



ART CURRICULUM PROGRESSION MAP

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Art intent

Our intent is to provide children with a range of creative experiences and opportunities and to enable them to see the links between the arts and a wide variety of ambitious career opportunities. Our art curriculum is designed to engage, inspire and challenge our children whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art for a variety of authentic purposes. We want to equip our children with not just the minimum statutory requirements of the art and design national curriculum but to extend beyond this.

Character Education

Our school values seek to ensure that through our curriculum we teach our children to be ambitious, passionate, kind, confident, happy, safe, valued, resilient and accepting. These values permeate through everything we do as a school.

We promote Character Education through the following:

- Visits to local museums
- External visitors including: local architect, environmentalists, artists, sculpture makers and designers.

Career discussions about: building, designing, art, painters

Units						
	Autumn 1 Drawing	Autumn 2	Spring 1	Spring 2	Summer 1 Painting and mixed media Sculpture and 3D	Summer 2 Craft and Design
Pre-school Cycle	Marvellous marks- drawing	What do you Celebrate?	What grows like a beanstalk?	Spring	Paint my world Creation Station	Let's get crafty
Reception	Marvellous marks- drawing	What makes me unique?	Winter Art	What makes the world around us?	Paint my world Creation Station	Let's get crafty
Year 1	Make your mark- Drawing				Colour Splash Paper Play	Woven Wonders
Year 2	Tell a story – Drawing				Life in Colour Clay houses	Map it Out
Year 3	Prehistoric painting				Growing artists- Drawing	Fabric of Nature

					Abstract space and shape	
Year 4	Ancient Egyptian Scrolls				Light and Dark Mega materials	Power Prints- Drawing
Year 5	I need space- Drawing				Portraits Interactive installation	Architecture
Year 6	Make my voice heard- Drawing				Artist Study Making memories	Photo Opportunity

Pre-School					
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Evidence
Autumn 1	<p>Marvellous marks</p> <p>All about me My Family My home My pets</p>	<p>The children will start to explore mark making and using the language of texture. Children use wax crayons to make rubbings and chalk on different surfaces. Children will create a self-portrait as part of their all about me unit using paint.</p> <p>Explore scribbling and drawing through sensory activities – foam, sand, sticks in mud, paint.</p> <p>Explore paint, using fingers and other parts of their bodies as well as paintbrushes and other tools.</p>	<p>chalk, circle, colours, crayons, paint, pattern, pencil, rubbing, short, soft, hard.</p>	<p>Stay and play to showcase work to parents/carers</p>	<p>In learning journal files and on display in the classroom.</p>
Autumn 2	<p>What do you Celebrate?</p>	<p>The children will learn about a variety of celebrations; Halloween, bonfire night, Diwali, Christmas, Advent etc. Children will craft to create cards, paintings, drawings, clay to make a tree decoration, calendars etc. The children will use a range of mixed media and have opportunity to experiment with different resources. Start to develop their own ideas and decide which materials to use to express them.</p>	<p>Materials, design, texture</p>	<p>Christmas sing-a-long for parents in the classroom to share learning journals and showcase art work.</p>	<p>Learning journals, class displays and floor book.</p>
Spring 1	<p>What grows like a beanstalk?</p>	<p>Make simple models which express their ideas Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Explore different materials freely, in order to develop their ideas about how to use them and</p>	<p>Evaluate, improve, wavy long short thick thin</p>	<p>Trip to Mrs Browns Farm</p>	<p>Learning journals, displays, floor book.</p>

		what to make. Join materials and explore different textures. Design & evaluate. Display & celebrate their work. Discuss what worked well & how they could make it better.			
Spring 2	Spring	Select and use tools to draw lines and patterns – zig zags, spirals, wavy, long, short, thick, thin. Select and use a range of media – wax crayons, pencil crayons, chalks, felt/gel pens, pastels, charcoal, paper card & plastic, chalkboard, whiteboard, boxes, walls, floor, paper, under table, easels. Choose tools for a purpose – hard (biro, felt tips) soft, (crayon) smudgy (chalk, pastel or charcoal). Print with a variety of found materials and rubbings to make leaves. Explore colour and colour mixing. Create different textures.	zig zags spirals wavy, charcoal chalk pastel crayon	Stay and play for parents Local walk around Belthorn Welly walks	Learning journals,
Summer 1	Is outdoors the place to be?	Use recycled resources. Create 3D models using clay, playdough. Create collages using different materials. Create different textures. Experiment with different papers and fabric (cut, tear, pull, twist, crumple, crunch, fold, curl). Print repeating patterns and symmetrical patterns. Look at colour in animal books. Collect different papers & make colour families. Cut, tear & arrange. Landscape art in the local environment and minibeasts. Look at art work by Kate Simpson.	Pattern Print Material Cut Tear Pull Twist Crumple Crunch Fold Curl	Welly walks School trip	Learning journals, displays, floor book.
Summer 2	Summer Holidays/transport	Manipulate recycled materials to create Junk model transport (Large & small) Use construction materials to create vehicles & buildings (bus stations, airport, train stations). Use their imagination as they consider what they can do with different materials.	Junk, materials, Model, join, attach	Children prepare art work for their graduation performance	

				that parents attend. Stay and play session.	
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Reception					
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Evidence
Autumn 1	Marvellous marks	Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.	bumpy, chalk, circle, colours, crayons, curved, drawing, felt tips, line, long, mark, paint, pattern, pencil, rough, rubbing, short, smooth, soft, straight, wavy, zig-zag	Stay and play to showcase work to parents/carers	In learning journal files
Autumn 2	What makes me unique?	Drawing: (ourselves, friends, faces, bodies). Explore drawing through sensory activities – foam, sand, sticks in mud, paint. Use tools to draw lines and patterns – zig zags, spirals, wavy, long, short, thick, thin. Use range of tools – wax crayons, pencil crayons, chinks, felt/gel pens, pastels, charcoal, paper card & plastic, chalkboard, whiteboard, boxes, walls, floor, paper, under table, easels.	Spiral Wavy Long Short Thick thin charcoal pastel pressure pattern hard soft	Christmas singing performance and take art creations home.	In learning journal files
Spring 1	Winter Art	Children will make salt dough and experiment by making Christmas tree decorations. Children will work on their fine motor skills making and threading snowflakes with different resources.	Glide, glistening, glossy, shiny		In learning journal files
Spring 2	What makes the	The children will make sun catchers by collecting flower petals /leaves on their welly walks. Experimenting with sticking, cutting, colours and manipulating materials.	Create, cut, design, Collage,		In learning journal files

	world around us?		Create, Cut, Dab, Design, Dot		
Summer 1	Paint my World	Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.	Flick, Glide, Landscape, Permanent, Rip, Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish, Tear, Temporary, Wet, Wipe		In learning journal files
	Creation Station	Manipulating playdough and clay to make animal sculptures and their own creations. Children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.	3D art, Bend, Clay, Chop, Collage, Cut, Evaluate, Flatten, Join, Landscape, Pinch, Plan, Poke, Pull, Push, Reflect, Roll, Sculpture, Silky, Slimy, Slippery,		

			Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet		
Summer 2	Let's get Crafty	Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden.	Bend, Blades, Crease, Create, Cut, Design, Flange, Fix, Fold, Glue, Handle, Join, Paper clip, Pattern, Pinch, Plan, Pull, Push, Rip, Roll, Scissors, Scrunch, Slot, Snip, Split pin, Straight line, String, Strip, Sturdy, Tape, Thread, Tie, Wave, Wobbly, Wrap, Zig-zag		In learning journal files

Year 1						
Term	Unit Name	Procedural knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital SMSC British Values
Autumn 1	Make your Mark	<p>*Explore their own ideas using a range of media</p> <p>*Use sketchbooks to explore ideas in an open-ended way</p> <p>*Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>*Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>*To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> <p>*Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</p>	<p>Developing observational drawing skills when exploring mark-making.</p> <p>Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p>	<p>Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk</p>	<p>Collaborative piece of work</p>	<p>Awareness of artists</p> <p>Responding to a range of art work and music stimuli</p> <p>Expressing opinions</p> <p>Respect for other opinions/work</p> <p>Social skills through collaborative work</p> <p>Responding to music</p>

		* Describe and compare features of their own and other's art work.				
Autumn 2	Discover – Was the past a blast? Art skills and knowledge revisited when strong links can be made.					
Spring Term	Explore – Where can Disney take us? Art skills and knowledge revisited when strong links can be made.					
Summer 1	Colour splash	<p>*Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>*Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, e.g. shiny, soft.</p>	<p>Learn about colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to</p>	<p>Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick</p> <p>Sculpture, Artist, Three dimensional (3D), Cylinder, Curve, Loop, Tube, Concertina, Overlap, Spiral, Zig-</p>		<p>Work of different artists and awareness of different art form. Social skills through collaboration. Links to RE visits – awe and wonder. Tolerance of other faiths Respect</p>
	Paper Play	<p>*Use their hands to manipulate a range of modelling materials, including paper and card.</p> <p>*Explore how to join and fix materials in place.</p> <p>*Create 3D forms to make things from their imagination or recreate things they have seen.</p>				

			extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	zag, Carving, Mosaic, Imagine		
Summer 2	Woven Wonders	<p>*Able to select materials, colours and textures to suit ideas and purposes.</p> <p>*Begin to develop skills such as measuring materials, cutting, knotting, plaiting, weaving and adding decoration.</p> <p>*Apply knowledge of a new craft technique to make fibre art.</p> <p>*Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.</p> <p>*Describe and compare features of their own and other's art work.</p>	Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.	Art, Artist, Craft, Knot, Plait, Thread, Threading, Weaving, Warp, Weft, Loom	<p>Artist in school for the day</p> <p>Workshop</p> <p>Final school piece of art work</p>	<p>Developing appreciation of the work of artists.</p> <p>Respect</p> <p>Social skills</p>

Year 2						
Term	Unit Name	Procedural knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital SMSC British Values
Autumn 1	Tell a Story	<p>*Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>*Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>*Further develop mark-making within a greater range of media, demonstrating increased control.</p> <p>*Develop observational skills to look closely and reflect surface texture through mark-making.</p> <p>*Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes</p>	Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and learn how to experiment with creating patterned surfaces to add texture and detail to drawings.	Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina		Developing discussion of art work linked to prior knowledge

		<p>*Talk about art they have seen using some appropriate subject vocabulary.</p> <p>*Be able to make links between pieces of art.</p>				
Autumn 2	<p>Discover – Does being brave make you stronger? Art skills and knowledge revisited when strong links can be made.</p>					
Spring Term	<p>Explore – What does it mean to belong? Art skills and knowledge revisited when strong links can be made.</p>					
Summer 1	<p>Life in colour</p> <p>Clay houses</p>	<p>*Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint, using different tools to create texture.</p> <p>*Create a range of secondary colours by using different amounts of each starting colour or adding water.</p> <p>*Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and layering materials to create interesting effects.</p> <p>*Talk about art they have seen using some appropriate subject vocabulary.</p>	<p>Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p> <p>Developing their ability to work with</p>	<p>Mixing, Primary colour, Secondary colour, Texture, Collage, Overlap, Detail, Surface</p> <p>Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot,</p>	<p>Final piece of art work</p> <p>Final piece of clay work</p>	<p>Developing knowledge of artists working with a range of materials</p>

		<p>*Be able to make links between pieces of art.</p> <p>*Develop understanding of sculpture to construct and model simple forms.</p> <p>*Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>*Develop basic skills for shaping and joining clay, including exploring surface texture.</p> <p>* Explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work.</p>	<p>clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	<p>Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing</p>		
<p>Summer 2</p>	<p>Map it Out</p>	<p>*Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>*Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>*Respond to a simple design brief with a range of ideas.</p>	<p>Responding to a design brief, children learn to create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the</p>	<p>Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass,</p>	<p>Artist in school for the day</p> <p>Workshop</p> <p>Final school piece of art work</p>	<p>Reflection of a year’s work – favourite artists.</p> <p>Social skills when working together</p> <p>Respect and tolerance for other</p>

		<p>*Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>*Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p> <p>*Talk about art they have seen using some appropriate subject vocabulary.</p> <p>*Be able to make links between pieces of art</p>	<p>project, evaluate their design ideas, choosing the best to meet the brief</p>	<p>Overlap, Gallery, Curator, Design, Design brief, Evaluate</p>		<p>points of view</p>
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Year 3						
Term	Unit Name	Procedural knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital SMSC British Values
Autumn 1	Prehistoric Painting Abstract space and shape	<p>*Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>*Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>*Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task e.g. choosing a fine paintbrush for making detailed marks.</p> <p>*Mix colours with greater accuracy and begin to consider how colours can be used expressively.</p>	<p>Learning how to work with natural materials. Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of</p>	<p>Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone</p> <p>Sculpture, Structure, Three-dimensional, Found objects,</p>	<p>Final piece of art work linked to cave paintings</p>	<p>Link to history work – awareness of historical art and how it differs from art from other eras.</p> <p>Expressing individuality through art. Discussion of choices. Respect and appreciation for the work of their peers</p>

	<ul style="list-style-type: none"> *Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas *Use subject vocabulary to describe and compare creative works. *Use their own experiences to explain how artworks may have been made. *Confidently explain their ideas and opinions about their own and other's art work, giving reasons. *Use sketchbooks as part of the problem-solving process and make changes to improve their work *Able to plan and think through the making process to create 3D forms. *Shape materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). Explore how shapes can be used to create abstract artworks in 3D. 	Anthony Caro and Ruth Asawa.	Sculptor, Abstract, Negative space, Positive space		
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Autumn 2	Discover Unit – How did people from the past shape the world? Art skills and knowledge revisited when strong links can be made.					
Spring Term	Explore Unit – Are we stewards of the world? Art skills and knowledge revisited when strong links can be made.					
Summer 1	Growing Artists	<p>*Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>*Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>*Confident use of a range of materials, selecting and using these appropriately with more independence.</p> <p>*Draw with expression and begin to experiment with gestural and quick sketching.</p> <p>*Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p>Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame,</p>	<p>Final piece of art work linked to unit</p>	<p>Comparing the work of different artists. Confidently discussing their own work and the work of others. Respect</p>

		<p>*Use subject vocabulary to describe and compare creative works.</p> <p>*Use their own experiences to explain how art works may have been made.</p> <p>*Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>*Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>		<p>Gestural, Expressive, Viewfinder</p>		
<p>Summer 2</p>	<p>Fabric of Nature</p>	<p>*Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.</p> <p>*Design and make art for different purposes and begin to consider how this works in creative industries.</p> <p>*Follow a design process from mood-board inspiration to textile creation, planning how a pattern could be used in a real-world context.</p>	<p>Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</p>	<p>Rainforest, Inspiration, Imagery, Colour palette, Mood board, Theme, Design, Designer, Texture, Develop, Pattern, Batik, Repeat, Repeating, Organic,</p>	<p>Artist in school for the day</p> <p>Workshop</p> <p>Final school piece of art work</p>	

		*Use their own experiences of techniques and making processes to explain how art works may have been made.		Symmetrical, Craft, Craftsperson, Industry		
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Year 4						
Term	Unit Name	Procedural Knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital SMSC British Values
Autumn 1	Ancient Egyptian Scrolls	<p>*Investigate the history of a craft technique and share that knowledge in a personal way.</p> <p>*Design and make creative work for different purposes, evaluating the success of the techniques used.</p> <p>*Confidently explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>*Use sketchbooks as part of the problem-solving process and make changes to improve their work.</p>	<p>Learn a new making technique (paper making) and apply it as part of their own project.</p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.</p>	<p>Egyptian, Ancient, Civilisation, Papyrus, Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform</p>	<p>Creating an 'Egyptian scroll'</p>	<p>Link to history work – awareness of historical art and how it differs from art from other eras.</p> <p>Expressing individuality through art. Discussion of choices. Respect and appreciation for the work of their peers</p>

Autumn 2	Discover Unit – How much power is too much power? Art skills and knowledge revisited when strong links can be made.					
Spring Term	Explore Unit – Is Europe a Great continent? Art skills and knowledge revisited when strong links can be made.					
Summer 1	Light and Dark Mega Materials	<p>*Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.</p> <p>*Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>*Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.</p> <p>*Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects.</p> <p>*Work selectively, choosing and adapting collage materials to create</p>	<p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting.</p> <p>Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p> <p>Exploring the way different materials can be shaped and joined, learning about techniques</p>	Portrait, Landscape, Shadow, Tint, Shade, Texture, Contrasting, Vivid, Muted, Formal, Patterned, Abstract, Detailed, Figurative, three dimensional (3D), Grid, Technique, Mark-making, Composition, dabbing paint, Stippling paint, Paint wash, Pointillism	Final piece – still life	Describing and comparing creative works – talking confidently about own opinions and justifying responses Respect

		<p>contrast and considering overall composition.</p> <p>*Use subject vocabulary confidently to describe and compare creative works.</p> <p>*Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>*Build a more complex vocabulary when discussing their own and others' art.</p> <p>*Evaluate their work more regularly and independently during the planning and making process.</p> <p>*Explore how different materials can be shaped and joined, using more complex techniques such as carving and modelling wire.</p> <p>*Show an understanding of appropriate finish and present work to a good standard.</p>	<p>used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</p>	<p>Visualisation, Ceramics, Two-dimensional (2D), Three-dimensional (3D), Organic shape, Sculpture, Tone, Form, Carving, Model, Hollow, Figurative, Abstract, Quarry, Texture, Surface, Join, Pliers, Template, Secure, Mesh, Found objects, Typography, Welding, Weaving</p>		
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		*Respond to a stimulus and begin to make choices about materials and techniques used to work in 3D.				
Summer 2	Power Prints	<p>*Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p> <p>*Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>*Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p> <p>*Use growing knowledge of different drawing materials, combining media for effect.</p> <p>*Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.</p> <p>*Use subject vocabulary confidently to describe and compare creative works.</p>	Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	<p>Contrast,</p> <p>Observational drawing,</p> <p>Shading,</p> <p>Shadow, Tone,</p> <p>Gradient,</p> <p>Three dimensional (3D),</p> <p>Proportion,</p> <p>Symmetry,</p> <p>Pattern,</p> <p>Composition,</p> <p>Precision,</p> <p>Mixed media,</p> <p>Wax-resist,</p> <p>Highlight,</p> <p>Collage,</p> <p>Combine,</p> <p>Parallel,</p> <p>Hatching,</p> <p>Cross-hatching,</p> <p>Viewfinder,</p> <p>Collaborate,</p> <p>Collaboratively,</p> <p>Printmaking,</p> <p>Abstract,</p>	<p>Artist in school for the day</p> <p>Workshop</p> <p>Final school piece of art work</p>	

		<p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>*Build a more complex vocabulary when discussing their own and others' art.</p> <p>*Evaluate their work more regularly and independently during the planning and making process.</p>		<p>Figurative, Monoprint, Block print</p>		
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Year 5						
Term	Unit Name	Procedural knowledge	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital SMSC British Values
Autumn 1	I Need Space!	<p>*Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>*Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>*To use a broader range of stimulus to draw from, such as architecture, culture and photography.</p> <p>*Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus.</p>	<p>Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>	<p>Retro-futurism, Futuristic, Imagery, Culture, Cold War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Calligraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop</p>	<p>Final piece of work at the end of the unit</p>	<p>Reflecting on prior learning and the work of a range of artists to justify choices</p>

		<p>*Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.</p> <p>*Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>*Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>*Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>				
Autumn 2	Discover unit - What makes Britain Great? Art skills and knowledge re-visited when strong links can be made.					
Spring Term	Explore unit - Do we always appreciate everything we've got? Art skills and knowledge re-visited when strong links can be made.					

Summer 1	Portraits	<p>*Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>*Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p>Background, Continuous line drawing, Portrait, Self-portrait, Paint wash, Collage, Texture, Composition, Carbon paper, Transfer, Printmaking, Monoprint, mixed media, Multimedia,</p>	Self portrait	Social skills – working together Discussion of choices based on knowledge of different techniques, cultures, eras, styles and artists
	Interactive Installation	<p>*Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.</p> <p>*Develop a painting from a drawing or other initial stimulus.</p> <p>*Explore how collage can extend original ideas. Combine a wider range of media, e.g. photography and digital art effects.</p> <p>*Research and discuss the ideas and approaches of artists across a variety</p>	<p>Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p>	<p>Justify, Research, Evaluate, Represent, Atmosphere, Art medium</p> <p>Display, Installation art, mixed media, Features, Evaluate, Analyse, Location, Scale, scaled</p>		

		<p>of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>*Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>*Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>*Investigate how scale, display location and interactive elements impact 3D art.</p> <p>*Plan a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions.</p> <p>*Persevere when constructions are challenging and work to problem solve more independently</p> <p>*Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe</p>		<p>down, Special effects, three dimensional, Art medium, Performance art, Stencil, Atmosphere, Props, Influence, Experience, Culture, Revolution, Concept, Elements, Interact, Interactive</p>		
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		how the cultural and historical context may have influenced their creative work.				
Summer 2	Architecture	<p>*Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p> <p>*Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p> <p>*Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design.</p> <p>*Extend ideas for designs through sketchbook use and research, justifying choices made during the design process.</p> <p>*Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe</p>	Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.	<p>Architecture, Composition, Design, Evaluate, Proportion, Perspective, Birds eye view, Monoprint, Architectural, Organic, Monument, Architect, Legacy, Elevation, Built environment, Observational drawing, Interpret, Form, Abstract, Pressure, Crop, Viewfinder, Design brief, Futuristic, External, Style, Annotate,</p>	<p>Artist in school for the day</p> <p>Workshop</p> <p>Final school piece of art work</p>	<p>Discussion linked to prior learning to justify choices. Application of knowledge of famous local, national and international landmarks and buildings</p>

		<p>how the cultural and historical context may have influenced their creative work.</p> <p>*Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.</p> <p>*Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>Individuality, Design intention, Symbolism, Literal, Commemorate</p>		
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Year 6						
Term	Unit Name	Skills	Knowledge	Key vocabulary	Authentic Outcome	Cultural Capital SMSC British Values
Autumn 1	Make my Voice Heard	<p>*Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>*Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>*Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.</p> <p>*Apply new drawing techniques to improve their mastery of materials and techniques.</p> <p>*Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and</p>	<p>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</p>	<p>Maya, Mayan, Imagery, Mark making, Expressive, Character traits, Symbol, Symbolic, Interpretation, Aesthetic, Representative, Tone, Chiaroscuro, Technique, Graffiti, Guerilla, Mural, Street art, Commissioned, Tone, Tonal, Composition, Impact, Audience</p>		<p>Link to history work – awareness of historical art and how it differs/links to art from other eras</p> <p>Respect when discussing the work of others and evaluating own and others work</p>

		<p>incorporating digital drawing techniques.</p> <p>*Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>*Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>*Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>				
Autumn 2	Discover unit – Is change always a good thing? Art skills and knowledge re-visited when strong links can be made.					
Spring Term	Explore Unit – What makes the earth angry? Art skills and knowledge re-visited when strong links can be made.					
Summer 1	Artist Study	*Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences.	Identifying an artist that interests them, children research the life,	Artist, Compositions, Evaluation, Medium, mixed media,	Piece of individual art – memory box	Linking to art studied during their time at Belthorn –

	<p>Making Memories</p>	<p>*Work in a sustained way over several sessions to complete a piece.</p> <p>*Analyse and describe the elements of other artists' work, e.g. the effect of colour or composition.</p> <p>*Consider materials, scale and techniques when creating collage and other mixed media pieces.</p> <p>*Create collage in response to a stimulus. Work collaboratively on a larger scale.</p> <p>*Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>*Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>*Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>	<p>Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Tableau, Abstract, Convey, Compose, Thought-provoking</p> <p>Expression, Self, Identity, Attribute, Symbolic, Literal, Assemblage, sculpture, Manipulate, Relief, Composition, Juxtaposition, Embedded, Tradition, Pitfall,</p>		<p>different artists and styles. Justifying choices and opinions.</p>
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		<p>*Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.</p> <p>*Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.</p>		Representation, Originality, Collection		
Summer 2	Photo Opportunity	<p>*Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>*Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>*Develop personal, imaginative responses to a design brief, using sketchbooks and independent research.</p> <p>*Justify choices made during a design process, explaining how the work of creative practitioners have influence their final outcome.</p>	Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.	Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, Macro, Photography, Monochrome, Monochromatic, Album, Digital, Saturation, Emulate, Editing, Software, replacement, Focus, Frame, Recreate, Pose, Prop, Portrait, Photorealism,	Artist in school for the day Workshop Final school piece of art work Visit to Haworth art museum Complete Art award	

		<p>*Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <p>*Give reasoned evaluations of their own and others work which takes account of context and intention.</p> <p>*Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>		<p>Photorealistic, Grid, Proportion</p>		
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