types of paper
 - **Explore** how to use different types of paper
 - **Make** a collage using different materials
 - **Evaluate** their own and others artwork

- National Curriculum Coverage**
- To use a range of materials creatively to design and make products
 - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Minimum expectations, including for pupils with SEND
Children can identify different materials and know they can be used to make a collage

High prior attainment and extension opportunities, including for pupils with SEND
Children to reason why they have chosen certain colours or materials within their picture



Objective
To be able to make a sculpture

I wonder...
Are these twins?



- Substantive Knowledge (Content)**
- To know that sculpture is art in 3D (three dimensions).
 - To know that sculptures can be made by carving, modelling or placing materials together.
 - To know that sculptures can be made out of stone, wood, clay or any other material the artist wants to use
 - To know that the main feature of a sculpture's design is the way its forms extend through space.
 - To know that size, texture, light and shade, and colour are also important design elements
 - To know that sculpture uses special tools to create the artwork
 - To know that evaluation of the finished artwork is a valuable way of improving future work

Prior Learning

EYFS
Children have used a variety of resources to make sculptures. Children have looked at the work of other sculptors.

Future Learning

LKS2
Children will be learning about 3D art including the work of artist Yinka Shonibare.

UKS2
Children will be learning about designers including the fashion work of Vivienne Westwood.

Skills	
Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary

Concepts	
Responsibility	working safely and choosing the right materials
Similarity and difference	making comparisons, noting differences and drawing conclusions
Cause and consequence	identifying how things work, how an action can cause change/movement
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology when describing art
Line	An element of art defined by a point moving in space
Shape	An element of art that is two-dimensional, flat, or limited to height and width
Form	An element of art that is three-dimensional
Colour	The name, darkness and brightness used
Space	Where positive and negative areas are defined or a sense of depth achieved in a work of art
Texture	An element of art that refers to the way things feel, or look as if they might feel if touched
Tone	The lightness and darkness of a colour

Key vocabulary	
sculpture	Making a model of something
sculptor	An artist who makes sculptures
material	What something is made from
model	A 3-D object of something
technique	How to do something
mood/emotion	
Henry Moore	
Alexander Calder	
Antony Gormley	

- Assessment points**
- **Know** what sculpture is and the materials you can use
 - **Explore** different techniques for making models
 - **Make** a model of something
 - **Evaluate** the effectiveness of the choices made

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

Minimum expectations, including for pupils with SEND
Children to make individual elements of a sculpture that can be combined to make a finished piece of art.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason how they can use colour for emotion or images for personality when making their sculpture.



Objective

To create a drawing in the style of an artist

I wonder...

Who is Stephen Wiltshire?



Substantive Knowledge (Content)

- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/ztw2p9q/articles/zyn4jfr>
- To know that Stephen Wiltshire MBE, Hon.FSAI, Hon.FSSAA is an artist who draws and paints detailed cityscapes
- To know that a cityscape is a lifelike, accurate representations of cities
- To know that to draw or paint a cityscape you need to use horizontal and vertical lines and perspective
- To know that horizontal lines go left to right
- To know that vertical lines go up and down
- To know that perspective is a way of making art look three-dimensional.
- To know how to use hatching (using lines to create light and dark areas) and cross hatching (using lines that cross over each other to create light and dark areas)
- To be able to use these techniques in your own work

Prior Learning

EYFS

Children have explored mark making and drawing, including drawing real objects and things from their imagination.

KS1

Children have used line drawing to create self-portraits.

Future Learning

UKS2

Children will learn to create a comic strip using drawing.

KS3

Children will learn to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Texture	A tactile quality of an object's surface
Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
Similarity and difference	Comparing works of art and artistic styles.
Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary

Stephen Wiltshire	An artist
cityscape	A picture of a city viewed as a scene
horizontal line	A line that runs right and left across the page
vertical line	A line that runs up and down the page
perspective	The representation of how an image is seen by the eye
landscape	
drawing	
pencil	
memory	
autism	
mute	
MBE	

Assessment points

- **Know** who Stephen Wiltshire is
- **Know** what a cityscape is
- **Know** what horizontal and vertical lines are
- **Know** what perspective means in art
- **Explore** drawing using different lines
- **Explore** drawing using your memory
- **Make** a drawing of something in the style of Stephen Wiltshire
- **Evaluate** your own artwork compared to that of Stephen Wiltshire.

National Curriculum Coverage

- 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]
- Learn about great artists, architects and designers in history

Minimum expectations, including for pupils with SEND

Children to know what a cityscape is. With support, children can draw a picture from memory.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason why Stephen Wiltshire's art is so remarkable.



Objective
To create art with colour and texture

I **wonder**...What is a photomontage?



Substantive Knowledge (Content)

- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zn76fdm/articles/zfrtfdm>
- To know that Hannah Höch was a German artist. She was born in 1889 and died in 1978.
- To know that Höch was one of the key artists who started an art form called photomontage.
- To know that photomontage is a type of collaging where images that already exist are cut up and rearranged to make a new image.
- To know that overlapping is when images are arranged over the top of other images so only parts can be seen
- To know that you can make a photomontage using pictures, photos and glue or digitally with a photo editing app
- To know that Hannah Höch was part of an art movement called Dada that began during WWI because artists were angry and upset about the war. .
- Dadaist artists wanted to make art that would shock, confuse, or outrage people.

Prior Learning

EYFS
Children have explored ways of effecting changes to paper. Children have created collages and sculptures using paper and other resources.

KS1
Children have learnt how to a collage using different materials and pictures.

Future Learning

UKS2
Children will learn about creating collages in the style of Eduardo Paolozzi.

KS3
Children will learn to increase their proficiency in the handling of different materials.

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Texture	A tactile quality of an object’s surface
Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
Similarity and difference	Comparing works of art and artistic styles.
Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary

Hannah Hoch	An artist
photomontage	Multiple photographs are cut up and combined to form one new image
overlapping	To lay something over the top of something else
photo	A picture taken by a camera
combining	To join things together
express	
confuse	
picture	
individual	
rearranging	

Assessment points

- **Know** who Hannah Hoch was
- **Know** what a photomontage is
- **Know** what overlapping means
- **Explore** different ways of overlapping photos
- **Make** a photomontage
- **Evaluate** your own artwork compared to that of Hannah Hoch.

National Curriculum Coverage

- 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]
- Learn about great artists, architects and designers in history

Minimum expectations, including for pupils with SEND

Children to know what a photomontage is. With support, children can create a photomontage.

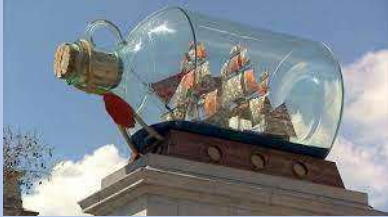
High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason if photomontages are still used today.



Objective
To create art using sculpture

I wonder...
Can art tell a story?



- Substantive Knowledge (Content)**
- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zs2tywx/articles/zb4jfr>
 - To know that Yinka Shobinare is a British-Nigerian artist who lives and works in the UK
 - To know that his work explores ideas around identity and culture..
 - To know that Yinka Shobinare makes art using a variety of materials and methods including painting, sculpture, photography, installation art and film
 - To know that installation art is art designed with a specific space in mind
 - To know that Yinka Shobinare uses art to tell stories about the history between Europe and Africa
 - To know that to make a sculpture in the style of Yinka Shobinare you need to use wire to form the inner structure (this is called an armature) then you shape and materials so that the sculpture shows movement and tells a story.

Prior Learning
EYFS
Children have used a variety of resources to make sculptures. Children have looked at the work of other sculptors.

KS1
Children have learnt to make sculptures out of paper.

Future Learning

UKS2
Children will be learning about designers including the fashion work of Vivienne Westwood.

KS3
Children will learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Skills	
Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary

Concepts	
Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Texture	A tactile quality of an object’s surface
Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
Similarity and difference	Comparing works of art and artistic styles.
Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary	
Yinka Shobinare	An artist
3D	A shape that has three dimensions
sculpture	Making a model of something
materials	What things are made from
inspire	To stimulate or influence someone
disability	
paralysis	
assistant	
artist	

- Assessment points**
- **Know** who Yinka Shobinare is
 - **Know** what 3D art is
 - **Know** how to use a variety of materials
 - **Explore** different techniques for making models
 - **Explore** different ideas for telling a story through art
 - **Make** a model of something that helps tell a story
 - **Evaluate** your own artwork compared to that of Yinka Shobinare

- National Curriculum Coverage**
- 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]
 - Learn about great artists, architects and designers in history

Minimum expectations, including for pupils with SEND
Children to think of a story they would like to tell through art. With support, children can begin to make a 3D model that can tell a story.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason if sculptures are better than paintings at telling a story.



Objective
To create a drawing in the style of a genre

I wonder...How do you make a comic?



Substantive Knowledge (Content)

- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/ztw2p9q/articles/zyrqtcw>
- To know that a comic combines words and pictures in a sequence to tell a story or share information.
- To know that we have comics for a variety of reasons as they can be about anything
- To know that comics got their name from the word comical as they were originally designed to make readers laugh in the early 1900's.
- To know that comics have unique features including: individual panels (An individual picture, usually in a frame, showing a moment in time) speech or thought bubbles (a shape containing words either spoken or thought by a character), sound effects and motion lines (marks made to show the movement of a character or object)
- To know that to tell a story using a sequence you have to tell it in a specific order
- To know that some comics are created by a team of creators doing different roles, such as writers, illustrators, letterers and colourists

EYFS
Children have explored mark making and drawing, including drawing real objects and things from their imagination.

KS1
Children have used line drawing to create self-portraits.

LKS2
Children have learnt to draw in the style of artist Stephen Wiltshire.

Future Learning

KS3
Children will learn to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary

Concepts

Line	A mark or stroke on a surface
Shape	An enclosed space that has both length and width
Form	The shape or visual appearance, structure or constitution of an object – either three-dimensional or appearing to be so
Tone	The lightness and darkness of something
Colour	The quality of an object or substance with respect to hue, saturation and brightness
Texture	A tactile quality of an object's surface
Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
Similarity and difference	Comparing works of art and artistic styles.
Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary

comic	A combination of words and pictures to tell a story
sequence	The order of something
panel	A box used to put in part of a comic
speech bubble	A box drawn to include what a character is saying
motion lines	Lines to show that something is moving
illustrator	
writer	
colourist	
cave paintings	
tapestry	
funny	
laugh	

Assessment points

- **Know** what a comic is
- **Know** how to tell a story using a sequence
- **Know** what a panel is
- **Know** what speech bubbles are
- **Know** what motion lines are
- **Explore** using motion lines as part of a drawing
- **Explore** using different size/shape speech bubbles
- **Explore** how to tell a story using a few pictures
- **Make** a comic strip that tells a short story
- **Evaluate** your own artwork compared to other comic strips

National Curriculum Coverage

- 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]
- Learn about great artists, architects and designers in history

Minimum expectations, including for pupils with SEND

Children to know what a comic is. With support, children can begin to create a comic strip.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason why comics are still popular today.



Objective
To create art with colour and texture

I **wonder**...What can you make with a square?



Substantive Knowledge (Content)

- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zn76fdm/articles/z34j6rd>
- To know that Eduardo Paolozzi was a Scottish artist. He was born in 1924 near Edinburgh, Scotland and died in 2005.
- To know that many people think of Paolozzi as the person who started an art movement called Pop Art.
- To know that Pop Art is art made about popular things and people, such as fashion and celebrities.
- To know that Paolozzi was famous for creating mosaics
- To know that a mosaic is a picture made by arranging together small pieces of stone, tiles or other materials.
- To know that Eduardo Paolozzi’s artwork can be found in Tottenham Court Underground Station.

Prior Learning

EYFS
Children have explored ways of effecting changes to paper. Children have created collages and sculptures using paper and other resources.

KS1
Children have learnt how to a collage using different materials and pictures.

LKS2
Children have learnt how to create a collage using photomontage.

Future Learning

KS3
Children will learn to increase their proficiency in the handling of different materials.

Skills

Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary

Concepts

Line	A mark or stroke on a surface
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Pattern	The design that is created by repeating other formal elements
Significance	Significant artists, works of art and art movements.
Similarity and difference	Comparing works of art and artistic styles.
Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary

Eduardo Paolozzi	An artist
Pop Art	A type of art
mosaic	Art where a surface is covered by small pieces of objects, like stones or tiles
collage	A piece of art made using different materials
colourful	Something that has bright or lots of colours
sculptures	
prints	
tiles	

Assessment points

- **Know** who Eduardo Paolozzi was
- **Know** what Pop Art is
- **Know** what a mosaic is
- **Know** where Paolozzi’s artwork can be found
- **Explore** different techniques for making a mosaic
- **Make** a mosaic of something in the style of Eduardo Paolozzi
- **Evaluate** your own artwork compared to that of Eduardo Paolozzi

National Curriculum Coverage

- 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]
- Learn about great artists, architects and designers in history

Minimum expectations, including for pupils with SEND

Children to know what a mosaic is. With support, children to make a mosaic in the style of Eduardo Paolozzi.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason why Pop Art is so popular.



Objective
To create art using photography

I wonder...
How can I look like an insect?



- Substantive Knowledge (Content)**
- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zfmhvj6/articles/zgv346f>
 - To know that close-up photography is all about taking a photograph so that something looks much larger than it actually is
 - To know that it is sometimes called macro photography
 - To know that a frame is the total area of a visual image.
 - To know that to take a close-up photo you need a phone or camera, an interesting object and a source of light
 - To know that leaves, plants and flowers make good objects to choose for close-up photography
 - To know that if we get too close to the object it will become blurry
 - To know that you need to get as close as you can without the image becoming blurry (keep it in focus)

Prior Learning

EYFS
Children have explored different ways of making art.

KS1
Children have learnt to create pictures using careful observations.

LKS2
Children have learnt to use photographs as part of creating art.

Future Learning

KS3
Children will learn to use a range of techniques and media.

Skills	
Knowledge of artists and designers	Knowing about the work of different artists and designers
Exploring and developing ideas	Trying different materials and methods to improve
Making skills and Formal elements	Using line, shape, tone, texture, pattern, colour and composition to make a piece of art
Evaluating	To study carefully and judge something using appropriate vocabulary

Concepts	
Line	A mark or stroke on a surface
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Similarity and difference	Comparing works of art and artistic styles.
Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary	
photography	Making pictures by using a camera
photo	A picture taken by a camera
close-up	Something that is at close range
perspective	The representation of how an image is seen by the eye
frame	The total area of a visual image.
detail	
camera	
extreme	
macro photography	

- Assessment points**
- **Know** what close-up photography
 - **Know** what macro photography is
 - **Know** what a frame is
 - **Know** what happens if we get too close to an object
 - **Know** how to keep a photo on focus
 - **Explore** taking close-up photos of different objects
 - **Explore** using different light sources
 - **Explore** different ways to frame a photo
 - **Make** a display of macro photography
 - **Evaluate** the effectiveness of the close-up photos you have taken

- National Curriculum Coverage**
- To create sketch books to record their observations and use them to review and revisit ideas
 - Learn about great artists, architects and designers in history

Minimum expectations, including for pupils with SEND
Children to use a camera to take a close-up photo of something of interest. With support, children can keep the image in focus.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason who might use macro photography as part of their job.

