



Horbury Bridge Academy Art Overview

Curriculum Drivers

At Horbury Bridge Academy we want all of our children to gain the experiences they need to thrive in today's ever changing global landscape. As a small school serving a local community, it is important for us to not only focus on our area and what makes us unique, but also to provide experiences for pupils beyond those available within our community in order for us to support them in becoming global citizens of the future. In order to achieve this, we have three core drivers that run through our curriculum and alongside our Christian vision. These drivers are used to shape the choices we make when planning and delivering learning experiences for our pupils.

Our vision:

“Living by Our Christian Values: Together in Faith, Hope and Love”

Our drivers:

- 1. Diversity**
- 2. Sustainability**
- 3. Enrichment**

Art Principles

Pupils should:

- see themselves as artists
- understand that art is subjective and is created to provoke thoughts, opinions and questions
- develop the knowledge and skills to create original pieces of art, craft and design
- develop a deep understanding of art and design by evaluating and analysing their pieces
- use their sketchbooks to collect and generate ideas

- know a range of artists and design genres
- understand the place of art in history and that it can help us to understand different cultures
- have opportunities to display their learning and celebrate their artistic outcomes
- know the key knowledge and skills identified in each unit, so that they have a firm knowledge base to continue studying.

Our Art curriculum is mapped across the year groups in three forms: **substantive knowledge, disciplinary knowledge and vocabulary.**

1. Substantive knowledge includes the teaching of artistic techniques and the seven formal elements of art. This is based on the knowledge specified in the National Curriculum.
2. Disciplinary knowledge relates to how artists work to construct their understanding. Our aim is for pupils to learn more, do more and remember more.
3. We teach vocabulary explicitly alongside the substantive and disciplinary concepts.

Artistic Concepts

To further support the children to know more and remember more, we return to key substantive and disciplinary concepts as we learn about different areas of art. This supports children to make links and comparisons in their learning. We have identified substantive and disciplinary concepts that are:

Substantive Concepts		Disciplinary Concepts
Taught techniques	Formal elements of art	Generating ideas Using sketchbooks Making skills, including application of the formal elements Knowledge of artists Evaluating and analysing
Drawing Painting and mixed media Sculpture and 3D Craft and design	Line Shape Form Tone Colour Texture Pattern	

Early Years Foundation Stage

Across Foundation Stage, artistic concepts are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the artistic skills within this document, using the art 'topics' as the vehicles of delivery. Where appropriate, the core concepts are also interwoven into the delivery of the unit of work.

The art topics allow children to develop knowledge and skills in order for them to reach the requirements of the 'Expressive art and Design' Early Learning Goal.

Past and Present ELG - Children at the expected level of development will:

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

EYFS Art	Links to KS1 Art
Myself and my community - colour mixing	Within living memory - Painting and mixed media: colour splash
Space - Rangoli patterns, Giuseppe Archimboldo/ mixed media	Seaside - Painting and mixed media: life in colour
Africa - drawing detail using shape and line	Beyond living memory - Drawing: make your mark
Minibeasts - draw, paint and collage minibeast, Matisse The snail, colour and shape	Non European contrasting place :Craft and design: map it out
Around the world - explore different paint types to paint flags	Within living memory - Painting and mixed media: colour splash
Dinosaurs - sketching, explore brush thickness to paint dinosaur	Within living memory - Painting and mixed media: colour splash
Traditional tales and nursery rhymes - colour mixing	Seaside - Painting and mixed media: life in colour
Identity, families and religion -Rangoli patterns, sculpt diva lamps	Horbury Bridge over the last 100 years - Sculpture and 3D: Clay houses
Looking after our planet - drawing detail using shape and line	Hot and cold places: Drawing: tell a story
Farm animals - junk modelling considering size and colour	Seaside - Painting and mixed media: life in colour
People who help us - explore different paint types to paint emergency vehicles	Seaside - Painting and mixed media: life in colour
Healthy lifestyles - printing with fruit and vegetables	Non European contrasting place :Craft and design: map it out

Termly Teaching Overview						
	Cycle A			Cycle B		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
KS1	Painting and mixed media: Colour Splash	Drawing: Tell a story	Sculpture and 3D: Clay houses	Drawing: Make your mark	Craft and design: Map it out	Painting and mixed media: Life in colour
LKS2	Painting and mixed media: Prehistoric Painting	Sculpture and 3D: Mega material	Drawing: Power Prints	Craft and Design: Ancient Egyptian Scrolls	Painting and mixed media: light and dark	Drawing: Growing artists
UKS2	Painting and mixed media: artist study	Drawing: Make my voice heard	Sculpture and 3D: Interactive installation	Drawing: I need space	Painting and mixed media: portraits	Craft and Design: Architecture

Key Stage 1

Class 1 Year 1/2 Cycle A												
Substantive Knowledge												
Term	Theme	Taught Technique and outcome	Formal Elements						Vocabulary	Artist		
			Line	Shape	Form	Tone	Colour	Texture			Pattern	
Autumn	Colour splash!	Painting and mixed media Paint and evaluate a plate in the style of	Know that drawing tools can be used in a variety of ways to create					Know that the primary colours are red, yellow and	Know that different drawing tools make different marks.	Know that a pattern is a design in which shapes, colours or lines are	Hue, mix, tattern, primary colour, print, secondary colours	Jasper Johns Clarence Cliff

		Clarence Cliff	different lines.				blue. Know that primary colours can be mixed to make secondary colours: Red + yellow = orange Yellow + blue = green Blue + red = purple		repeated.		
Spring	Tell a story	Drawing Develop illustrations to create characters and tell a story	Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.			Know that shading helps make drawn objects look more three dimensional Know that different pencil grades		Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.	Charcoal, cross hatching, scribbling, concertina, expression, stippling, illustrations, illustrator	Ouentin Blake

						make different tones.					
Summer	Clay Houses	Sculpture and 3D Design and make a 3D tile in the shape of a house		Know that patterns can be made using shapes	Know that pieces of clay can be joined using the 'scratch and slip' technique. Know that a clay surface can be decorated by pressing into it or by joining pieces on.				Know that patterns can be used to add detail to an artwork.	Clay slip, impress, relief, score, sculpture, pinch pot, thumb pot, surface	Ranti Bam Rachel Whiteread

Class 1 Year 1/2 Cycle B											
Substantive Knowledge											
Term	Theme	Taught Technique and outcome	Formal Elements							Vocabulary	Artist
			Line	Shape	Form	Tone	Colour	Texture	Pattern		

Autumn	Make your mark	Drawing Complete an observational drawing of seasonal fruit and vegetables	Know that drawing tools can be used in a variety of ways to create different lines. Know that lines can represent movement in drawings. Know that shapes can be geometric if they have mostly straight lines and angles.	Know that shapes can be geometric if they have mostly straight lines and angles.		Know that shading helps make drawn objects look more three dimensional.		Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks.		Geometric, horizontal, irregular, line, mark making, observation, regular, texture, vertical	Wassily Kandinsky Bridgit Riley
Spring	Map it out Create a mixed media print inspired by maps	Craft and design		Know that collage materials can be shaped to represent shapes in		Know that colours can be mixed by overlapping materials.	Know that collage materials can be overlapped and overlaid to add	Know that patterns can be used to add detail to an artwork.		Abstract, composition, curator, felt, fibre, inspired, negative print, pattern, stained	Susan Stockwell

				an image.				texture.		glass, view finder Mixed -media	
Summer	Life in colour Creating textured papers using paint, pupils compose collages inspired by their exploration of colour and texture in the world around them	Painting and mixed media		Know that collage materials can be shaped to represent shapes in an image. Know that shapes can be organic (natural) and irregular.	Know that 'composition' means how things are arranged on the page.		Know that different amounts of paint and water can be used to mix hues of secondary colours. Know that colours can be mixed to 'match' real life objects or to create things from your imagination Know that colour can be used to show how it feels to be in a particular place, eg	Know that collage materials can be chosen to represent real-life textures.	Know that surface rubbings can be used to add make patterns	Mixing, primary colour, secondary colour, collage, overlap, detail, surface, texture	Romare Bearden

							the seaside				
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Disciplinary Knowledge					
	Generating ideas	Sketchbooks	Making skills, including application of the formal elements	Knowledge of artists	Evaluating and analysing
Year 1	<p>Drawing Explore their own ideas using a range of media.</p> <p>Painting and mixed media Explore their own ideas using a range of media.</p> <p>Sculpture and 3D Explore their own ideas using a range of media.</p> <p>Craft and design Explore their own ideas using a range of media.</p>	<p>Drawing Use sketchbooks to explore ideas in an open-ended way.</p> <p>Painting and mixed media Use sketchbooks to explore ideas in an open-ended way.</p> <p>Sculpture and 3D Use sketchbooks to explore ideas in an open-ended way.</p> <p>Craft and design Use sketchbooks to explore ideas in an open-ended way.</p>	<p>Drawing 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>Painting and mixed media Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing.</p>	<p>Drawing Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Painting and mixed media Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Sculpture and 3D Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p>	<p>Drawing Describe and compare features of their own and other's art work.</p> <p>Painting and mixed media Describe and compare features of their own and other's art work.</p> <p>Sculpture and 3D Describe and compare features of their own and other's art work.</p> <p>Craft and design Describe and compare features of their own and other's art work.</p>

			<p>Play with combinations of materials to create simple collage effects. Select materials based on their properties, <i>eg shiny, soft.</i></p> <p>Sculpture and 3D Use their hands to manipulate a range of modelling materials.</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen.</p> <p>Craft and design Able to select colours, shapes and materials to suit ideas and purposes.</p> <p>Design and make something that is imagined or invented.</p> <p>Begin to develop skills such as measuring materials, cutting, and adding decoration.</p>	<p>Craft and design Describe similarities and differences between practices in Art and design, <i>eg between painting and sculpture,</i> and link these to their own work.</p>	
Year 2	<p>Drawing Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Drawing Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p>	<p>Drawing Further develop mark-making within a greater range of media, demonstrating increased control.</p>	<p>Drawing Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>	<p>Drawing 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>Painting and mixed media Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Sculpture and 3D Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Craft and design Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>	<p>Painting and mixed media Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Sculpture and 3D Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p> <p>Craft and design Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</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> <p>Painting and mixed media Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint</p> <p>Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.</p>	<p>Painting and mixed media Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Sculpture and 3D Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p> <p>Craft and design Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.</p>	<p>Painting and mixed media 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>Sculpture and 3D 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>Craft and design Explain their ideas and opinions about their own and other's art work, giving reasons.</p> <p>Begin to talk about how they could improve their own work.</p>
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			<p>Sculpture and 3D Develop understanding of 3D forms to construct and model simple forms using a range of materials.</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>Craft and design Respond to a simple design brief with a range of ideas.</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane.</p> <p>Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.</p>		
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Class 2 | Year 3/4 | Cycle A

Substantive Knowledge

Term	Theme	Taught Technique and outcome	Formal Elements							Vocabulary	Artist
			Line	Shape	Form	Tone	Colour	Texture	Pattern		
Autumn	Prehistoric Painting	<p>Painting and mixed media</p> <p>Select and apply painting skills to create independent and collaborative prehistoric artwork</p>	<p>To know that different drawing tools can create different types of lines.</p>	<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>			<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.</p>		<p>charcoal composition</p> <p>negative image</p> <p>pigment</p> <p>positive image</p> <p>prehistoric proportion</p> <p>scaled up</p> <p>sketch</p> <p>smudging</p> <p>texture</p> <p>tone</p>	



Spring	Mega Material	Sculpture and 3D Explore how a range of materials can be shaped, to produce sculptures			To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). Know that simple 3D forms can be made by creating layers, by folding and rolling materials.					abstract carving ceramics figurative form hollow join mesh model organic shape pliers quarry sculpture secure surface template texture typography visualisation weaving welding	Barbra Hepworth Sokari Douglas-Camp
Summer	Power Prints	Drawing Develop an awareness of proportion, composition and pattern in	To know that lines can be lighter or darker, or thicker or thinner and that this can add	To know how to use basic shapes to form more complex shapes and		To know that tone can be used to create contrast in an artwork.		To know how to use texture more purposely to achieve a specific effect or to replicate a	To know that patterns can be irregular, and change in ways you wouldn't	abstract block print collaborate collaboratively collage combine composition	Henry Matisse

		drawing and combine media for effect when developing a drawing into a print.	expression or movement to a drawing.	patterns.				natural surface.	expect.	contrast cross-hatching figurative gradient hatching highlight mixed media monoprint observational drawing parallel pattern precision printmaking proportion shading shadow symmetry tone viewfinder wax-resist	
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Class 2 Year 3/4 Cycle B											
Substantive Knowledge											
Term	Theme	Taught Technique and outcome	Formal Elements							Vocabulary	Artist
			Line	Shape	Form	Tone	Colour	Texture	Pattern		



Autumn	Ancient Egyptian Scrolls	Craft and design Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.		To know how to use basic shapes to form more complex shapes and patterns.				To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.		ancient audience civilisation colour composition convey design Egyptian fold imagery inform layout material painting papyrus pattern process scale scroll sculpture shape technique zine	
Spring	Light and dark	Painting and mixed media Developing skills in colour mixing, focussing on using tints and shades to create a		To know that using lighter and darker tints and shades of a colour can create a 3D effect.	To know that using lighter and darker tints and shades of a colour can create a 3D effect.	To know	To know that adding black to a colour creates a shade. To know that adding white to a colour	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.		abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making	Clara Peters Audrey Flack

		3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.				that tone can be used to create contrast in an artwork.	creates a tint.			ng muted paint wash patterned pointillism portrait shade shadow stippling paint technique texture tint vivid	
Summer	Growing Artists	Drawing Developing an understanding of shading and drawing techniques to create botanical inspired drawings.	To know that different drawing tools can create different types of lines.			To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. Know that shading helps make drawn objects		To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy	To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).	Abstract Botanical Expressive Frottage Magnified Pressure Scientific Arrangement Botanist Form Geometric Organic Rubbing Composition gestural	Carl Lineaus Max Earnst

						look more three dimensional.		object.			
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	Generating ideas	Sketchbooks	Making skills, including application of the formal elements	Knowledge of artists	Evaluating and analysing
Year 3	<p>Drawing Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Painting and mixed media Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Sculpture and 3D Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Craft and design Generate ideas from a range of stimuli and carry</p>	<p>Drawing 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>Painting and mixed media 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>Sculpture and 3D Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and</p>	<p>Drawing Confidently 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>Painting and mixed media Select and use a variety of painting techniques, including applying their drawing skills, using their</p>	<p>Drawing 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>Painting and mixed media Use subject vocabulary to describe and compare creative works.</p> <p>Use their own experiences to explain how artworks may have been made.</p> <p>Sculpture and 3D Use subject vocabulary to describe and compare creative works.</p>	<p>Drawing 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>Painting and mixed media 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>out simple research and evaluation as part of the making process.</p>	<p>taking next steps in a making process.</p> <p>Craft and design 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>knowledge of colour mixing and making choices about suitable tools for a task eg 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>Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.</p> <p>Sculpture and 3D Able to plan and think through the making process to create 3D forms using a range of materials.</p> <p>Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).</p> <p>Experiment with combining found objects and recyclable material to create sculpture</p> <p>Craft and design</p>	<p>Use their own experiences to explain how art works may have been made.</p> <p>Craft and design 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>Sculpture and 3D 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>Craft and design 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>
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			<p>Learn a new making technique (paper making) and apply it as part of their own project.</p> <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>		
Year 4	<p>Drawing 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>Painting and mixed media 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>Sculpture and 3D</p>	<p>Drawing Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Painting and mixed media Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Sculpture and 3D Use sketchbooks purposefully to improve understanding, develop</p>	<p>Drawing 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>Drawing 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>Painting and mixed media Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making</p>	<p>Drawing 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>Painting and mixed media Build a more complex vocabulary when discussing their own and others' art.</p> <p>Evaluate their work more regularly and</p>

	<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>Craft and design 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>ideas and plan for an outcome.</p> <p>Craft and design Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p>	<p>Painting and mixed media Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.</p> <p>Develop greater skill and control when using paint to depict forms, eg 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 contrast and considering overall composition.</p> <p>Sculpture and 3D 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>Respond to a stimulus and begin to make choices about materials</p>	<p>processes to explain how art works may have been made.</p> <p>Sculpture and 3D 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>Craft and design 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>independently during the planning and making process.</p> <p>Sculpture and 3D 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>Craft and design 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>
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			<p>and techniques used to work in 3D.</p> <p>Craft and design 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>		
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Class 3 | Year 5/6 | Cycle A

Substantive Knowledge

Term	Theme	Taught Technique and outcome	Formal Elements							Vocabulary	Artist
			Line	Shape	Form	Tone	Colour	Texture	Pattern		
Autumn	Artist study	Painting and mixed media Collecting ideas in sketchbooks and planning	To know that lines can be used by artists to control what the viewer	To know how an understanding of shape and space can support creating			To know that artists use colour to create an atmosphere or to represent		To know that pattern can be created in many different ways, eg	Abstract Analyse Evaluate Interpret Medium Midex-media Narrative Respond	David Hockney John Singer Fiona Rae Lubiana



		for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.	looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.	effective composition.			feelings in an artwork, for example by using warm or cool colours.		in the rhythm of brushstrokes in a painting or in repeated shapes within a composition.	Tableau Describe Relate	Himid
Spring	Make my voice heard	Drawing Looking at how artists convey a message, pupils consider audience and impact to create powerful drawings	To know how line is used beyond drawing and can be applied to other art forms.			To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.	To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration		To know that artists create pattern to add expressive detail to art works	Aesthetic Interpretation Maya Modern art Represent Symbolic Expressive Mural Chiaroscuro Commissioned Guerilla impact	Dan Fenelon Jean Micheal Basquiat Banksy
Summer	Interactive installation	Sculpture and 3D Plan and			To know that an art installation is often a			To know how to create texture on		analyse medium atmosphere	Cai Guo-Qian g

		develop a piece of installation art			room or environment in which the viewer 'experiences' the art all around them. To know that the size and scale of three-dimensional art work changes the effect of the piece.			different materials.		concept culture display elements evaluate experience features influence installation interact interactive location mixed-media performance art props revolution scale scaled down special effects	
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Class 3 | Year 5/6 | Cycle B

Substantive Knowledge

Term	Theme	Taught Technique and outcome	Formal Elements							Vocabulary	Artist	
			Line	Shape	Form	Tone	Colour	Texture	Pattern			
Autumn	I need space	Drawing Combine	To know that different			To know that prints need			To know how to		cold war collagraph collagraph	Teis Albers

		drawing and collagraph printmaking to create a futuristic image.	marks and lines can be used to create specific effects.			contrast between light and dark areas to make the image visible.		create texture on different materials.		y composition culture decision develop evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique	
Spring	Portraits	Painting and mixed media Pupils use photographs of themselves as a starting point for developing	To know that different marks and lines can be used to create specific effects.			To know that artists use colour to create an atmosphere or to represent feelings in an artwork,		To know that artists create pattern to add expressive detail and texture to art works.	medium atmosphere background carbon paper collage composition continuous line	Chila Kumari Singh Burman Vincent van Gough Frida Kahlo	

		their own unique self-portraits in mixed-media.					for example by using warm or cool colours.			drawing evaluate justify mixed media monoprint multi media paint wash portrait printmaking represent research self-portrait texture transfer	Sonia Boyca
Summer	Architecture	Craft and design Explore and evaluate the intention of the design and symbolism of monuments	To know how line is used beyond drawing and can be applied to other art forms.	To know how an understanding of shape and space can support creating effective composition.	To know that the size and scale of three-dimensional art work changes the effect of the piece.					Abstract Architectural Built environment Design intention External Annotate Architecture Commemorate Elevation Interpret Architect Design brief Evaluate	Friedensreich Hundertwasser Zaha Hadid

	<p>Craft and design 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>research, testing materials and working towards an outcome more independently.</p> <p>Craft and design Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.</p>	<p>experimenting with techniques used by other artists and applying ideas to their own artworks eg 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.</p> <p>Combine a wider range of media, eg photography and digital art effects.</p> <p>Sculpture and 3D 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>Craft and design</p>	<p>and historical context may have influenced their creative work.</p> <p>Craft and design 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>make improvements to their work</p> <p>Sculpture and 3D 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>Craft and design 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>
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			<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>		
Year 6	<p>Drawing Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Painting and mixed media Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p> <p>Sculpture and 3D Draw upon their experience of creative work and their research to develop their own starting</p>	<p>Drawing Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Painting and mixed media Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p> <p>Sculpture and 3D Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Drawing 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 incorporating digital drawing techniques</p> <p>Painting and mixed media</p>	<p>Drawing 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>Painting and mixed media 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>Drawing 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>Painting and mixed media Give reasoned evaluations of their own and others work which takes account of context and intention.</p>

	<p>points for creative outcomes.</p> <p>Craft and design Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>	<p>Craft and design Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.</p>	<p>Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. 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. Create collage in response to a stimulus.</p> <p>Work collaboratively on a larger scale.</p> <p>Sculpture and 3D</p> <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.</p> <p>Confidently problem-solve, edit and</p>	<p>Sculpture and 3D 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>Craft and design 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>Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p> <p>Sculpture and 3D 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>Craft and design 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>
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			<p>refine to create desired effects and end results.</p> <p>Craft and design 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>		
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