
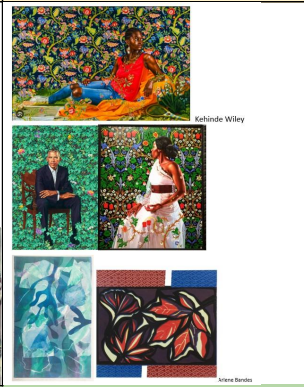
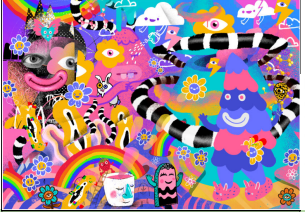
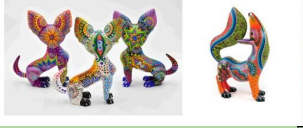

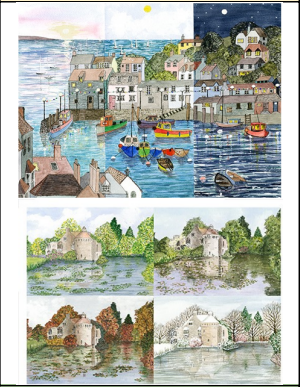


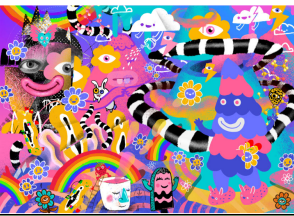


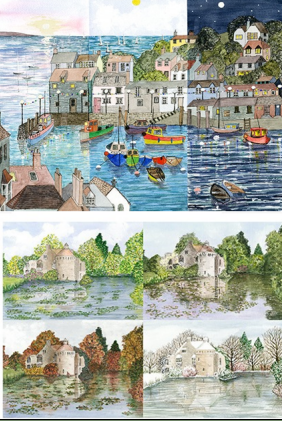


Transdisciplinary Theme	Who we are	How we express ourselves	Where we are in place and time	Sharing the planet	How the world works	How we organise ourselves
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus</b>	<p>Drawing skills</p> <p>Know that marks can be made with a range of drawing tools. Know what self-portraits are and why they are created. Respond to examples of self-portraits including what they can tell about a person from their portrait. Observe and draw shapes that are increasingly realistic (faces). Draw from observation (their own and others faces) and from imagination. Know the techniques Picasso used when creating his portraits.</p>	<p>Printing</p> <p>Know that printing involves transferring an image from one surface to another. Know some everyday items that can be used for printing. Know they can create their own designs for printing. Know that styrofoam is a soft material that can be used to create a tile for printing.  Art linked to celebrations - create their own design for a printed Christmas card.  Additional outcome - Diva lamps - clay</p>	<p>Digital Art</p> <p>Explore and respond to the artwork of digital artist Happy Decay. Know some of the techniques used to create his work. Know which freehand tools are available for digital painting. Explore using the line and shape tools. Know the available paint tools and begin to select the best tools to create a digital painting in the style of Happy Decay.  Additional exploration - colour mixing, shades and tints</p>	<p>Sculpture</p> <p>Know what Alebrijes are and where they originate. Know that Pedro Linares was the artist who invented Alebrijes. Know what The Carnival of the Animals is and explore the animals presented in the music. Use the characteristics of the animals as presented in the music to inspire designs for animal sculptures. Create sculptures using a range of media including clay, other modelling materials and recycled materials.  Outcome - work inspired by the piece of music - The Carnival of the Animals by Camille Saint-Saëns</p>	<p>Collage / Mixed Media</p> <p>Know who the artist Peter Thorpe is and some key aspects of his style. Know the term 'abstract' in relation to Peter Thorpe's work. Know collage includes cutting or tearing paper. Experiment with collage techniques Combine painting and collage to create space-themed art work.</p>	<p>Painting</p> <p>Know the primary colours and how to mix these to make the secondary colours. Recognise warm and cold colours and use these in their own works. Know that different brushes create different techniques and begin to select thick or thin brushes when working.  Paintings to represent themselves and the school community.  Additional outcome - creation of a class/keystage sculpture</p>
<b>Artist focus / starting point.</b>	<b>Pablo Picasso</b>	<b>Arlene Bandes</b>	<b>HAPPY DECAY (Bjarni Wark)</b>	<b>Artefact starting point - Alebrijes (Mexican Spirit Animals)</b> <b>Pedro Linares (artist who coined the name Alebrijes)</b>  <b>Alternative artist Michelle Reader - wildlife sculptures</b>	<b>Peter Thorpe</b>	<b>Local Maidstone artist - Kay Gretton</b>

<b>Molehill Visual Art Progression 2024 2025</b>	<p>Explore and use a range of drawing tools to make marks including crayon, chalk, pencil, felt tips, poster paint.</p> <p>Begin to control marks made and draw light and dark lines (changing grip and applying more or less pressure).</p> <p>Observe and draw shapes that are increasingly realistic.</p> <p>Explore different textures and surfaces for drawing.</p> <p>Create rubbings to produce a range of patterns and textures.</p> <p>Know that pencils have different grades and that HB are used for writing and sketching.</p> <p>Draw from imagination and observation.</p>	<p>Use everyday items including sponges, vegetables and fruit to make repeating patterns or pictures.</p> <p>Begin to explore impressed printing e.g., with Styrofoam.</p> <p>Make rubbings to collect textures and patterns.</p> <p>Begin to identify different forms of printing e.g., books, newspapers, fabric and wallpaper.</p>	<p>Use a graphics package or app to explore digital image creation.</p> <p>Have the opportunity to manipulate an image using various digital tools.</p> <p>Use a digital camera to take a specific portrait or landscape image.</p>	<p>Enjoy handling, feeling and manipulating a range of materials.</p> <p>Construct using a range of media.</p> <p>Roll, carve, make marks on and knead malleable materials.</p> <p>Cut shapes using scissors and other modelling tools safely.</p> <p>Imprint and apply decoration to a 3D model.</p> <p>Use patterns.</p> <p>Discuss different types of buildings locally.</p>	<p>Begin to use scissors and tearing to create a range of shapes.</p> <p>Explore different methods of fixing one material to another.</p> <p>Create an image from a variety of cut or torn media.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Make collages using paper, tissue, crepe etc.</p>	<p>Name, explore and experiment with the primary colours</p> <p>Mix primary colours to make secondary colours.</p> <p>Begin to understand that white is added to lighten (tint) and black to darken (shade).</p> <p>Describe and discuss collections of colours - warm and cold colours.</p> <p>Explore and apply colours with a range of paint brushes and tools (brushes, rollers, fingers etc).</p> <p>Select between thick and thin brushes.</p> <p>Create repeating patterns.</p>
<b>Vocabulary</b>	portrait, self portrait, pressure, grip, light lines, dark lines, thick lines, thin lines, texture, HB	pattern, repeated pattern, texture, monoprint, impressed image	image, portrait, landscape, tool, resize, fill, snip	roll, carve, smooth, flatten, shape, cut, pinch,	cut, tear, fold, crumple, paper, fabric, glue, materials, overlap	primary colour, secondary colour, mix, lighten (tint), darken (shade), warm, cold, pattern, repeating pattern,
<b>Example Works</b>						
<b>Year 1 Skills</b>	<b>Ongoing</b>					
<b>Knowledge Pathways</b>	<b>Colour, Tone and Texture</b> Y1 colour, tone, texture	<b>Line, Shape and Proportion</b> Y1 Line, Shape, Proportion	<b>Making Choices for Effect</b> Y1 Making Choices for Effect			<b>Analysing and Evaluating</b> Y1 analysing and evaluating

	<p>Beginning to identify and apply different tones Can begin to mix colour to apply different tones and values</p>	<p>Develop and refine lines for increased accuracy Refine and combine shapes</p>	<p>Making choices on the application of paint for a purpose Making choices on the lines and shapes for a purpose</p>	<p>Identifying content and themes (the how, why?), making connections Evaluating - giving opinions, discussing colour and basic art elements Age appropriate progression in language for analysing and evaluating</p> <p>Key questions - what do I like about my work? What would I improve if I were to do it again? How is my work similar to.....(focus artist)</p>
<p><b>IB Scope and Sequence</b></p>	<p>Responding: Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognise that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating artworks. They are aware that arts may be created with a specific audience in mind. Creating: Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.</p>			

Transdisciplinary Theme	Who we are	How we express ourselves	Where we are in place and time	Sharing the planet	How the world works	How we organise ourselves
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Knowledge</b>	<p>Drawing skills</p> <p>Know that marks can be made with a range of drawing tools.</p> <p>Know what self-portraits are and why they are created.</p> <p>Respond to examples of self-portraits including what they can tell about a person from their portrait.</p> <p>Observe and draw shapes that are increasingly realistic (faces).</p> <p>Draw from observation (their own and others faces) an from imagination.</p> <p>Know the techniques Picasso used when creating his portraits.</p>	<p>Printing</p> <p>Know that printing involves transferring an image from one surface to another.</p> <p>Know some everyday items that can be used for printing.</p> <p>Know they can create their own designs for printing.</p> <p>Know that styrofoam is a soft material that can be use to create a tile for printing.</p> <p>Art linked to celebrations - create their own design for a printed Christmas card.</p> <p>Additional outcome - Diva lamps - clay</p>	<p>Digital Art</p> <p>Explore and respond to the artwork of digital artist Happy Decay.</p> <p>Know some of the techniques used to create his work.</p> <p>Know which freehand tools are available for digital painting.</p> <p>Explore using the line and shape tools.</p> <p>Know the available paint tools and begin to select the best tools to create a digital painting in the style of Happy Decay.</p> <p>Additional exploration - colour mixing, shades and tints</p>	<p>Sculpture</p> <p>Know what Alebrijes are and where they originate.</p> <p>Know that Pedro Linares was the artist who invented Alebrijes.</p> <p>Know what The Carnival of the Animals is and explore the animals presented in the music.</p> <p>Use the characteristics of the animals as presented in the music to inspire designs for animal sculptures.</p> <p>Create sculptures using a range of media including clay, other modelling materials and recycled materials.</p> <p>Outcome - work inspired by the piece of music - The Carnival of the Animals by Camille Saint-Saëns</p>	<p>Collage / Mixed Media</p> <p>Know who the artist Peter Thorpe is and some key aspects of his style.</p> <p>Know the term 'abstract' in relation to Peter Thorpe's work.</p> <p>Know collage includes cutting or tearing paper.</p> <p>Experiment with collage techniques</p> <p>Combine painting and collage to create space themed art work.</p>	<p>Painting</p> <p>Know the primary colours and how to mix these to make the secondary colours.</p> <p>Recognise warm and cold colours and use these in their own works.</p> <p>Know that different brushes create different techniques and begin to select thick or thin brushes when working.</p> <p>Paintings to represent themselves and the school community.</p> <p>Additional outcome - creation of a class/keystage sculpture</p>
<b>Artist Focus / Starting Point</b>	<b>Pablo Picasso</b>	<b>Arlene Banes</b>	<b>HAPPY DECAY (Bjarni Wark)</b>	<b>Artefact starting point - Alebrijes (Mexican Spirit Animals)</b> <b>Pedro Linares (artist who coined the name Alebrijes)</b>  <b>Alternative artist Michelle Reader - wildlife sculptures</b>	<b>Peter Thorpe</b>	<b>Local Maidstone artist - Kay Gretton</b>





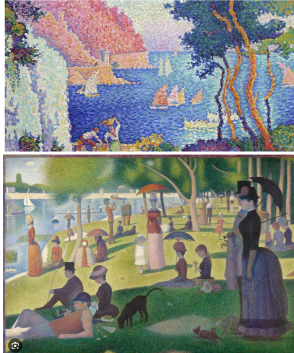

<p><b>Molehill Visual Art Progression 2024 2025</b></p>	<p>Experiment with tools and surfaces – oil pastels, chalks, pencil, colouring pencils, poster paint - on the playground, fabrics, pastel paper and wood (look at texture and pattern)</p> <p>Develop greater control of marks made</p> <ul style="list-style-type: none"> <li>- hold pencil close for fine detail</li> <li>- loose for sketching,</li> <li>- shade in one direction</li> </ul> <p>Draw lines accurately from observation.</p> <p>Use a viewfinder when making observational drawings.</p> <p>Investigate tone - draw light and dark lines and begin to blend tones and gradients using appropriate pressure.</p>	<p>Explore repeated printing using a range of simple methods.</p> <p>Explore relief printing using string and card.</p> <p>Develop and impressed image.</p> <p>Identify a wide range of printed forms in everyday life and consider how techniques have changed over time.</p>	<p>Use a graphics package or app to explore digital image creation.</p> <p>Have the opportunity to manipulate an image using various digital tools.</p> <p>Use a digital camera to take a specific portrait or landscape image.</p>	<p>Recognise natural and man-made materials used in the creation of sculpture.</p> <p>Create models from imagination and direct observation using a range of materials.</p> <p>Manipulate malleable materials for a purpose – mod rock, pile cleaner sculptures and clay pots.</p> <p>Join materials together and apply decorative techniques.</p> <p>Replicate patterns and textures in 3D form.</p> <p>Discuss the work of other sculptors and relate these to their own ideas and designs.</p>	<p>Develop a range of cutting, tearing and fixing techniques.</p> <p>Use scissors with more control and accuracy.</p> <p>Use folding, crumpling, tearing, overlapping and sorting to create an image.</p> <p>Select the best adhesive for a given task e.g., PVA / glue stick.</p>	<p>Begin to describe a range of colours.</p> <p>Mix the primary colours to create the secondary and know what a gradient is.</p> <p>Be able to discuss the colour wheel.</p> <p>Know how to and create tints and shades by adding white, black or a darker colour.</p> <p>Talk about why they have selected colours for their artwork.</p> <p>Have an awareness that there are different types of paint and discuss uses.</p>
<p><b>Vocabulary</b></p>	<p>portrait, self portrait, pressure, grip, shade, direction, blend, observational</p>	<p>pattern, repeated pattern, texture, relief, impressed image</p>	<p>image, portrait, landscape, tool, resize, fill, snip</p>	<p>roll, carve, smooth, flatten, shape, cut, pinch, manipulate, impress, decorate</p>	<p>cut, tear, fold, crumple, paper, fabric, glue, materials, overlap, sort, group</p>	<p>primary colour, secondary colour, mix, lighten (tint), darken (shade), warm, cold, pattern, repeating pattern</p>
<p><b>Example Works</b></p>		 <p>Kehinde Wiley</p> <p>Yvonne Brindley</p>				
<p><b>Year 2 Skills</b></p>	<p><b>Colour, Tone and Texture</b> Y2 colour, tone, texture</p>	<p><b>Lines, Shape and Proportion</b> Y2 Line, Shape, Proportion</p>	<p><b>Ongoing</b> Making Choices for Effect Y2 Making Choices for Effect</p>		<p><b>Analysing and Evaluating</b> Y2 analysing and evaluating</p>	

	Developing how colours are mixed for tone and gradient Refining how they use a pencil to add tone and gradient	Developing more controlled sketching skills Developing accuracy in lines and contours	Developing skills to produce artwork with the desired effect Refining lines for accuracy and effect	Identifying content, context (the how, why, what if..?) and art elements Evaluating - giving opinions, describing and evaluating artwork linked to art elements Age appropriate progression in language for analysing and evaluating.  Key questions - What do I like about my work - commenting on formal elements, mood, process and content. What would I improve if I were to do it again? How is my work similar to.....?
<b>IB Scope and Sequence</b>	Responding: Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognise that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating artworks. They are aware that arts may be created with a specific audience in mind. Creating: Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.			

Useful Websites

<https://happydecay.com.au/digital-artist/>


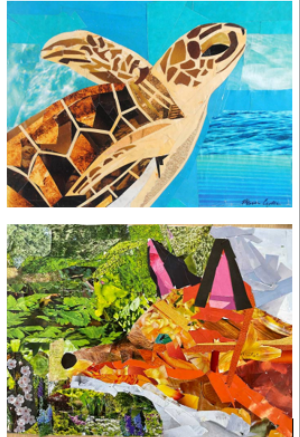




	Who we are	How we express ourselves	How we organise ourselves	How the world works	Where we are in place and time	Sharing the planet
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><b>Painting</b></p> <p>Know and use the correct language to compare the work of different artists.</p> <p>To understand the viewpoints of others and what an artist is trying to express in their work.</p> <p>Know and use the colour language confidently – primary, secondary, tertiary, hue, shade, tint when discussing the colour wheel and predicting what colours will be created through mixing.</p> <p>To know the position of colours on the colour wheel.</p> <p>To know a background wash is created by mixing watercolour paint and water and is used to for the background or to create a solid area of colour when painting.</p> <p>To use a range of brushes for different effects.</p>	<p><b>Collage</b></p> <p>Explore and evaluate examples of collage work focusing on the art of Megan Coyle.</p> <p>Identify how collage is created including the exploration of materials that can be used in collage.</p> <p>Plan and gather materials for a collage based around themselves, their interests and qualities.</p>	<p><b>Printing</b></p> <p>Understand the importance of Greek patterns such as the Greek Key Motif and why they were used.</p> <p>Know some common patterns used in Greek pottery and artwork. Experiment with copying and making Greek patterns.</p> <p>Apply knowledge of Greek patterns to their own work / designs. Create reduction prints using polystyrene relief printing blocks.</p> <p><b>** Possible outcome - create zentangle art using greek patterns and motifs</b></p>	<p><b>3D Sculpture</b></p> <p>Explore Greek vase patining and understand the significance of vases in Ancient Greek life.</p> <p>Know some of the common features of Greek vase art (paintings of people, figures, intricate designs and scenes from mythology) and some vase painters (e.g., Exekias and the Berlin Painter were famous vase painters)</p> <p>Experiment with copying figures and patterns.</p> <p>Apply knowledge of Greek vase designs and patterns to their own work / designs.</p> <p><b>Outcome - Greek pots</b></p>	<p><b>Digital Art</b></p> <p>Research the artists Georges Seurat and Paul Signac putting them into context.</p> <p>Understand key things about their lives and careers.</p> <p>Know the art movements with which they belong.</p> <p>Understand and explore the techniques they are known for (Pointillism).</p> <p>Experiment with techniques being studied.</p> <p><b>Colour and pointillism</b></p>	<p><b>Drawing</b></p> <p>Know who Keith Haring was and identify some features of his art style e.g., cartoon style, thick black lines, repeated drawings, use of lines to indicate movement.</p> <p>Know Haring's work often expressed hope and often focussed on things he cared about.</p> <p>Experiment drawing in the style of Haring, using and evaluating different media.</p>
Artist Study / Starting Point	<p><b>Cave art</b></p> <p><a href="https://gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html">https://gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html</a></p>	<p><b>Megan Coyle</b></p> <p><b>Other artist - possibly Vik Muniz or Antoni Gaudi</b></p>	<p><b>Ancient Greek Prints - artefact starting point.</b></p> <p><a href="https://bridge.kent.sch.uk/blog/2023-07-20-12-05-58-year-5-ancient-greek-prints">https://bridge.kent.sch.uk/blog/2023-07-20-12-05-58-year-5-ancient-greek-prints</a></p>	<p><b>Ancient Greek vases by Exekias and Berlin Painter</b></p> <p><b>Ceramic work by Lucie Rie</b></p>	<p><b>George Seurat / Paul Signac</b></p>	<p><b>Keith Haring</b></p>

<p><b>Molehill Visual Art Progression 2024 2025</b></p>	<p>Confidently make tints and shades and darken and lighten colours without using black / white.</p> <p>Mix / create colour for use on a large scale (wash).</p> <p>Use specific colour language confidently – primary, secondary, tertiary, hue, shade, tint.</p> <p>Experiment with effects and textures – dotting, scratching and splashing, adding things to paint.</p> <p>Explore a variety of media to create colour e.g., paint, pastels, ink etc).</p>	<p>Understand the properties of different glue and how these can be used to fix materials together.</p> <p>Use collage as a means of collecting ideas and information to build a visual brainstorm.</p> <p>Collect and select textured papers to form a collaged image.</p> <p>Overlap and overlay materials.</p> <p>Show an awareness of contrasts and textures in colours</p>	<p>Explore relief printing. Design and create a repeated relief print considering background paper.</p> <p>Understand the difference between repeat printing and mono printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as trying out ideas, planning colours and collecting source material for future works.</p>	<p>Plan, shape, mould and make constructions from different materials.</p> <p>Shape, form and construct repeat malleable and rigid materials.</p> <p>Understand different ways to join things in construction.</p> <p>Consider and discuss aesthetics.</p> <p>Produce more intricate surface patterns using a range of processes.</p> <p>Construct a base for extending and modelling other shapes.</p> <p>Show awareness of how texture, form and shape can be transferred from 2D to 3D.</p>	<p>Use a graphics package or app to create images using different tools and effects with increased precision</p> <p>To have experience of using a green screen to create a digital image</p> <p>Extending knowledge of photography</p>	<p>Experiment with various pencils (different grades) *H for light marks for technical drawing *B – darker tones for tonal drawing</p> <p>Explore hatching and cross hatching, blending.</p> <p>Discuss shadows, light and dark.</p> <p>Draw from observation and imagination, developing greater accuracy.</p> <p>Make marks using different drawing implements – oil pastels, charcoal.</p> <p>Create textures with different drawing implements, pencil, oil pastels, charcoal and experimenting with patterns.</p> <p>Perspective - know that perspective allows artists to portray form in their artwork.</p> <p>Use a sketchbook to document and develop ideas.</p>
<p><b>Vocabulary</b></p>	<p>primary, secondary, tertiary, tint, tone, shade, hue, wash, background, foreground</p>	<p>overlap, overlay, layer, adhesive / glue, contrast, natural, synthetic, knotting, fraying, fringing, twisting, plaiting</p>	<p>relief printing, mono printing, pattern, repeating pattern, motif, background</p>	<p>shape, mould, construct, malleable, rigid, intricate, pattern, shape, score, smooth</p>	<p>image, portrait, landscape, tool, resize, fill, snip, layer, rotate, crop</p>	<p>tone, tonal drawing, light, dark, hatching, cross hatching, blending, shadow, texture, pattern,</p>
<p><b>Example Works</b></p>						
<p>Ongoing</p>						





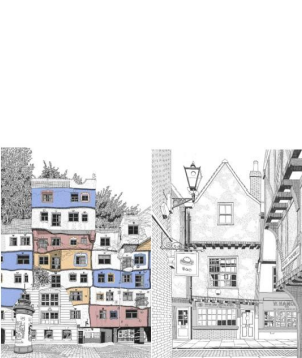
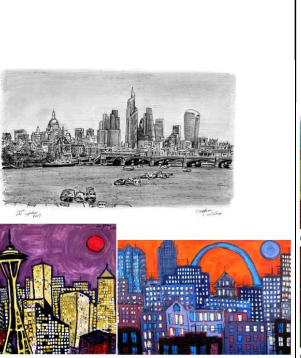

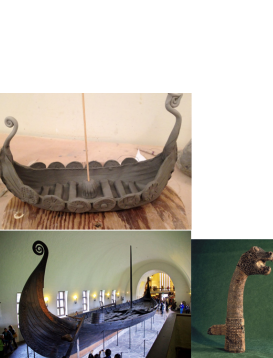
<b>Year 3 Skills</b>	<b>Colour, Tone and Texture Y3 colour, tone, texture</b>	<b>Lines, Shape and Proportion Y3 Line, Shape, Proportion</b>	<b>Making Choices for Effect Y3 Making Choices for Effect</b>	<b>Analysing and Evaluating Y3 analysing and evaluating</b>
	Increasing maturity in the application of paint for tone and texture Increasing maturity in the application of tone when drawing.	Make choices to increase accuracy in application of lines and shapes Developing an understanding of perspective.	Using knowledge to improve application of lines and shapes Developing composition and form	Identifying and interpreting content and elements (the how, why, what if..?), making connections Evaluating - giving opinions, articulating and evaluating elements and purpose Age appropriate progression in language for analysing and evaluating
<b>IB Scope and Sequence</b>	Responding: Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world. Creating: Learners show that, as artists they can influence thinking and behaviours through the arts they create. They think critically about their learning and recognise that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.			

	Who we are	How we express ourselves	How we organise ourselves	How the world works	Where we are in place and time	Sharing the planet
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><b>Painting</b></p> <p>Know and use the correct language to compare the work of different artists.</p> <p>To understand the viewpoints of others and what an artist is trying to express in their work.</p> <p>Know and use the colour language confidently – primary, secondary, tertiary, hue, shade, tint when discussing the colour wheel and predicting what colours will be created through mixing.</p> <p>To know the position of colours on the colour wheel.</p> <p>To know a background wash is created by mixing watercolour paint and water and is used to for the background or to create a solid area of colour when painting.</p> <p>To use a range of brushes for different effects.</p>	<p><b>Collage</b></p> <p>Explore and evaluate examples of collage work focusing on the art of Megan Coyle.</p> <p>Identify how collage is created including the exploration of materials that can be used in collage.</p> <p>Plan and gather materials for a collage based around themselves, their interests and qualities.</p>	<p><b>Printing</b></p> <p>Understand the importance of Greek patterns such as the Greek Key Motif and why they were used.</p> <p>Know some common patterns used in Greek pottery and artwork.</p> <p>Experiment with copying and making Greek patterns.</p> <p>Apply knowledge of Greek patterns to their own work / designs.</p> <p>Create reduction prints using polystyrene relief printing blocks.</p> <p><b>** Possible outcome - create zentangle art using greek patterns and motifs</b></p>	<p><b>3D Sculpture</b></p> <p>Explore Greek vase patining and understand the significance of vases in Ancient Greek life.</p> <p>Know some of the common features of Greek vase art (paintings of people, figures, intricate designs and scenes from mythology) and some vase painters (e.g., Exekias and the Berlin Painter were famous vase painters)</p> <p>Experiment with copying figures and patterns.</p> <p>Apply knowledge of Greek vase designs and patterns to their own work / designs.</p> <p>Outcome - Greek pots</p>	<p><b>Digital Art</b></p> <p>Research the artists Georges Seurat and Paul Signac putting them into context.</p> <p>Understand key things about their lives and careers.</p> <p>Know the art movements with which they belong.</p> <p>Understand and explore the techniques they are known for (Pointillism).</p> <p>Experiment with techniques being studied.</p> <p>Colour and pointillism</p>	<p><b>Drawing</b></p> <p>Know who Keith Haring was and identify some features of his art style e.g., cartoon style, thick black lines, repeated drawings, use of lines to indicate movement.</p> <p>Know Haring's work often expressed hope and often focussed on things he cared about.</p> <p>Experiment drawing in the style of Haring, using and evaluating different media.</p> <p>Keith Haring - Street Art</p>
Artist Study / Starting Point	<p><b>Cave art</b></p> <p><a href="https://gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html">https://gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html</a></p>	<p>Focus artist - possibly Vik Muniz, Megan Coyle or Antoni Gaudi</p>	<p>Ancient Greek Prints - artefact starting point.</p> <p><a href="https://bridge.kent.sch.uk/blog/2023-07-20-12-05-58-year-5-ancient-greek-prints">https://bridge.kent.sch.uk/blog/2023-07-20-12-05-58-year-5-ancient-greek-prints</a></p>	<p>Ancient Greek vases by Exekias and Berlin Painter</p> <p>Ceramic work by Lucie Rie</p>	<p>George Seurat / Paul Signac</p>	<p>Keith Haring</p>

<p><b>Molehill Visual Arts Progression</b></p>	<p>Make tints, tones and shades using white, grey and black and know how to mix variations of dark, mid and light of a certain colour.</p> <p>Compare tints, tones and shades using different types of paint.</p> <p>Observe colour and suggest why it has been used.</p> <p>Select colour to reflect mood.</p> <p>Explore different brush strokes and why / when they might be used.</p> <p>Begin to reflect on how other artists work influences them.</p>	<p>Develops experience in embellishing using more advanced joining techniques.</p> <p>Develop their own materials for collage – marbling and printing.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images.</p>	<p>Design and create a collograph print using a range of materials.</p> <p>Explore the process of mono printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Explore printing with multiple colours.</p>	<p>Shape, form and construct malleable materials and rigid materials e.g., clay tiles</p> <p>Make slip to join and secure pieces of clay together.</p> <p>Work in a safe and organised way, caring for equipment.</p> <p>Adapt work where necessary and explain why.</p> <p>Demonstrate awareness in environmental sculpture.</p> <p>Discuss the work of other sculptors and architects and how these have influenced their own work.</p>	<p>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p> <p>Begin to use digital media to record and evaluate a creative learning journey</p>	<p>Begin to identify and draw 2D and 3D geometric shapes – show awareness that shapes have a third dimension.</p> <p>Become aware of proportion, scale and order.</p> <p>Know that proportion is relative to what the object is part of.</p> <p>Know scale is a comparison of size between objects – work on a variety of scales.</p> <p>Identify and draw the effect of light from one direction.</p> <p>Use sketchbooks to collect and record visual information and to plan and collect source material.</p> <p>Explore hatching, cross hatching and stippling to create texture.</p> <p>Make marks and lines with a wide range of drawing implements, chalk pastels, pencils, fine liners, felt tips, paint apply and use simple pattern and texture to a drawing show an awareness of objects have a third dimension</p>
<p><b>Vocabulary</b></p>	<p>primary, secondary, tertiary, tint, tone, shade, hue, wash, background, foreground</p>	<p>overlap, overlay, layer, adhesive / glue, contrast, natural, synthetic, knotting, fraying, fringing, twisting, plaiting</p>	<p>collograph printing, mono printing, pattern, repeating pattern, motif, background,</p>	<p>shape, mould, construct, malleable, rigid, intricate, pattern, shape, score, smooth, slip</p>	<p>image, portrait, landscape, tool, resize, fill, snip, layer, rotate, crop, filter, transparency</p>	<p>2D, 3D, proportion, scale, light, shadow, hatching, cross hatching, stippling, pattern, texture,</p>
<p><b>Example Works</b></p>						
<p>Ongoing</p>						

<b>Year 4 Skills</b>	<b>Colour, Tone and Texture</b> colour, tone, texture	<b>Line, Shape and Proportion</b> Y4 Line, Shape, Proportion	<b>Making Choices for Effect</b> Y4 Making Choices for Effect	<b>Analysing and Evaluating</b> Y4 analysing and evaluating
	Refining the use of tone and colour in their artwork Exploration of further texture techniques.	Developing proportion through scaling and perspective Making choices to develop and refine their recording of ideas.	Choosing equipment for purpose and to reflect a style Developing proficiency and expression in their recording of ideas	Identify and connect content and elements, hypothesising and querying Evaluating - articulating rationale, evaluating and impact of elements Age appropriate progression in language for analysing and evaluating
<b>IB Scope and Sequence</b>	Responding: Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world. Creating: Learners show that, as artists they can influence thinking and behaviours through the arts they create. They think critically about their learning and recognise that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.			

	Who we are	Sharing the Planet	Where we are in place and time	How the world works	How we organise ourselves	How we express ourselves
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><b>Drawing</b></p> <p>Analyse portrait paintings and know portraits tell us how people want to be seen.</p> <p>Know portraits can be manipulated to portray a certain view.</p> <p>Explore portraits of Henry VIII and Queen Elizabeth I.</p> <p>Develop an understanding of shape and proportion when drawing faces / portraits.</p> <p>Develop pencil techniques for creating tone.</p> <p>Use hatching, cross hatching, stippling and scribbling to create tonal effects.</p>	<p><b>Painting</b></p> <p><b>Banksy - moods and emotion in art (painting skills)</b></p> <p>Know and understand how art can give people a voice.</p> <p>Explore how art can provoke reaction.</p> <p>Know that media can differ in purpose and reflect a symbolic meaning.</p> <p>Explore stencil techniques and create own stencils.</p> <p>Explore the meaning behind some of Banksy's most famous works and use as inspiration for their own work.</p>	<p><b>Printing</b></p> <p><b>Architecture of the Industrial Revolution</b></p> <p>Know what architecture is.</p> <p>Explore how buildings changed in the Industrial Revolution.</p> <p>Sketch from photographs and first hand observation.</p> <p>Understand what relief printing is.</p> <p>Know collograph printing is a type of relief printing.</p> <p>Develop designs for an architectural print.</p> <p>Experiment with creating architectural prints.</p>	<p><b>Digital Art - Cityscapes and photography</b></p> <p>Explore proportion and create perspective in drawings using horizon lines.</p> <p>Understand foreground, mid ground and background in drawings when creating perspective.</p> <p>Explore one, two and three point perspective.</p> <p>Create cityscapes using digital elements.</p>	<p><b>Landscape collage / mixed media</b></p> <p>Know what landscape art is and the difference between urban landscape art (cityscapes summer 2) and rural landscape art.</p> <p>Make connections between physical geography and landscape art.</p> <p>Further develop understanding of perspective, horizon lines, foreground, mid ground and background in drawings.</p> <p>Sketch landscapes and use a variety of materials to collage a landscape.</p>	<p><b>3D Sculpture</b></p> <p>Know some different techniques when moulding and manipulating clay. Know some joining techniques- use the slip, score and smooth technique.</p> <p>Show life-like qualities and proportions.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Experiment with frameworks to provide stability and form.</p> <p>Viking clay art - faces / soldiers / viking longship</p>
Artist Study / Starting Point	<p><b>Hans Holbein</b></p> <p><b>Romero Britto (contrasting artist)</b></p>	<p><b>Banksy</b></p>	<p><b>Andrew Cadey</b></p>	<p><b>Karl Haglund / Stephen Wiltshire</b></p>	<p><b>David Hockney</b></p> <p><b>alternative for comparison</b></p> <p><b>Friedensreich Hundertwasser</b></p>	<p><b>Artefact Starting Point</b></p>
Molehill Visual Art Progression 2024 2025	<p>Work in a sustained and independent way to create an accurate and detailed drawing.</p> <p>Develop key elements of their work (line, tone, pattern and texture).</p> <p>Use different techniques for purpose e.g., different styles of shading.</p> <p>Draw from different viewpoints considering horizon lines.</p> <p>Begin to use perspective in work using a single focus point and horizon.</p> <p>Apply the effects of light on objects from different directions.</p> <p>Work from a variety of sources including observations and photographs to develop their own work.</p>	<p>Make and discuss hue, tint, tone, shade and mood.</p> <p>Mix colours, shades, tones, tints with confidence, building on previous knowledge.</p> <p>Begin to identify complementary, harmonious and contrasting colours in work.</p> <p>Discuss how colour can be used to express ideas, feelings and mood.</p> <p>Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Use a variety of tools to create texture.</p>	<p>Explain a few techniques, including the use of poly-blocks, relief, collograph and monoprinting (for example)</p> <p>Show experience in a range of monoprint techniques and begin to discuss positive and negative shapes.</p> <p>Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p>	<p>Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools</p> <p>Understand that a digital image can be made up of different layers</p> <p>Create layered images from original ideas</p>	<p>Select and use materials to achieve a specific outcome.</p> <p>Experiment and use a range of collage techniques including tearing, overlapping and layering to create images and textures.</p> <p>Experiment with creating mood and feeling.</p> <p>Add collage to a painted, printed or drawn background to enhance work.</p> <p>Experiment with creating a photomontage using photographs from a range of sources.</p>	<p>Develop understanding of ways of finishing work for example glaze, paint, polish or varnish.</p> <p>Shape, form, model and construct from observation and imagination.</p> <p>Plan a wire structure through drawing and other preparatory work.</p> <p>Understand a range of media can be selected (due to their properties) for different purposes.</p> <p>Independently recognise problems and adapt work when necessary.</p> <p>Show experience in painting, printing and dyeing fabric.</p> <p>Demonstrate experience in combining techniques to create an end piece.</p> <p>Create work using textiles, and various stitching techniques and embroidery stitches.</p> <p>Recreate designs from other times and cultures using a variety of materials.</p>

<b>Vocabulary</b>	grade, line, tone, light, dark, perspective, hatching, cross hatching, stippling, scumbling, texture, horizon line, vanishing point, one point perspective	primary, secondary, complementary, warm, cold, shades, tints, tones, hues, mood, geometric shape, biomorphic shape, line	printing, template, lino, cutting, geometric, pattern, symmetry, Islamic art, tessellation	image, photograph, layer, background, text, graphics, viewpoint	mixed media, tearing, ripping, overlapping, layering, textures, photograph, photomontage	printing, template, lino, cutting, geometric, pattern, symmetry, Islamic art, tessellation
<b>Example Works</b>						
<b>Year 5 Skills</b>	<b>Ongoing Skills</b>					
	<b>Colour, Tone and Texture</b> <b>Y5 colour, tone, texture</b> Increasing maturity in the application of colour Exploration of further texture and tone techniques	<b>Line, Shape and Proportion</b> <b>Y5 Line, Shape, Proportion</b> Developing and refining perspective within their artwork Making choices for emphasis within their work.	<b>Making Choices for Effect</b> <b>Y5 Making Choices for Effect</b> Choosing medium and tools based on the purpose of the artwork Developing composition and stylistic effects	<b>Analysing and Evaluating</b> <b>Y5 analysing and evaluating</b> Identifying common themes and elements, hypothesising and explaining Evaluating - explaining the impact and symbolism of elements, articulate rationale and critique Age appropriate progression in language for analysing and evaluating		
<b>IB Scope and Sequence</b>	Responding: Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognise that there are many ways to enjoy and interpret arts. They accept feedback from others. Creating: Learners show an understanding that their own creative work in visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their learning. They recognise that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.					

Useful websites

<https://www.accessart.org.uk/collagraphs-inspired-by-architecture/>



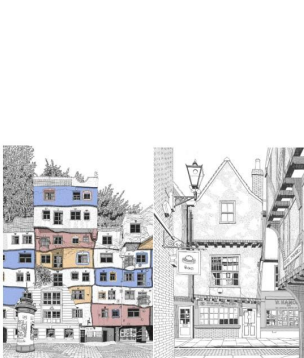
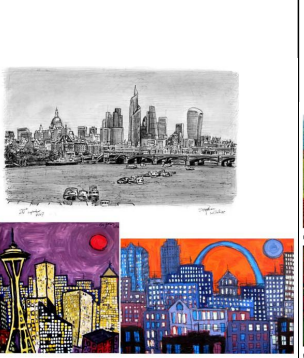


<https://planbee.com/products/cityscapes?variant=34143840796810>

<https://www.bbc.co.uk/teach/class-clips-video/articles/zfrfbdm> <https://artsessionswithmarydeveau.blogspot.com/2015>

<https://www.youtube.com/watch?v=-zB0bKld7ZA>

<https://www.youtube.com/watch?app=desktop&v=DW9VYSZcP10>

	Who we are	How We Express Ourselves	How the World Works	Where we are in place and time.	How we organise ourselves	Sharing the Planet
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><b>Drawing</b></p> <p>Analyse portrait paintings and know portraits tell us how people want to be seen. Know portraits can be manipulated to portray a certain view. Explore portraits of Henry VIII and Queen Elizabeth I. Develop an understanding of shape and proportion when drawing faces / portraits. Develop pencil techniques for creating tone. Use hatching, cross hatching, stippling and scribbling to create tonal effects.</p>	<p><b>Painting</b> <b>Banksy - moods and emotion in art (painting skills)</b></p> <p>Know and understand how art can give people a voice. Explore how art can provoke reaction. Know that media can differ in purpose and reflect a symbolic meaning. Explore stencil techniques and create own stencils. Explore the meaning behind some of Banksy's most famous works and use as inspiration for their own work.</p>	<p><b>Printing</b> <b>Architecture of the Industrial Revolution</b></p> <p>Know what architecture is. Explore how buildings changed in the Industrial Revolution. Sketch from photographs and first hand observation. Understand what relief printing is. Know collograph printing is a type of relief printing. Develop designs for an architectural print. Experiment with creating architectural prints.</p>	<p><b>Digital Art - Cityscapes and photography</b></p> <p>Explore proportion and create perspective in drawings using horizon lines. Understand foreground, mid ground and background in drawings when creating perspective. Explore one, two and three point perspective. Create cityscapes using digital elements.</p>	<p><b>Landscape collage / mixed media</b></p> <p>Know what landscape art is and the difference between urban landscape art (cityscapes summer 2) and rural landscape art. Make connections between physical geography and landscape art. Further develop understanding of perspective, horizon lines, foreground, mid ground and background in drawings. Sketch landscapes and use a variety of materials to collage a landscape.</p>	<p><b>3D Sculpture</b></p> <p>Know some different techniques when moulding and manipulating clay. Know some joining techniques- use the slip, score and smooth technique. Show life-like qualities and proportions. Use tools to carve and add shapes, texture and pattern. Experiment with frameworks to provide stability and form.  Viking clay art - faces / soldiers / viking longship</p>
Artist Study / Starting Point	Hans Holbein Romero Britto (contrasting artist)	Banksy	Andrew Cadey	Karl Haglund / Stephen Wiltshire	David Hockney alternative for comparison Friedensreich Hundertwasser	Artefact Starting Point
Molehill Visual Art Progression 2024 2025	<p>Select appropriate media and techniques to achieve a specific outcome.</p> <p>Develop their own style.</p> <p>Use tone in drawings to achieve depth.</p> <p>Develop drawing with one-point perspective and focal points.</p> <p>Develop an awareness of composition, scale and proportion, foreground, middle ground and background.</p> <p>Scale up and down images.</p> <p>Adapt drawings according to evaluations and discuss further developments.</p>	<p>Select colour to express feelings.</p> <p>Discuss complementary, harmonious and contrasting colours and their placement on the colour wheel.</p> <p>Work in a sustained and independent way, developing their own style.</p> <p>Have control over the types of marks, brushstrokes and tools used to create a desired effect or texture.</p> <p>Use colours and brushstrokes to create atmosphere and light effects (direction of light and effect on images).</p>	<p>Explain several techniques, including the use of poly-blocks, relief, mono and lino printing (for example) Discuss the printing method appropriate to task.</p> <p>Demonstrate experience in a range of printmaking techniques.</p> <p>Explore lino printing. Create a lino print tile using the correct tools and cutting techniques.</p> <p>Use tools in a safe way.</p> <p>Identify the negative and positive shapes / space when printing.</p> <p>Describe techniques and processes.</p>	<p>use digital media as a means of extending work from initial ideas use digital media in order to self evaluate the creative learning journey present personal ideas and choices using a range of digital media-</p>	<p>Use collage as a means of extending work from initial ideas independently select a range of media to produce a collage image</p>	<p>Shape, form, model and join using malleable materials and rigid materials – wire, junk modelling, paper, card and mod rock for example.</p> <p>Recognise sculptural forms in the environment and use these as inspiration for their own work.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Independently select sculpture as a method of producing work, if this fits with the criteria of the task.</p> <p>Confidently carve a simple form.</p>

<b>Vocabulary</b>	grade, line, tone, tonal contrast (bright and dark areas), light, dark, depth, perspective, shading, hatching, cross hatching, contour hatching, stippling, scumbling, figure, form, proportion	primary, secondary, complementary, harmonious, contrasting, warm, cold, shades, tints, tones, hues, mood, geometric shape, biomorphic shape, atmosphere	printing, template, printing plate, relief, collograph, lino, cutting, monoprint, overlap, pressure, brayer, pattern, positive and negative space,	image, photograph, layer, background, text, graphics, viewpoint	mixed media, tearing, ripping, overlapping, layering, textures, cloth, fray, embellish, photograph, photomontage	realistic, scale, proportion, mould, flexible, pliable, sculpt, malleable, slip and score, attach
<b>Example Works</b>						
<b>Year 5 Skills</b>	<b>Ongoing</b>					
	<b>Colour, Tone and Texture</b> <b>Y6 colour, tone, texture</b> Makes effective choices when applying colour for effect Can apply a range of texture and tone techniques	<b>Line, Shape and Proportion</b> <b>Y6 Line, Shape, Proportion</b> Using proportion and perspective effectively within their artwork Use of accurate scaling within their work	<b>Making Choices for Effect</b> <b>Y6 Making Choices for Effect</b> Making choices to convey aesthetic/movement Making choices to convey mood/meaning	<b>Analysing and Evaluating</b> Identify purpose and influence within artwork, analyse the use of elements and generate questions Explaining the impact of elements and symbolic references, evaluating their success and critique Age appropriate progression in language for analysing and evaluating		
<b>IB Scope and Sequence</b>	Responding: Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognise that there are many ways to enjoy and interpret arts. They accept feedback from others. Creating: Learners show an understanding that their own creative work in visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their learning. They recognise that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.					

Useful Websites

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<https://www.bbc.co.uk/teach/class-clips-video/articles/zfrfbdm>

<https://artsessionswithmarydeveau.blogspot.com/2015>

<https://www.youtube.com/watch?v=-zB0bKLd7ZA>

<https://www.youtube.com/watch?app=desktop&v=DW9VYSZcP10>



Artist Cycle 2022-2023

CLASS	ARTIST	PERIOD and STYLE	MODULE	Other info	PYP connections
Nursery	Guiseppe Arcimboldo	Italian Renaissance - 1500's		1	Who we are
	Wassily Kandinsky	Russian / Abstract Modern Art		2	How we express ourselves
	Eric Carle	Illustrator / modern		3	How the world works
	Henri Matisse	French / Early 20th Century		4	How the world works
	Jackson Pollock	American / Abstract Expressionism / 20th Century		5	Sharing the planet
			3D sculptures		6
EYFS	Frida Kahlo	Mexican / 20th Century / surrealist		1	Who we are
		Swiss-German / Expressionist and surrealist / Modern Art		2	How we express ourselves
	Paul Klee			2	How we express ourselves
	Vincent Van Gogh	Dutch / Post-Impressionist / late 1800's		3	Where we are in place and time
	Henry Moore	Sculpture (semi abstract) / modern art		4	Where we are in place and time
	Andy Goldsworthy	Land art / environmental art / Contemporary		5	Sharing the Planet
	Nick Gentry	British /		6	Sharing the Planet
Y1 / Y2	Pablo Picasso	realism and abstraction, Cubism, Neoclassicism, Surrealism, and Expressionism /		1	Who We Are
	Arlene Bandes	Fine art / printmaking		2	How we express ourselves
	Happy Decay (Bjarni Wark)	Street art / muralist / digital artist		3	Where we are in place and time
	Pedro Linares - Alebrijes	Mexican visual artist		4	Sharing the planet
	Peter Thorpe	American / Abstract		5	How the world works
	Kay Gretton	local artist - watercolour, acrylic, ink and pen		6	How we organise ourselves
Y3 / Y4	Cave art	Stone Age		1	Who we are
	Megan Coyle	American collage artist		2	How we express ourselves
				3	How we organise ourselves
	Exekias and Berlin Painter (Ancient Greek)	Ancient Greek Potters		4	How the world works
	Lucie Rie	Ceramic artist		4	How the world works
	George Seurat / Paul Signac	French / Post Impressionist / Pointillism		5	Where we are in place and time
	Keith Harring	American Pop Art / Street artist / Contemporary Art		6	Sharing the planet
Y5 / Y6	Hans Holbein			1	Who we are
	Romero Britto	16th Century Portraitist		1	Who we are
				2	Sharing the planet
	Banksy	modern street artist		2	Sharing the planet
	Andrew Cadey	modern architect		3	Where we are in place and time

Karl Haglund	Contemporary		
Stephen Wiltshire	British / Contemporary / Cityscape	4	How the world works
David Hockney	Pop Art / modern art / cubism	5	How we organise ourselves
Artefact starting point	3D Sculpture	6	How we express ourselves

	Who we are	How we express ourselves	How the world works	How the world works	Sharing the planet	Sharing the planet
Nursery CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Giseppe Arcimboldo -self portraits</b>	<b>Kandinsky - Circles and Triangles</b>	<b>Eric Carle - Print</b>	<b>Matisse - Prints</b>	<b>Pollock - Spots and Splats</b>	<b>3D sculptures</b>
	<p>I know that I can build models using loose parts and building blocks.</p> <p>I know that I can pretend to be some one familiar to me in my play. For example; Pretending to be Daddy making a cup of tea.</p> <p>I know that I can use words from stories in my play.</p> <p>I know that I can show my ideas in role play, drawings and paintings.</p>	<p>I know that I can use different materials in my play to create a picture/painting or model.</p> <p>I know that colours can be mixed to create a new colour.</p> <p>I know that you can make snips into paper to create models.</p>	<p>I know how to join in with pretend play using objects to represent something else.</p> <p>I know how to create complex stories in my play using props such as dolls and houses.</p> <p>I know how to communicate in my drawings in a range of different ways.</p>	<p>I know that materials can be joined together using tape or glue.</p> <p>I know that materials can be joined together to create a model.</p> <p>I know that I can communicate through pictures and paintings.</p> <p>I know that instruments can be played in different ways.</p>	<p>I know you can communicate your ideas in paintings, drawings, models and role play.</p>	<p>I know you can make small world structures in my play.</p> <p>I know different materials can be combined to create a 3D model.</p> <p>I know that you can create stories using small world toys or props with a group of friends.</p>
Nursery skills	Ongoing					
	Lines, Shape and Proportion Progression		Colour, Tone and Texture		Analysing and Evaluating	
	<p>Can close lines using some control to create a shape</p> <p>Can represent human forms and features using simple shapes from memory or seen</p>		<p>Can move paint on a surface using brush strokes (multi directional) Explores colour and how colours can be changed via mixing of pain</p>		<p>Analysing Content and context (how why what if?)</p> <p>Evaluating- giving opinions, finding and assessing value</p> <p>Age appropriate language for analysing and evaluating</p>	
	Who we are	How we express ourselves	Where we are in place and time	Where we are in place and time	Sharing the planet	Sharing the planet
Reception CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>self portraits Frida Kahlo</b>	<b>festivities Paul Klee</b>	<b>observational drawings Van Gogh</b>	<b>3D sculptures Henry Moore</b>	<b>patterns/textiles Andy Goldsworth</b>	<b>collage Nick Gentry</b>
	<p>I know that people from different countries may have different traditions.</p> <p>I know how to safely construct with a purpose and evaluate my designs.</p> <p>I know that you can draw closed lines to create a shape.</p> <p>I know which equipment is best for drawing and painting.</p> <p>I know that I can create different marks to make different marks on a surface.</p>	<p>I know how to learn the names of different tools and techniques that can be used to create Art.</p> <p>I know how to experiment with creating different things and to be able to talk about their uses.</p>	<p>I know that pictures can be created by making observations or by using imagination.</p> <p>I know how to use paints, pastels and other resources to create observational drawings.</p> <p>I know how to be able to safely construct with a purpose and evaluate their designs.</p>	<p>I know how to use a range of props to support and enhance role play.</p> <p>I know how to identify and select resources and tools to achieve a particular outcome.</p> <p>I know that I can create lines and shapes that more clearly reference a given shape or concept.</p> <p>I know how to represent different textures of an object using pencils, chalk or charcoal.</p> <p>I know how to represent different textures of an object using different brush strokes.</p> <p>I know how to experiment with different colours based on knowledge of mixing.</p>	<p>I know the different uses and purposes of a range of media and materials.</p> <p>I know how to safely construct with a purpose and evaluate my designs.</p> <p>I know how to comment on the subject and narrative in an artwork</p> <p>I know how to Identify colours in an artwork.</p> <p>I know how to discuss the shapes in an artwork and what they are (e.g. circles form the face)</p> <p>I know how to comment on whether I like and dislike my own work.</p> <p>I know whether I like and dislike an artwork.</p> <p>I know how to use words such as opinion/favourite/like/dislike/shows when talking about artwork.</p>	<p>I know how to describe ways of safely using and exploring a variety of materials.</p> <p>I know how to select tools and techniques needed to shape, assemble and join materials they are using.</p>

Reception skills	Ongoing					
	Lines, Shape and Proportion Progression		Colour, Tone and Texture		Analysing and Evaluating	
	Can create lines and shapes that more clearly reference a given shape or concept		Begin to represent different textures of an object using pencils, , chalk and charcoal  Begin to represent different textures of an object using different brush strokes  Experiments with different colours based on knowledge of mixing		Analysing content and context (the how why what if?)  Evaluating-giving opinions, finding and assessing value  Age appropriate language for analysing and evaluating	
	Who we are	How we express ourselves	Where we are in place and time	Sharing the planet	How the world works	How we organise ourselves
KS1 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Drawing skills	Printing	Colour mixing, shades and tints	Sculpture	Collage	Painting
	Picasso Use of a range of media to create portraits. Self portraits Picasso	Art linked to celebrations. Christmas cards. Diva lamps - clay	Linked to famous artist portraits of events from history.	Alebriges (animal sculptor) Art work inspired by the piece of music - The Carnival of the Animals by Camille Saint-Saëns	Peter Thorpe Space themed art work Colour mixing to create planet art work Shades and tints to create moon themed art work	Paintings to represent themselves and the school community.  Creation of a class/keystage sculpture
Year 1 Skills	Ongoing					
	Lines, Shape and Proportion Progression	Colour, Tone and Texture	Making Choices for Effect		Analysing and Evaluating	
	Develop and refine lines for increased accuracy Refine and combine shapes	Beginning to identify and apply different tones Can begin to mix colour to apply different tones and values	Making choices on the application of paint for a purpose Making choices on the lines and shapes for a purpose		Identifying content and themes (the how, why?), making connections Evaluating - giving opinions, discussing colour and basic art elements Age appropriate progression in language for analysing and evaluating	
Year 2 Skills	Ongoing					
	Lines, Shape and Proportion Progression	Colour, Tone and Texture	Making Choices for Effect		Analysing and Evaluating	
	Developing more controlled sketching skills Developing accuracy in lines and contours	Developing how colours are mixed for tone and gradient Refining how they use a pencil to add tone and gradient	Developing skills to produce artwork with the desired effect Refining lines for accuracy and effect		Identifying content, context (the how, why, what if..?) and art elements Evaluating - giving opinions, describing and evaluating artwork linked to art elements Age appropriate progression in language for analysing and evaluating	
	Who we are	How we express ourselves	How we organise ourselves	How the world works	Where we are in place and time	Sharing the planet
LKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Painting Artwork from other cultures and time periods	Collage	Sketchbooks	3D/textiles and Printing	Digital Art	Drawing

	<p>To discuss and compare the work of different artists.</p> <p>To understand the viewpoints of others and what an artist is trying to express in their work.</p> <p>To be able to predict colours created through mixing.</p> <p>To know the position of colours on the colour wheel.</p> <p>To create a background wash when painting.</p> <p>To use a range of brushes for different effects.</p>	<p>Explore and evaluate examples of collage work.</p> <p>Identify how collage is created including the exploration of materials that can be used in collage.</p> <p>Plan and gather materials for a collage based around themselves, their interests and qualities.</p>	<p>Sketches in the style of L S Lowry</p>	<p>Printing Greek patterns.</p> <p>Understand the importance of Greek patterns such as the Greek Key Motif and why they were used.</p> <p>Know some common patterns used in Greek pottery and artwork.</p> <p>Experiment with copying and making Greek patterns.</p> <p>Apply knowledge of Greek patterns to their own work / designs.</p>	<p>Research Georges Seurat and Paul Signac and understand key things about their lives and careers.</p> <p>Know the art movements with which they belong.</p> <p>Understand and explore the techniques they are known for (Pointillism).</p> <p>Experiment with techniques being studied.</p> <p>Colour and pointillism</p>	<p>Keith Haring - Street Art</p>
Year 3 Skills	Ongoing					
	<p><b>Lines, Shape and Proportion Progression</b></p> <p>Make choices to increase accuracy in application of lines and shapes</p> <p>Developing an understanding of perspective</p>	<p><b>Colour, Tone and Texture</b></p> <p>Increasing maturity in the application of paint for tone and texture</p> <p>Increasing maturity in the application of tone when drawing</p>	<p><b>Making Choices for Effect</b></p> <p>Using knowledge to improve application of lines and shapes</p> <p>Developing composition and form</p>		<p><b>Analysing and Evaluating</b></p> <p>Identifying and interpreting content and elements (the how, why, what if..?), making connections</p> <p>Evaluating - giving opinions, articulating and evaluating elements and purpose</p> <p>Age appropriate progression in language for analysing and evaluating</p>	
Year 4 Skills	Ongoing					
	<p><b>Lines, Shape and Proportion Progression</b></p> <p>Developing proportion through scaling and perspective</p> <p>Making choices to develop and refine their recording of ideas</p>	<p><b>Colour, Tone and Texture</b></p> <p>Refining the use of tone and colour in their artwork</p> <p>Exploration of further texture techniques</p>	<p><b>Making Choices for Effect</b></p> <p>Choosing equipment for purpose and to reflect a style</p> <p>Developing proficiency and expression in their recording of ideas</p>		<p><b>Analysing and Evaluating</b></p> <p>Identify and connect content and elements, hypothesising and querying</p> <p>Evaluating - articulating rationale, evaluating and impact of elements</p> <p>Age appropriate progression in language for analysing and evaluating</p>	
	<b>Who we are</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>Where we are in place and time.</b>	<b>How we organise ourselves</b>	<b>Sharing the Planet</b>
UKS2 Cycle A	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Knowledge	<p><b>Portraits drawing and painting skills art appreciation</b></p> <p>Develop an understanding of shape and proportion when drawing faces / portraits.</p> <p>Develop pencil techniques for creating tone.</p> <p>Use hatching, cross hatching, stippling and scribbling to create tonal effects.</p> <p>Analyse portraits and understand how portraits tell us how people want to be seen.</p> <p>Explore portraits of Henry VIII and Queen Elizabeth I.</p>	<p><b>Banksy - moods and emotion in art (painting skills)</b></p> <p>Understand how art can give people a voice.</p> <p>Explore how art can provoke reaction.</p> <p>Know that media can differ in purpose and reflect a symbolic meaning.</p> <p>Explore stencil techniques and create own stencils.</p> <p>Explore the meaning behind some of Banksy's most famous works and use as inspiration for their own work.</p>	<p><b>Printing Architecture of the Industrial Revolution</b></p> <p>Know what architecture is.</p> <p>Explore how buildings changed in the Industrial Revolution.</p> <p>Sketch from photographs and first hand observation.</p> <p>Understand what relief printing is.</p> <p>Know collograph printing is a type of relief printing.</p> <p>Develop designs for an architectural print.</p> <p>Experiment with creating architectural prints.</p>	<p><b>Digital Art - Cityscapes</b></p> <p>Explore proportion and create perspective in drawings using horizon lines.</p> <p>Understand foreground, mid ground and background in drawings when creating perspective.</p> <p>Explore one, two and three point perspective.</p> <p>Create cityscapes in different media.</p>	<p><b>Landscape collages / mixed media</b></p>	<p><b>Drawing skills 3D form - sculpt viking figures.</b></p> <p>Develop skills in moulding and manipulating clay. Experiment with joining techniques- use the slip, score and smooth technique.</p> <p>Show life-like qualities and proportions.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Experiment with frameworks to provide stability and form.</p>
	Year 5 Skills	Ongoing				
<p><b>Lines, Shape and Proportion Progression</b></p> <p>Developing and refining perspective within their artwork</p> <p>Making choices for emphasis within their work</p>		<p><b>Colour, Tone and Texture</b></p> <p>Increasing maturity in the application of colour</p> <p>Exploration of further texture and tone techniques</p>	<p><b>Making Choices for Effect</b></p> <p>Choosing medium and tools based on the purpose of the artwork</p> <p>Developing composition and stylistic effects</p>		<p><b>Analysing and Evaluating</b></p> <p>Identifying common themes and elements, hypothesising and explaining</p> <p>Evaluating - explaining the impact and symbolism of elements, articulate rationale and critique</p> <p>Age appropriate progression in language for analysing and evaluating</p>	

Ongoing				
<b>Year 6 Skills</b>	<b>Lines, Shape and Proportion Progression</b>	<b>Colour, Tone and Texture</b>	<b>Making Choices for Effect</b>	<b>Analysing and Evaluating</b>
	Using proportion and perspective effectively within their artwork Use of accurate scaling within their work	Makes effective choices when applying colour for effect Can apply a range of texture and tone techniques	Making choices to convey aesthetic/movement Making choices to convey mood/meaning	Identify purpose and influence within artwork, analyse the use of elements and generate questions Explaining the impact of elements and symbolic references, evaluating their success and critique Age appropriate progression in language for analysing and evaluating

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