

Art Progression Map

Cycle B

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

Anni Alders



Art Curriculum Map

Cycle B



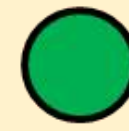
Drawing



Painting



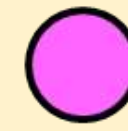
Mixed Media



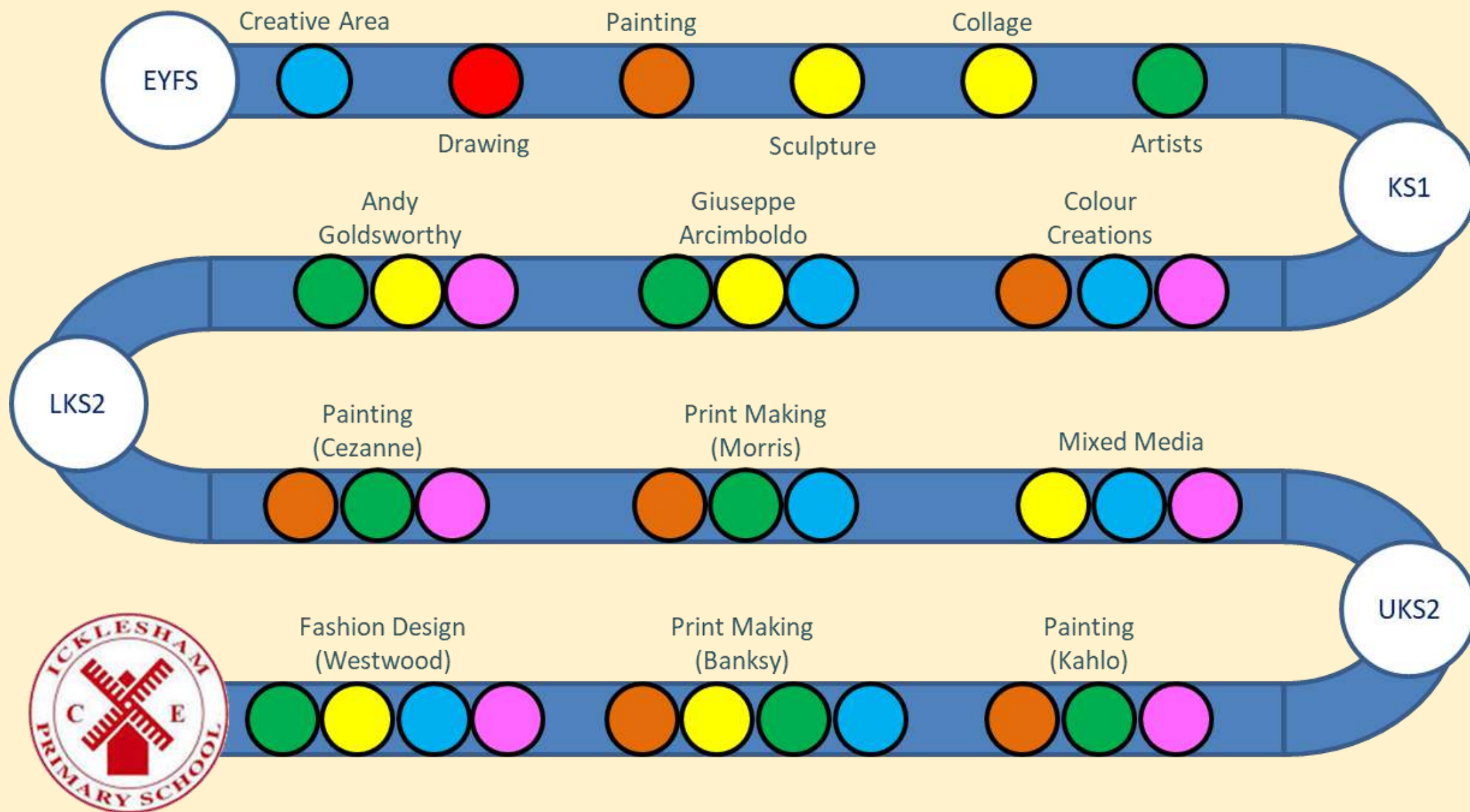
Knowledge of
Artists



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 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 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.
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

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
Texture	A tactile quality of an object's surface
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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.
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

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 use colour to produce a piece of art

I wonder...
How do artists use colour to create art?



Substantive Knowledge (Content)

- To know that an artist is a person who creates paintings or drawings as a profession or hobby
- To know that Piet Mondrian and Wassily Kandinsky are artists
- To know that the primary colours are red, yellow and blue
- To know that to make the secondary colours (orange, green and purple) you have to mix two of the primary colours together
- To know that in art the word shade means to darken the colour by adding black
- To be able to create art in the style of another artist

Prior Learning

EYFS
Children can name a variety of colours. They will also have experimented with producing their own artwork in the form of drawings and paintings. They have also looked at the work of other artists.

Future Learning

LKS2
Children will learn about shading and tinting through the artwork of Paul Cezanne.

UKS2
Children will learn about the paintings of Frida Kahlo.

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

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
Drawing	A picture made with a pencil or pen
Painting	The action or skill of using 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.
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

primary colour	Red, yellow and blue
secondary colour	A colour made by mixing primary colours
shade	How light or dark something is
Piet Mondrian	A famous artist
Wassily Kandinsky	A famous artist
line	
mixing	
tone	

Assessment points

- Know** who Piet Mondrian and Wassily Kandinsky were
- Evaluate** the choices the artists made
- Explore** how to make different colours and shades
- Make** a piece of art in the style of Mondrian or Kandinsky

National Curriculum Coverage

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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 be able to create a piece of art using different colours. With support, children to be able to make new colours by mixing.

High prior attainment and extension opportunities, including for pupils with SEND
Children to explore accurate colour matching.



Objective
To know about the work of Giuseppe Arcimboldo

I wonder...
How did Giuseppe Arcimboldo use grapes to make a portrait?



Substantive Knowledge (Content)

- To know that Giuseppe Arcimboldo was an Italian painter who used fruits, vegetables, animals, books, and other objects to resemble human portraits
- To discover the similarities and differences between his portraits and those of other artists
- To know that he used real objects to make pictures
- To know that he choose images to portray the personality of his subject
- To be able to select appropriate images to make portraits in the style of Arcimboldo

Prior Learning

EYFS
Children have used loose parts to create artworks. Children have looked at the work of other artists. Children have drawn self-portraits when first starting school.

Future Learning

LKS2
Children will learn about patterns when looking at the artwork of William and May Morris.

UKS2
Children will be learning about the artwork of Banksy.

KS3
Children will learn to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

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
Painting	The action or skill of using paint
Drawing	A picture made with a pencil or pen
Collage	Making art by combining different materials

Concepts

Responsibility	working safely and choosing the right materials
Similarity and difference	making comparisons, noting differences and drawing conclusions
Significance	significant designers and designs, real world examples of effective and successful products
Written and oral expression	Using terminology when describing art
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
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

Key vocabulary

Giuseppe Arcimboldo	An artist
collage	A piece of art made using different materials
personality	What a person is like
fruit	Food that contains a seed
vegetables	A plant used as food
compare	
model	
portrait	

Assessment points

- Know** who Giuseppe Arcimboldo was and what made his art different
- Explore** real objects and how they can be used to make a portrait
- Make** a portrait or model of somebody
- Evaluate** the choices they have made including its relevance

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
- 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 can make a portrait of a person using real objects that reflect that person’s personality

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason the similarities and differences of style between Arcimboldo, Andy Goldsworthy (Y1) and the other artists studied so far. Which do they prefer and why?



Objective

To know about the work of Andy Goldsworthy

I wonder...

How does Andy Goldsworthy create pieces of art?



Substantive Knowledge (Content)

- To know that Andy Goldsworthy is a British sculptor, land artist, and photographer who photographs his work over time to track any changes
- To know that he uses natural materials for his artwork which he creates outside
- To know that his art often looks like a natural object
- To be able to name a variety of different materials i.e. stones, leaves, ice, rocks, twigs, shells that Andy Goldsworthy uses
- To know that these materials can be manipulated and moved
- To know how to mix and match colours
- To understand that a reflection is when you think about something over a period of time or a flipped version of an image

Prior Learning

EYFS

Children have used loose parts to create art work. Children have looked at the work of other artists.

Future Learning

LKS2

Children will be learning about the artwork of William and May Morris.

UKS2

Children will be learning about the artwork of Banksy.

KS3

Children will learn to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

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
Drawing	A picture made with a pencil or pen
Painting	The action or skill of using 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.
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

Andy Goldsworthy	An artist
manipulate	How things can be moved or changed
nature	Things in the world such as stones, plants and animals
pattern	Something that is repeated
reflection	A flipped version of a picture
mixing	
shape	

Assessment points

- **Know** the art style of Andy Goldsworthy
- **Explore** different types of materials to use
- **Make** a piece of art in the style of Andy Goldsworthy
- **Evaluate** the colours and patterns used

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
- Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Minimum expectations, including for pupils with SEND

Children to make patterns using a variety of materials and objects.

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

Children to think about, discuss and reason the similarities and differences of art between Andy Goldsworthy and the other artists studies so far.



Objective
To paint in the style of a famous artist

I wonder...
What is still life?



Substantive Knowledge (Content)

- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zhjmnk7/articles/zdmb9ty>
- To know that Paul Cezanne was a French artist who was famous for still-life paintings
- To know that a still life painting is a work of art that shows inanimate objects from the natural or man-made world
- To know that shades and tints create light and dark parts of an object
- To know that to create a shade you add black to your colour
- To know that to create a tint you add white to your colour
- To know that brushstrokes are the strokes created by paint brushes on the paper and they can vary in size
- To know that Cezanne used small brushstrokes to capture the movement of light and shadow in real time

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

Future Learning

UKS2
Children will learn about the paintings of Frida Kahlo.

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

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

Paul Cezanne	An artist
painting	Using paint to create a picture
Still life	Real objects that don’t move
brushstrokes	The marks made by a painter’s brush
shades/tints	The dark and light parts of an object
fruit	
objects	
people	
observe	
natural	
manufactured	
subject	

Assessment points

- Know** who Paul Cezanne was
- Know** what still life painting is
- Know** how to use shades and tints in painting
- Know** how to use brushstrokes
- Explore** different brushstrokes
- Explore** using shading and tinting with paint
- Make** a painting in the style of Paul Cezanne
- Evaluate** your own artwork compared to that of Paul Cezanne

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]
- To learn about great artists, architects and designers in history.

Minimum expectations, including for pupils with SEND
Children to know what a still life painting is. With support, children can begin to use shades and tints within a painting.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason whether they like the painting of Paul Cezanne.



Objective
To be able to use printing to create a piece of art

I wonder...
Who were William and May Morris?


Substantive Knowledge (Content)

- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zpqxs82/articles/zc9pvj6>
- To know that William and May Morris were father and daughter artists who were part of the arts and crafts art movement
- To know that print making is one of the fine arts that involves making a “master plate” which you then can use to make multiple images which are printed in reverse
- To know that a repeating pattern is in art is a recurrence of a particular line, pattern, shape, or other visual elements in a single or part of the series
To know that a variety of patterns are found in nature include spirals found on trees
- To be able to make a repeating pattern

Prior Learning

EYFS
Children have used a variety of resources to make artwork.

KS1
Children have learnt about patterns and line types when looking at artwork by Andy Goldsworthy.

Future Learning

UKS2
Children will be learning about the artwork of Banksy.

KS3
Children will learn to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

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

William Morris	An artist
May Morris	An artist
print making	Making art by printing pictures
repeating pattern	A pattern that is repeated
tile	A block used to cover something
nature	
spiral	
meander	
explosion	
packing	
branching	
paint	
ink	

Assessment points

- Know** who William and May Morris were
- Know** what print making is
- Know** what patterns are found in nature
- Know** what a repeating pattern is
- Know** how to make a repeating pattern
- Explore** using a tile for printing
- Explore** making repeating patterns
- Make** a print in the style of William and May Morris
- Evaluate** your own artwork compared to that of William and May Morris

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 make a repeating print using a tile. With support, children to explore making different patterns found in nature.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about and discuss where they might find artwork inspired by William and May Morris.



Objective

To be able to used mixed media to create art

I wonder...

How can I save the planet by making art?



Substantive Knowledge (Content)

- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zyxp3qt/articles/z8sg8p3>
- To know that mixed media is when the artist combines a mixture of different materials to create their work.
- To know that a variety of materials can be used for mixed media i.e. paint, paper, cardboard, photographs, found objects, things from nature
- To be able to combine materials to make mixed media
- To understand that mixed media art can be good for the planet as it can reuse materials that have been discarded

Prior Learning

EYFS

Children have used a variety of materials to make artwork.

KS1

Children have learnt to make a collage using different materials.

Future Learning

UKS2

Children will be learning about the design work of Vivienne Westwood.

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

mixed media	Using different materials to create art
materials	What something is made from
combine	To join things together
collage	A piece of art made using different materials
artist	Someone who creates art
recycling	
newspaper	
paint	
plastic	
wood	
metal	

Assessment points

- Know what mixed media art is
- Know what materials can be used for mixed media art
- Know how to combine materials
- Know why mixed media art can be good for the planet
- Explore using different materials
- Explore manipulating different materials for a piece of artwork
- Make a piece of mixed media art
- Evaluate your own artwork compared to other mixed media art

National Curriculum Coverage

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Minimum expectations, including for pupils with SEND

Children to know what mixed media is. With support, children can make a mixed media picture.

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

Children to think about, discuss and reason why people make mixed media art and where they might see some.



Objective
To paint in the style of a famous artist

I wonder...
What is special about this mirror?



Substantive Knowledge (Content)

- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zhjmkn7/articles/zt6gkhv>
- To know that Frida Kahlo was a Mexican painter
- To know that a serious bus crash led to Frida Kahlo using the pain in her artwork
- To know that Frida Kahlo liked to paint portraits and self portraits
- To know that surrealism is an abstract art form based on dreams and fantasy
- To know that her paintings included life experiences
- To know that Mexican culture inspired Frida Kahlo
- To know that you can find her artwork in art galleries in Mexico, she has one of her own

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

LKS2
Children have learnt about the paintings of Paul Cezanne.

Future Learning

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

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
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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

Frida Kahlo	An artist
surrealism	A type of art genre
painting	Using paint to create a picture
portrait	A picture of somebody
colourful	Something that has bright or lots of colours
Mexico	
facial features	
culture	
fashion	
mirror	
bus crash	

Assessment points

- Know** who Frida Kahlo was
- Know** what she liked to paint
- Know** what kinds of colours Frida Kahlo used
- Know** what surrealism is
- Explore** using bright colours
- Explore** painting images of facial features
- Make** a portrait in the style of Frida Kahlo
- Evaluate** your own artwork compared to that of Frida Kahlo

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 who Frida Kahlo was. With support, children can paint a self-portrait.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason how Frida Kahlo has inspired and empowered many other people.



Objective

To be able to make a print in the style of an artist

I wonder...

Is graffiti art?



Substantive Knowledge (Content)

- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zpqsx82/articles/zd4n3qt>
- To know that graffiti is art that is written, painted or drawn on a wall or other surface, usually without permission and within public view.
- To know that people use graffiti to express their opinions about war, society etc
- To know that Banksy is a street artist who is famous for using spray paints and stencils to create art in public places
- To know that a stencil is created by cutting out a design from thin plastic or card. Paint is then applied through the stencil onto the surface behind.
- To be able to make a stencil
- To be able to use stencils
- To be able to make a piece of artwork using stencils

Prior Learning

EYFS

Children have used a variety of resources to make artwork.

KS1

Children have learnt about patterns and line types when looking at artwork by Andy Goldsworthy.

LKS2

Children have learnt about the printing making of William and May Morris.

Future Learning

KS3

Children will learn to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

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
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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

graffiti	A type of art
stencil	A blocking material used to mask a surface
Banksy	An artist
illegal	Something that is against the law
surface	The outer layer of an object
society	
paintbrush	
spray paint	
scissors	
knife	
surface	
identity	

Assessment points

- **Know** what graffiti is
- **Know** why people use graffiti
- **Know** what a stencil is
- **Know** who Banksy is
- **Explore** different techniques for making stencils
- **Explore** using different materials and tools for pencils
- **Make** a stencil to use
- **Evaluate** your own artwork compared to that of other graffiti artists

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]
- To learn about great artists, architects and designers in history

Minimum expectations, including for pupils with SEND

Children to use a pre-made stencil to make a piece of art. With support, children can make their own stencil to use for a piece of art.

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

Children to think about, discuss and reason if graffiti should be allowed?



Objective
To be able to make a sculpture

I wonder...
Can you wear art?



Substantive Knowledge (Content)

- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zvtsg2p/articles/zqjmnk7>
- To know that Vivienne Westwood was a British fashion designer.
- To know that fashion design is an art form using fabrics
- To know that fashion designers use art to create designs for clothes, shoes or accessories such as bags or belts.
- To know that when designing clothes shape, line colour and texture must be included in the design
- To be able to design clothes
- To know that a variety of materials and patterns can be used
- To be able to make a 2D version of a design using fabric

Prior Learning

EYFS
Children have used a variety of materials to make artwork.

KS1
Children have learnt to make a collage using different materials.

LKS2
Children have learnt to use mixed media to make a piece of art.

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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Continuity and change	How art has changed over time
Communication	Using artistic terminology, evaluating, creative expression, giving opinions, presenting

Key vocabulary

fashion designer	Someone who designs clothes
Vivienne Westwood	A fashion designer
clothing	Something you wear
sketch	A basic drawing of something
fabric	A cloth made by knitting or weaving together fibres
sustainable	
scissors	
stitching	
style	
unique	
materials	
patterns	
mood board	

Assessment points

- Know** what fashion design is
- Know** who Vivienne Westwood is
- Know** how fashion designers use art for designs
- Know** what materials are good for making clothes
- Explore** different ideas for designing clothes
- Make** a 2D version of your clothing using fabric.
- Evaluate** your own design with other fashion designers

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 make design their own clothing using an existing sketch. With support, children can design their sketch for a piece of clothing.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason if fashion designing is good for people.

