





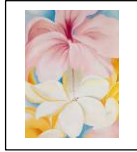
Lacewood Primary School

Knowledge and Skills Progression Plan for Art and Design

Golden Threads	<p>Under the 'Golden Threads' Art and Design is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick.</p> <p style="text-align: center;"> 1: The art of drawing and painting 2: The art of printing 3: The art of sculpture </p> <p style="text-align: center;">The key concepts: line, shape, form, space, colour, tone, texture and pattern are embedded with our curriculum plans.</p>
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EYFS Art Knowledge and Understanding and Composite Questions for Exploration	
Knowledge and Understanding Core Strands from the Curriculum	
FS1	FS2
To explore colour and colour mixing.	To build on prior learning and refine and develop their use of materials and tools – paint, pencils, pens, chalks, paper, card, fabric watercolour painting, observational drawing (link to UTW NW), transient art, collage and sculpture etc.
Composite Questions/Lines of Enquiry	Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> What would be the best colour to use for this? Why? What has happened when these colours have mixed? How can I make a colour (if it isn't available to me)? What else could I use? 	<ul style="list-style-type: none"> What do I want to represent/create? What do I already know that could help me? What tools and materials do I need? Which tools and materials are the most suitable for my project? Why? What techniques can I use to complete or adapt/enhance my work? How can I create an effect? – fur, scales, texture, hair, clothing, 3 dimensional etc. What does this material make me think of? What could I use it to represent? How would/could I improve this? What would I change/do differently? What skills do I want to improve? What different ways can I find to use this material/tool?
Knowledge and Understanding Core Strands from the Curriculum	
To understand the use of basic creative tools – pencil, pen, scissors, glue sticks, paint brush, spatula etc.	To understand how artists communicate working theories, feelings and understandings through the visual arts.
Composite Questions/Lines of Enquiry	Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> What different shapes and marks can I make with this tool? Which tool do I need for this purpose? (cut/draw/stick/sweep etc.) Why isn't this tool the right one? 	<ul style="list-style-type: none"> What do I notice about this piece of art? What do I like about it? What would I change? Why? What materials and tools did the artist use? What techniques were used? How does this technique work?

<ul style="list-style-type: none"> What skills are needed to use – a pen/pencil, a hand-held brush, a spatula, a glue stick etc. – how do they develop step-by-step? (link to PD fine motor) 	<ul style="list-style-type: none"> What colours are used? Why did the artist like to use this technique/material/tool? What does this image make you think/feel?
Knowledge and Understanding Core Strands from the Curriculum	
To find out about the uses of and basic techniques for different art materials – e.g. paint collage materials, mark making equipment etc.	To create representations of imaginary and real-life ideas, events, people and objects.
Composite Questions/Lines of Enquiry	Composite Questions/Lines of Enquiry
<ul style="list-style-type: none"> What different shapes and marks can I make with this material? What do I notice about this material? How would I describe it? What different ways could it be used? Where could it be used? What skills are needed to use – a paint, pens and pencils, collage, loose parts etc. – how do they develop step-by-step? 	<ul style="list-style-type: none"> What do I want to create? What processes/techniques would be useful? What materials/tools could I use? Are there any techniques I could combine? What features do I notice/recognise in this person/character/place/object/animal/building/scene? How can I recreate this? How can I use what I have learnt about art and artists to help me here? What is the first step I need to explore? What comes next? What else could I try?
Knowledge and Understanding Core Strands from the Curriculum	
To draw with increasing attention to detail and complexities e.g. a circle face with facial features etc,	
Composite Questions/Lines of Enquiry	
<ul style="list-style-type: none"> What shapes do I notice in this picture/object? When I draw a person, what features does it need to have? What shapes can I see? What colours can I see? What patterns do I notice? What other features/details can I add? 	
End Point FS1	End Point FS2
<p>I can create simple lines, enclosures and shapes using a variety of mark making tools. I know the primary colours. I can use primary colours to mix new colours from paint. I can use scissors to cut simple lines and basic shape outlines. I can handle and manipulate, with increasing control, a range of basic materials and tools. (paint, pens, crayons, water, brushes, chalk, sponges, printing materials etc.) I can create pictures, patterns and representations of my experiences with a range of materials and tools. (collage, paint, loose parts and mark making/drawing) I can decide which tool to use for a particular material to create an effect. I know how to represent the features of what I want to create. E.g. cutting shapes for a face, drawing an enclosure to represent a house. I can cut specific shapes to represent a feature in a collage. I know how to create a simple portrait through drawing, collage paint or loose parts. I can decide which material would be best to create a particular feature of my representation.</p>	<p>I can use 2d shapes to create pictures and patterns. (circle, square, rectangle, triangle) I can create pictures and patterns in the style of famous artists such as Kandinsky, Bowling or Lawes and recognise features of their work. I can create observational drawings of familiar people, objects and animals using a range of tools. I can use a range of techniques such as pastel work, water colour and collage to create pictures, images and patterns. I know how artists like Kandinsky, Bowling, O’Keeffe, Matisse and Goldsworthy used colour and shape to express emotions and feelings. I know how to create a variety of shades of colour with a range of materials and through a variety of techniques. I can use collage and photography to create representations of flowers and animals. I can create increasingly more detailed observational drawings of objects, people and animals. I can show and describe the improvement in my work from the beginning of the year to the end of the year. I can create increasingly more intricate models, images and patterns using a wider range of materials and tools including loose parts. I can create a 3 - dimensional structure.</p>

End of EYFS - ELG		
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. • Share their creations, explaining the processes they have used. • Make use of props and materials when role playing characters in narratives and stories. 		
EYFS FS2 Core Artists		
Autumn Term	Spring Term	Summer Term
FS2		
Frank Bowling Jonathan Lawes Kandinsky 	Andy Goldsworthy Matisse 	Georgia O'Keeffe Access art -Watercolour techniques. Transient Art 





The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught: <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products; • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	Pupils should be taught: <ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; • to create sketch books to record their observations and use them to review and revisit ideas; • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay); • about great artists, architects and designers in history.

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Using Our Lacewood Learning Buddies in Art and Design

	<ul style="list-style-type: none"> • Investigating colour, texture, form and pattern • Developing understanding through questioning - How has that been created? What materials have been used? What effect does that have when you look at it, feel it etc? • Exploring the capabilities, potential and limitations of materials and different artistic mediums • Having opportunities to try things out, go wrong and take risks
	<ul style="list-style-type: none"> • Developing imaginative and innovative ways of creating art • Selecting materials and equipment, and justify choices • Considering how to use different mediums independently, mixing paints/ combining two mediums • Understanding how to use tools, adhesives, paints and other medium safely • Learning skills needed to become independent (e.g. mixing, cutting, gluing)
	<ul style="list-style-type: none"> • Presenting and sharing work with others • Working in teams to complete larger pieces of work (sculptures, pottery, textiles pieces) • Learning from the work of famous artist's style - with an understanding on how it may have shaped different cultures • Sharing resources, tools and ways of working • Exploring textiles, patterns, forms and techniques from other cultures
	<ul style="list-style-type: none"> • Breaking tasks down into small steps and developing logical thinking • Evaluating pieces of art at several stages and continually revise and improve • Developing own success criteria and ways in which these can be agreed • Using findings from enquiries, investigations, discussions or analysis of existing artworks to support further development • Taking feedback from others and using this to make improvements to a final piece

Autumn Term







Key Artist / Questions	Y1	Y2	Y3	Y4	Y5	Y6
	The Art of Drawing and Painting	The Art of Drawing and Painting	The Art of Sculpture	The Art of Drawing and Painting	The Art of Drawing and Painting (Digital link)	The Art of Sculpture

	<p>Artists: Picasso / George Braque Medium: pencil and Paint</p> 	<p>Artists: Brian Wildsmith Medium: pencil and Paint</p> 	<p>Stimulus: Prehistoric / Stone Age art Medium: pencil and Paint, Sculpture: Clay or Papier-Mâché</p> 	<p>Artist: Margaret Godfrey Medium: pencil and Paint (Mixed)</p> 	<p>Artist: Georgia O'Keefe Medium: pencil and Paint</p> 	<p>Artist: Henry Moore (War Sculpture) Medium: pencil and paint, sculpture (Wire and Papier-mâché or clay)</p> 
	<p>Who was Picasso? What are some of his most famous pieces of artwork? What style of art did Picasso produce? What did Picasso mainly produce? Which words would you use to describe his artwork? What sort of colours did Picasso use? What are the primary colours? What do you like / dislike about this painting?</p>	<p>Who is Brian Wildsmith? Where is he from? What are the focus of his paintings? What style of art did Brian Wildsmith produce? What sort of colours did Brian Wildsmith use? What do you like / dislike about this paintings?</p>	<p>What is prehistoric art? How old is the artwork? Do you think the artwork has changed over time? What materials were used? Where was the artwork drawn / painted? Who and why was the artwork created? What influenced the pictures created?</p>	<p>Who was Margaret Godfrey? What are some of her most famous pieces of artwork? What style of art did Margaret Godfrey produce? What sort of colours and techniques did she use? Which do you think are the most effective? What do you like / dislike about this painting? Which painting do you prefer and why?</p>	<p>Who is Georgia O'Keefe? What are some of her most famous pieces of artwork? What style of art did Georgia O'Keefe produce? What and who was Georgia O'Keefe What sort of colours and techniques did she use? Which do you think are the most effective? What do you like / dislike about this painting? Which painting do you prefer and why?</p>	<p>Who is Henry Moore? What are some of his most famous pieces of artwork/ sculptures? What was his artwork influenced by? What art mediums did he use? Was he influenced by any artists or events? What sort of colours and techniques did he use? Which do you think are the most effective? What do you like / dislike about this painting? What mood do Henry Moore's paintings and sculptures convey? Which painting / sculpture do you prefer and why?</p>

	<p>Know that cubism is a style of painting when artists use cubes and other 2-D and 3-D shapes to create a whole picture.</p> <p>Know that 2 of Picasso's most famous paintings are: Weeping Woman and Guernica.</p> <p>Know that cubism includes lots of overlapping shapes.</p> <p>Know that Picasso was a Spanish artist who created many different paintings, sculptures and ceramics.</p>	<p>Know that Brian Wildsmith was a local artist from Penistone.</p> <p>Know that Brian painted pictures of the nature he spotted in and around Penistone.</p> <p>Know that many of Brian's paintings were used to illustrate children's books.</p>	<p>Know that the first Britons painted on cave walls as a way of communicating and telling stories.</p> <p>Know that cave paintings date back to the Stone Age (10,000BC)</p> <p>Know that the first Britons had no paper or pencils so they used the cave walls to create their artwork on.</p> <p>Know that paints were made from clay, berries and ground up stones in the Stone Age.</p> <p>Know that paintbrushes were made from sticks and moss/leaves.</p> <p>Know that Stone Age people were inspired by hunting and their day to day lives when creating cave paintings.</p>	<p>Know that Margaret Godfrey is a symbolic painter (believing art represents an emotion or an idea).</p> <p>Know her artwork includes both representational and abstract styles.</p> <p>Know she painted many volcanoes which include abstract designs.</p> <p>Know she painted images including geometry, pattern, explosive colour and playfulness.</p>	<p>Know that Georgia O'Keefe is known for painting up-close flowers and colourful landscapes.</p> <p>Know that Georgia O'Keefe painted abstract style.</p> <p>Know that Georgia O'Keefe used her surroundings as her muse (inspiration).</p> <p>Know that Georgia O'Keefe used the mediums of pastel, charcoal, watercolour and oil.</p>	<p>Know that Henry Moore was a British artist.</p> <p>Know that Henry Moore was known for his sculptures made from bronze.</p> <p>Know that a sculpture from the Maya civilisation of a figure lying down influenced his own work.</p> <p>Know that Moore created semi-abstract figures of humans.</p> <p>Know that Moore worked with stone, bronze and other materials.</p> <p>Know that one of Moore's sculptures was put in the West German parliament building in 1979.</p>
	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Open/ closed shapes • line • outline • sketch • detail 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Primary colour • Secondary colour • Sgraffito • Splatter • Brian Wildsmith 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Texture • Carve • Symbols • Decorative • Texture • Sculptor 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Soft • Hard • Shading • Technique • Radiating • Pattern 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Analogous colour • Gradation • Impressionism • Proximity 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Abstract • Armature • Structure • Mould • Malleable • Manipulate

<ul style="list-style-type: none"> • thickness • techniques • colour names • cubism • Primary colour • Secondary Colour • Bright(ness) • Brush size • Mix • Rollers • Pads • Control 	<ul style="list-style-type: none"> • Tint • Tone <p>(warm colour, cool colour, wet on wet, wash, pointillism)</p>	<ul style="list-style-type: none"> • Sculpture • Mould <p>(symbolic, petroglyph, pictograph)</p>	<ul style="list-style-type: none"> • Structure • Primary, secondary and tertiary colour. • Background • Mid-ground • Foreground • Landscape <p>(shading, rhythmic, linear pattern)</p>	<ul style="list-style-type: none"> • Complementary • Harmonious <p>(primary, secondary, tertiary colour)</p>	<ul style="list-style-type: none"> • Marquette • Sculpture • Perspective • Stable / stability
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Spring Term

The Art of Printing	The Art of Printing (Architecture link)	The Art of Drawing and Painting	The Art of Sculpture (Architecture link)	The Art of Printing	The Art of Drawing and Painting (Digital link)
<p>Artist / Stimulus: Wheels, lego and different parts of toys</p> <p>Medium: pencil, paint, print</p> 	<p>Artists / Stimulus: Paul Klee (Castle and sun) / Kandinsky (F2) London Landmarks using foam shapes to print.</p> <p>Medium: pencil, paint, print</p> 	<p>Artist: Hokusai</p> <p>Medium: pencil, paint.</p> 	<p>Artist: Zaha Hadid</p> <p>Medium: Paper / Card Sculpture</p> 	<p>Artist: Frida Kahlo</p> <p>Medium: pencil, paint, print</p> 	<p>Artist: Victoria Topping</p> <p>Medium: pencil, paint. Print</p> 
<p>What is printing? What is printed used for? How is a print created? Which different objects can create a print?</p>	<p>What is printing? What is printed used for? How is a print created?</p>	<p>Who was Hokusai? What are some of his most famous pieces of artwork?</p>	<p>Who was Zaha Hadid? What was she famous for? What is an architect?</p>	<p>Which different styles of printing have you used before? What is lino or relief printing?</p>	<p>Who is Victoria Topping? What is she known for? What technique does she use to create her pieces of artwork?</p>

	<p>Which parts of the object are printed? Which objects do you think will leave a print?</p>	<p>Which different objects can create a print? How can I use Styrofoam to create a block print? Who is Paul Klee? What are some of his most famous artworks?</p>	<p>What style of art did Hokusai produce? What sort of colours and techniques did she use? Which do you think are the most effective? What do you like / dislike about this piece of artwork? Which painting do you prefer and why?</p>	<p>What is architecture? What inspired the designs of Zaha Hadid? What stages does an architect have to take before their designs are turned into real buildings or structures? Where are some of her famous buildings located?</p>	<p>What tools will I need to use? Which part of the design creates the print? Who was Frida Kahlo? What are some of her most famous artworks? What was she inspired by? What do you like / dislike about her works of art?</p>	<p>What inspires her work? How does she use multiple layers and images to create her pieces of artwork?</p>
	<p>Know that printing makes a copy. You can paint your hand and press it down on paper and you would see a copy of your hand print.</p> <p>Know that your shoe makes a print if you step in mud or paint.</p> <p>Know that paint needs to cover the design and it is pressed down.</p> <p>Know that a print can be made by different objects (e.g.: plastic shapes of lids, leaves, lego, wheels etc.)</p>	<p>Know that Paul Klee is a German artist who was born in Switzerland.</p> <p>Know that one of Paul Klee's famous artworks is 'Castle and Sun.'</p> <p>Know this painting was created out of squares, circles, rectangles and triangles.</p>	<p>Know that Hokusai was a Japanese print maker who specialised in wood block prints.</p> <p>Know that Hokusai was influenced by landscape artists and the views of Mount Fuji.</p>	<p>Know Zaha Hadid was an architect known for her radical deconstructivist designs (fragments of construction).</p> <p>Know that sculptures begin from a concept (idea) that is a paper based design.</p> <p>Know that architects plan and design the construction and development of buildings and land areas.</p> <p>Know some of the buildings Zaha Hadid</p>	<p>Know that Frida Kahlo was a Mexican artist.</p> <p>Know that Frida Kahlo was an important figure for feminists.</p> <p>Know that Frida Kahlo mainly worked in the medium of oil.</p> <p>Know that Frida Kahlo lived in pain from having polio as a child.</p> <p>Know that Frida Kahlo used symbolism to paint her pain.</p>	<p>Know that Victoria Topping is an English artist and illustrator.</p> <p>Know that Victoria Topping uses a combination of traditional and digital techniques.</p> <p>Know that Victoria uses vivid colour, bold forms and recurring motifs.</p> <p>Know that Victoria is influenced by exotic flora and fauna and traditional folk art.</p> <p>Know the difference between complementary and harmonious colours.</p>

				<p>designed eg: Heydar Aliyev Centre Baku, Azerbaijan, the MAXXI museum, Sheikh Zayed Bridge, London Aquatics Centre and Riverside Museum.</p> <p>Know Zaha Hadid was influenced by artist Kazimir Malevich.</p> <p>Know some of her famous buildings are located Abu Dhabi, London, Glasgow, Germany.</p>		Know that Victoria's first book (Mythologica) was awarded non-fiction book of the year on Amazon.
	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Printing • Rubbing • Smudge • Image • Surface • Pressure • Hard/soft materials • Plasticine • Foam • Copy • Design 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Polystyrene • Rotating • Print • Block printing • Relief printing • Straight • Curved • Roller • Landmark • Copy <p>(repeating pattern, natural, man-made, primary colour, secondary and tertiary colour)</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Shade • Texture • Tint • Tone • Line • Primary colour • Secondary colour • Background • Foreground • Mid-ground • Landscape / seascape <p>(detail, mixing, animation)</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Architect • Architecture • Concept <p>(Idea / design)</p> <ul style="list-style-type: none"> • Curve • Construct • Scale • Proportion • Perspective • Organic / Geometric design • Form • Figure • Structure 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Emphasis • Symbolism • Mono-print • Feminism • Portrait • Lino • Carving • Relief print (intaglio) 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Layers • Motif • Tertiary colour • Vivid • Complementary • Harmonious • Contrast • Digital • Traditional

Summer Term

The Art of Sculpture

Artist: Andy Goldsworthy
Medium: pencil, paint, **sculpture (Natural materials)**



Who is Andy Goldsworthy?
 What is the job of a sculptor?
 What materials did Andy Goldsworthy use?
 What are 'natural materials'? What natural materials can we find in the school environment?
 What shapes can you make with your materials?
 What does 'abstract' mean?
 What is a 'sculpture'?
 What minibeast can you make using the natural materials?

The Art of Sculpture

Artist: Alexander Calder
Medium: pencil, paint, paper sculpture ('stable structures')



What is sculpture?
 What is the difference between sculptor and sculptor?
 What types of materials can you use to make a sculpture?
 Who is Alexander Calder?
 What are some of his most famous artworks?
 What materials did he use?
 What shapes and forms can you see in the sculpture?
 What techniques can we use to make paper sculptures?

The Art of Printing

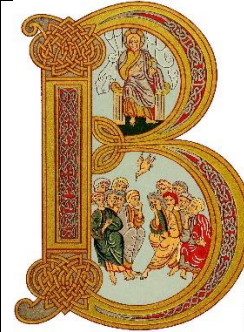
Stimulus: Indian design and patterns
Medium: pencil, paint, foam block and string print



What is paisley?
 Where did paisley print originate from?
 Why do we call it paisley?
 What are some of the features of the paisley pattern?
 What do you like/dislike about paisley patterns?
 What sort of techniques do we use to print?

The Art of Printing

Stimulus: Anglo-Illuminated letter prints and patterns.
Medium: pencil, paint, foam tile **print**



What does the word illumination mean?
 What is an illuminated letter?
 Where were/are they used/seen?
 What is a manuscript?
 How were they made?
 Which materials can be used for printing?
 What is a collagraph?
 How do you create a collagraph?
 How do you overprint?

The Art of Sculpture

Artist: L.S Lowry
Medium: pencil, paint, **sculpture wire, foil and clay**



Who is LS Lowry?
 What are some of his most famous pieces of artwork?
 What style of art is LS Lowry known for?
 What sort of colours and techniques did he use?
 Do you think the use of Matchstick men worked well?
 What do you like / dislike about this painting?
 Which painting do you prefer and why?


The Art of Printing


Artist: William Morris / Darwin's botanical drawing
Medium: pencil, paint, **print combing textiles.**



Who is William Morris?
 What did William Morris produce?
 How did he create his designs?
 What are some of his famous designs?
 What was Morris' inspiration for his pieces?
 What is block printing?
 What types of inks did William Morris use?

					<p>What is happening in the picture?</p> <p>Where has this figure been? Where are they going to?</p>	
	<p>Know that Andy Goldsworthy is a British Artist.</p> <p>Know that Andy Goldsworthy makes sculptures using natural materials.</p> <p>Know that Andy Goldsworthy makes 'land art'.</p> <p>Know that Andy Goldsworthy photographs his art.</p> <p>Know that Andy Goldsworthy records how his art changes over time using photographs</p>	<p>Know that Alexander Calder is most well-known for his mobiles and 'stable' stable structures.</p> <p>Know that Calder invented the mobile when he decided to create a drawing in the air.</p> <p>Know they are called 'mobiles' because they moved when the wind blew.</p> <p>Know his artworks were often inspired by nature: rain, snow and leaf flurries.</p> <p>Know he was really good at maths and studied engineering and this influenced his designs</p>	<p>Know that the paisley pattern originated in India and was based on an Indian pine cone.</p> <p>Know that we call it paisley in England due to the high volume of the pattern being produced in Scotland, in the town of Paisley.</p> <p>Know that Paisley is used for lots of Indian clothing and is full of vibrant colours.</p>	<p>Know the word 'illuminated' comes from the Latin word illuminare, meaning "light up."</p> <p>Know in Medieval times, all books were hand written and decorated by hand, usually by priests and monks. They were seen as very precious works of art, and you had to be very skilled to produce them.</p> <p>Know illumination means pages or letters decorated by hand with gold, silver or coloured designs.</p> <p>Know the illuminated manuscripts were created in monasteries by monks or nuns and there were usually</p>	<p>Know that LS Lowry was an artist born in the Victorian times. Know that LS Lowry painted the industry around Lancashire.</p> <p>Know that Lowry used a limited colour palette.</p> <p>Know that Lowry is famous for painting Matchstick Men.</p>	<p>Know that William Morris William (24 March 1834 – 3 October 1896) was a British textile designer, poet, artist, novelist, architectural conservationist, printer, translator and socialist activist associated with the British Arts and Crafts Movement.</p> <p>Know that William Morris was particularly famous for his wallpaper and textile designs.</p> <p>Know the 'Strawberry Thief' is one of Morris' most famous designs.</p> <p>Know that Morris was inspired by the herbs and flowers which grew in the gardens around his home.</p> <p>Know that William Morris often used natural dyes to produce his designs on fabric.</p>

				three people involved. These were the parchmenter, who prepared calf or sheep skins to be used for the pages of the book; the scribe, who wrote the words on to each page; and the illuminator, who created the decorated letters.		
	Vocabulary <ul style="list-style-type: none"> • Recyclable • Malleable • Structure • Shape • Form • Sculptor • Sculpture 	Vocabulary <ul style="list-style-type: none"> • Alexander • Calder • Stabile • Structure • Sculpture • Curve • Twist • Model • Sculptor • Construct • Assemble (cut, stick, fold, bend, attach, architect, architecture)	Vocabulary <ul style="list-style-type: none"> • Block printing • Paisley • Printing ink • Roller • Carve • Relief printing (layering)	Vocabulary: <ul style="list-style-type: none"> • Illuminated • Impressed • Raised • Repeat • Continuous • Manuscript • Collograph • Decorated (foam tile, combinations, block, overprint)	Vocabulary <ul style="list-style-type: none"> • Naive art • Scale • Proportion • Perspective • Back ground • Foreground • Mid-ground • Industrial landscape • Manipulate • Mould 	Vocabulary: <ul style="list-style-type: none"> • Embroidery • Embellishment • Textile • Print • Lino • Carve • Template • Replicate • Intricate • Designer • Colour palette • Contrasting • Complementary
Sketchbooks 	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Start to record simple media explorations in a sketch book.	Use a sketchbook to plan and develop simple ideas.	Use a sketch book to record media explorations and experimentations as well as try out ideas and plan colours.	Use a sketch book to record media explorations and experimentations as well as try out ideas and plan colours and	Use sketch books to collect and record visual information from a wide range of sources and	Engage in open ended research about a focus artist, using a sketchbook to gather ideas and to generate questions to explore.

				collect source material.	begin to reflect upon ideas.	Independently refine technical skills in order to improve their use of materials and techniques.
	Begin to make notes on shape, line and colour.	Make notes on shape, line and colour used by themselves and other artists.	Begin to make notes in a sketchbook about the techniques used by artists and themselves.	Make notes in a sketchbook about the techniques used by artists and themselves.	Begin to make more detailed notes about the drawing techniques used by artists and themselves.	Make detailed notes, including feelings and opinions about the work and drawing techniques of famous artists, themselves and their peers work.
	Experiment with a variety of tools such as pencils, crayons, pastels, felt-tips, charcoal, fine-liner, chalk and other dry media.	Begin to control the types of marks made with a range of media such as: crayons, pastels, felt tips, charcoal, pen and chalk.	Demonstrate control over the types of marks made with a range of media.	Demonstrate increasing control over the types of marks made with a range of media.	Begin to demonstrate a wide variety of ways to make different marks with dry and wet media.	Demonstrate a wide variety of ways to make different marks with dry and wet media.
	Draw on different surfaces.	Draw on different surfaces and experiment with layering media.	Begin to use their sketchbook to collect and record visual information from different sources.	Begin to use their sketchbook to inform and influence their artwork.	Actively use their sketchbook to inform and influence their artwork.	Sketchbooks begin to demonstrate the artistic style of the user.
	Can use 3 grades of pencil when drawing.			Experiment with different grades of pencil and other implements.	Demonstrate experience in different grades of pencil and other implements.	Can select an appropriate grade of pencil for the chosen task.

Drawing	Begin to take time and care while drawing.	Draw for a sustained period of time from the figure and real objects, including single and group objects.	Draw for a sustained period of time at their own level.	Draw for and increasing period of time at their own level.	Draw over a number of sessions working on one piece.	Draw for a sustained period of time over a number of sessions working on one piece.
	Begin to explore the use of line, shape, pattern and colour.	Experiment with line, shape, pattern and colour.	Use different media to develop line, shape, pattern, colour and tone.	Use different media, with increasing control, to achieve line, shape, pattern, colour and tone.	Demonstrate a secure understanding of line, shape, pattern, colour, tone and space.	Make artistic choices, regarding the use of line, shape, pattern, colour, tone and space.
	Explore drawing techniques such as: hatching and stippling.	Continue to explore drawing techniques, such as hatching, stippling and introduce blending.	Use a range of drawing techniques within their work with growing confidence.	Confidently use a range of drawing techniques within their work.	Use different techniques for different purposes within their own work.	Use different techniques for different purposes within their own work, understanding which works best and why.
					Have opportunities to explore simple perspective in their work using a single focal point and horizon.	Develop further simple perspective in their work using a single focal point and horizon.
					Begin to develop an awareness of composition, scale and proportion in their work.	Develop an awareness of composition, scale and proportion in their work.
Drawing Knowledge 	Know a line is used to create an outline. Know and can recognise different line shapes (open, closed) Know that I can use a pencil to create lines	Know that a line is used to create an outline. Know the different between a straight and curved line. Know and remember lines can be open or closed.	Know that different grade of pencils can be used to create different tones and textures to make surfaces appear rough or smooth. Know that pressure on a coloured pencil	Know that different grade of pencils can be used to create different tones and textures to make surfaces appear rough or smooth. R	Know that a different grade of pencil can be used for the effect, shade or tone I am trying to achieve. Know that pressure on a coloured pencil creates a	Know that artwork is made up of different elements, often used to make a final piece of work (line, colour, form, shape, space, texture, value, pattern, tone)

	<p>(straight, wavy and zig zag) and dots for texture.</p> <p>Know and can create lines of different thickness.</p>	<p>Know that a line is used to create a sketch or outline.</p> <p>Know that different grades of pencil create different shades (value).</p> <p>Know that different tones can be created with coloured pencils by applying different pressure.</p> <p>Know that different textures can be used to add detail to drawings (hatch, cross-hatch and stipple)</p>	<p>creates a more intensive colour (tone).</p> <p>Know using a sketch helps me develop and refine my art skills before producing a final piece of art.</p> <p>Know that the feeling of movement can be created from using curved lines.</p> <p>Know that lines and shapes can be used to create repeating patterns in a design.</p> <p>Know that lines and shapes can be used to represent different figures and forms.</p>	<p>Know that different grades of pencil work better for fine detail.</p> <p>Know H pencils are hard and B pencils are soft.</p> <p>Know that different grades of pencil work better for shading.</p> <p>Know that shading, hatching, cross hatching, stippling and stumbling can be used to create different tones and textures.</p> <p>Know that using sketches can help me to develop and refine my art skills before producing a final piece of work.</p>	<p>more intensive colour and can be used to create a 3-D effect (tone).</p> <p>Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work.</p> <p>Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work. R</p> <p>Know that distance and perspective can be conveyed through the element of space, scale and proportion.</p>	<p>Know that lines can be used to depict movement and shadow.</p> <p>Know that value can be added to a drawing through the use of light and shade.</p> <p>Know using sketches can help me to develop, improve and refine my art skills before producing a final piece of work. R</p> <p>Know that hatching and cross hatching can be used to add shadows or reflection.</p> <p>Know that pencil crayons can be used to create varying levels of colour intensity (tone) and understand how colours can be blended. R</p> <p>Know that movement and perspective can be shown through the element of space, scale and proportion. R</p>
Painting	Experiment with paint media using a range of tools, e.g. different brush	Experiment with tools and techniques, such as layering and mixing media	Experiment with different effects and textures such as: blocking in colour,	Choose paints and implements appropriately.	Plan and create different effects and textures with paint according to	Choose appropriate paint, paper and implements to adapt and extend their work.



sizes, hands, rollers and pads.		washes, thickened paint etc.		what they need for the task.	
Begin to show control over the types of marks made by making shapes.	Continue to control the types of marks made.	Become increasingly confident using paint brushes to create different effects and textures.	Become increasingly confident using paint brushes to create different effects and textures.	Control the types of marks made and the effects and textures produced.	Purposefully control the types of marks made and the effects and textures produced.
				Work on preliminary studies to test media and materials.	Carry out preliminary studies, test media and materials and mix appropriate colours.
Work on a range of scales and surfaces with a range of media.	Gain confidence when working on different scales and surfaces.	Work confidently, beginning to make appropriate choices regarding paper and scale.	Work confidently, with ability to justify their choices regarding paper and scale.	Experiment with choice of paper and with scale of work. Be adventurous with choice of paper and with scale of work.	
Can name primary colours and is beginning to mix secondary colours.	Mix a range of secondary colours and create shades and tints with black and white.	Mix a variety of colours and know which primary colours make which secondary colours.	Mix and match colours with increasing accuracy.	Demonstrate an understanding of colours including primary and secondary, warm and cold, complementary and harmonious. Make artistic choices regarding the use of colour.	
Begin to reproduce the colours of different objects.	Reproduce the colours of different objects with increasing accuracy. Begin to recognise warm and cold colours.	Start to explore the colour wheel.	Continue to explore the colour wheel reinforcing warm and cold (Y2), complementary and contrasting.	Develop a painting from a lightly sketched drawing.	Work more confidently from an initial pencil sketch to a finished painting.


Painting Knowledge




<p>Know the primary colours are: red, yellow and blue.</p> <p>Know different paint brush sizes create different sized strokes (lines).</p> <p>Know that adding more water to paint makes a colour less bright.</p> <p>Know that adding more paint makes a colour brighter.</p> <p>Know that a secondary colour is made by mixing 2 primary colours.</p> <p>Know that mixing red and yellow creates orange.</p> <p>Know how to make green by mixing yellow and blue.</p>	<p>Know all the primary colours (red, yellow and blue).</p> <p>Know how to mix two colours of paint to create a secondary colour.</p> <p>Know that orange, green and purple are secondary colours.</p> <p>Know that brown is a tertiary colour made from red, yellow and blue.</p> <p>Know what a warm colour is.</p> <p>Know what a cool colour is.</p> <p>Know that a tint is created by adding white.</p> <p>Know that a shade is created by adding black.</p>	<p>Know all primary colours.</p> <p>Know all secondary colours.</p> <p>Know a tertiary colour is made from mixing a primary and a secondary colour.</p> <p>Know that different brushes can be used to create different effects (textures) in paintings.</p> <p>Know some of the techniques used by artists eg: Van Gogh (Short brush strokes)</p> <p>Know that lines and shapes can be used to create repeating patterns in a design.</p>	<p>Know all primary colours can make secondary and tertiary colours.</p> <p>Know that different paint brushes can be used to create different effects.</p> <p>Know lines can be used to show texture when painting.</p> <p>Know that a marbling effect can be created with paint or ink.</p> <p>Know that bleeding is when one colour runs into another.</p> <p>Know that line, shape and colour can be used to represent figure and form in movement.</p>	<p>Know that you can organise line, tone, shape and colour to represent figures and forms.</p> <p>Know that a colour wash is a semi-transparent layer of colour used for background using watercolour paint.</p> <p>Know that a wash is a watery form of watercolour paint.</p> <p>Know a colour palette will help me replicate the colours used by an artist being studied.</p>	<p>Know and can create primary, secondary colours; contrasting and complimentary colours.</p> <p>Begin to build a knowledge of a wide range of colours and colour names from the 'colour thesaurus' vocabulary grid.</p> <p>Know the appropriate tools for my artwork.</p> <p>Know that to colour match accurately you can create colour palettes for pieces of artwork.</p> <p>Know that you can organise line, tone, shape and colour to represent figures and forms</p> <p>Know that a colour wash is a semi-transparent layer of colour used for background using watercolour paint.</p> <p>Know that a wash is a watery form of watercolour paint.</p>
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<p>Printing</p> 	Explore printing simple pictures with a range of hard and soft materials e.g. plasticine and foam.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. plasticine, cork, sponge.	Continue to explore relief printing and mono printing.	Understand how to create a colour print using mat-board. Use a cutting blade safely. https://www.youtube.com/watch?v=ZaCqhpox24k	Show experience in a range of mono print techniques.	Demonstrate experience in a range of printmaking techniques.
	Design their own printing block.	Explore mono printing. Make simple marks on Styrofoam and print.	Print simple pictures using different printing techniques.	Expand experience in colour printing with more than one colour.	Design their own outline print using soft lino.	Use soft lino to create a detailed print.
	Explore printing in relief. Use string and card.	Demonstrate experience at impressed printing using styrofoam.	Begin to demonstrate experience in two colour printing.	Continue experimenting with overprinting motifs using more than one colour.	Start to overlay prints with other media.	Combine print with other art mediums e.g.: embroidery to create an item with a purpose e.g.: a cushion
	Explore impressed printing. Drawing into ink, printing from objects.	Design prints of increasing complexity on Styrofoam.	Experiment with overprinting motifs using a combination of colours.	Print onto different materials including fabric.	Print onto a range of different materials.	Be confident in printing onto different materials.
<p>Printing Knowledge</p> 	<p>Know that printing makes a copy. You can paint your hand and press it down on paper and you would see a copy of your hand print.</p> <p>Know that your shoe makes a print if you step in mud or paint.</p> <p>Know that paint needs to cover the design and it is pressed down.</p> <p>Know that a print can be made by different objects</p>	<p>Know that printing makes a copy.</p> <p>Know different materials (both natural and manmade) can be used to create a print.</p> <p>Know that paint or ink covers the design before being pressed down to make a copy.</p> <p>Know and recognise some of the materials which can be used to make a print eg:</p>	<p>Know what printing is (impressed and raised)</p> <p>Know that a roller is used to apply ink or paint to a design.</p> <p>Know that pressure is applied to transfer the print to paper or fabric.</p> <p>Know the print creates a reverse copy.</p>	<p>Remember printing makes a copy and can be created from an impressed or raised design.</p> <p>Know printing makes a copy and can be created from an impressed or raised design R</p> <p>Knows and names equipment needed to create a print.</p>	<p>Know what some of the different printing techniques are and can name these: impressed (intaglio) and collograph (raised).</p> <p>Know that lino printing is relief (intaglio) printing.</p> <p>Know that when using lino use have to carve out your design.</p>	<p>Know that lino can be used to create a detailed print template.</p> <p>Know that lino tools need to be used carefully. R</p> <p>Know the difference between the negative and the positive, what is cut away and what is left behind.</p> <p>Know that a design can be replicated by a repeated print.</p>

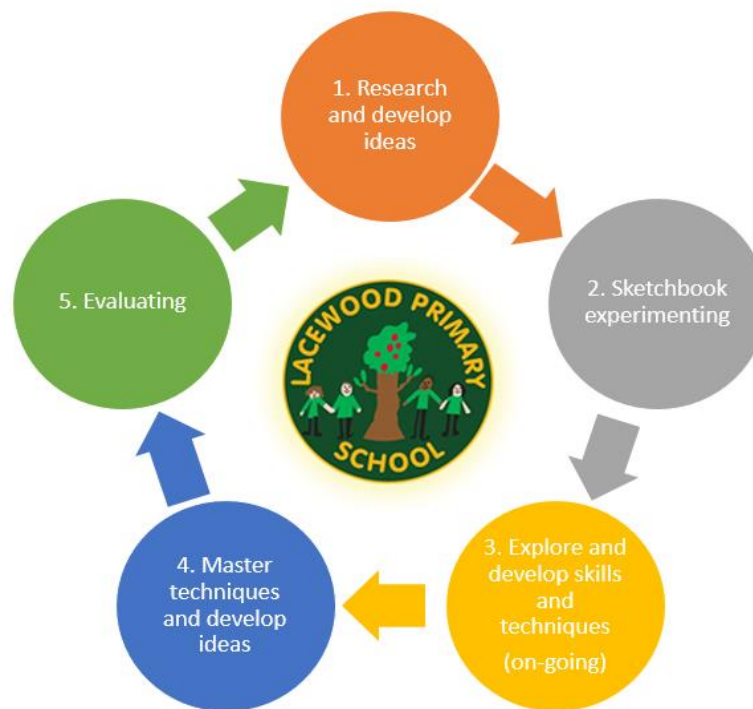
	(e.g.: plastic shapes of lids, leaves, lego, wheels etc.)	<p>plasticine, cork, sponge, open and closed shapes.</p> <p>Know that by pressing a design into a material eg: foam, you can create a texture or design on a print called an impressed print.</p> <p>Know that a print can be repeated to create a repeating pattern.</p>	<p>Know there are lots of different ways to create a print using natural or man-made materials.</p> <p>Know that repeated prints are used on fabric and wall paper.</p>	<p>Know and name some of the printing techniques they have used in school already.</p> <p>Know that a collograph is a raised print.</p> <p>Know that to overprint means you can use more colour combinations and detail.</p>	<p>Know that carving lino creates a template for a print that can be re-used.</p> <p>Know that lino cutting tools need to be used safely.</p> <p>Know why a safety block or bench block is used.</p>	<p>Know that a print can be used for a specific purpose eg: cushion cover.</p> <p>Know that print can be combined with other skills eg: embroidery and other embellishments to create an item for a purpose.</p>
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<p>3-D Sculpture</p> 	Safely use and explore a variety of materials, tools and techniques.	Understand the safety and basic care of materials and tools, working with increasing confidence.	Work in a safe and organised way using the equipment responsibly and with increasing confidence.	Work in a safe and organised way using the equipment responsibly and with confidence	Work with a wider range of tools in a safe and organised way, caring for the equipment.	Work confidently with a wider range of tools in a safe and organised way, caring for the equipment.
	Experiment with a range of materials such as recycled, natural and malleable to make models and structures.	Explore the use of materials such as recycled, natural and malleable to make models and structures.	Use of a range of materials with increasing confidence, joining two parts safely and correctly.	Confidently use of a range of materials joining parts safely and correctly.	Confidently use of a range of materials with careful consideration for joining techniques.	Confidently use of a range of materials with careful consideration for effective joining techniques.
	Continue to explore the use of shape and form.	Experiment with shape and form.	Use different media to develop shape and form.	Use different media, with increasing control, to achieve shape and form.	Demonstrate a secure understanding of shape and form.	Make artistic choices regarding the use of shape and form.
	Begin to apply simple decoration techniques introducing patterns.	Apply simple decoration techniques including the use of pattern.	Produce more intricate patterns and begin to explore the use of texture.	Produce more intricate patterns and continue to explore the use of texture.	Creatively use pattern and texture within their work.	
					Develop understanding of different ways of	Understanding the different ways of

					finishing work such as glaze, paint and polish.	finishing work such as glaze, paint and polish.
<p>Sculpture Knowledge</p> 	<p>Know that a sculptor is someone who makes sculptures. Know that a sculpture is made out of different materials and is 3-D.</p> <p>Know that a sculpture can be made from recycled and natural materials.</p> <p>Know that sculptures are different shapes and sizes.</p> <p>Know that some sculptures stand up and some lie flat.</p>	<p>Know and can explain the difference between a sculpture and a sculptor.</p> <p>Know that different materials can be used to create a sculpture. Know the difference between a sculptor and sculpture.</p> <p>Know and can name at least 2 sculptors.</p> <p>Know that paper can be used to create a sculpture.</p> <p>Know the mean of and can explain the terms: shape and form.</p> <p>Know that a 3-D sculpture needs a stable base or be suspended from a wall or ceiling.</p> <p>Know that a sculpture often uses a material that needs to be shaped and moulded eg: wire or pipe cleaners.</p>	<p>Know the difference between a sculptor and sculpture R</p> <p>Know that sculptures can be created from a range of different materials.</p> <p>Know that clay can be cut, shaped and moulded to create different forms.</p> <p>Know how to add impressed details in clay using clay tools.</p> <p>Know clay is a malleable material but that it can also dry out quickly.</p> <p>Know adding water to clay can help the material stop drying out or can be used to rub over a mistake.</p>	<p>Know that sculptures can be created from a range of different materials.</p> <p>Know can some materials are mouldable and malleable e.g.: clay, plasticine and that others e.g.: paper can be modelled in different ways.</p> <p>Know some of the paper building techniques: -roll -loop -curl -fringe -twist -fold</p> <p>Know different 3-D shapes and forms can be represented with paper.</p> <p>Know why a stable base is needed for a 3-D structure.</p>	<p>Know the difference between a sculptor and sculpture R</p> <p>Know that sculptures can be created from a range of different materials R</p> <p>Know that a sculpture is a 3-D form which can be created using a range of mouldable materials.</p> <p>Know a sculpture is designed with the intension of being viewed from many angles.</p> <p>Know how to mould and manipulate materials to create a 3-D form eg: clay, foil.</p> <p>Know armatures that are self-constructed: eg: wire frame.</p>	<p>Know the difference between a sculptor and sculpture R</p> <p>Know that sculptures can be created from a range of different materials R</p> <p>Know that a sculpture is a 3-D form which can be created using a range of mouldable materials R</p> <p>Know that a sculpture is viewed from all angles.</p> <p>Know that you can mould, manipulate and combine materials (wire, paper, clay) to create a 3-D form.</p> <p>Know that armatures are self-constructed eg: wire frame.</p> <p>Know that you need to create a stable base to hold a free standing sculpture in place.</p>

					Know how to create a stable base to hold a free-standing sculpture in place.	Know that a sculpture can be refined to improve its stability
Digital Art	Use a simple painting program to create a picture.	Create a picture independently using simple IT mark-making tools e.g. brush and pen tools. Edit their own work.	Use IT programs to create a piece of work that includes their own work and that of others (using the internet).	Create a piece of art work which includes the integration of digital images they have taken.	Create digital images with animation, video and sound to communicate their ideas.	Use software packages to create pieces of digital art to design.
Digital art tools to incorporate	Revelation Natural art		Adobe Fresco			
Taking inspiration from the Greats	Begin to recognise some of the work of notable artists, artisans and designers.	Talk about some of the work of notable artists, artisans and designers.	Replicate some of the techniques used by notable artists, artisans and designers.	Gives details (including own sketches) about the style of some notable artists, artisans and designers.	Show how the work of those studied was influenced by both society and to other artists.	
	Use some of the ideas of artists studied to create their own pieces.		Create original pieces that are influenced by studies of others.	Create original pieces that show a range of influences and styles from different artists.		
Artists Studied	Pablo Picasso Andy Goldsworthy	Franz Marc Paul Klee Alexander Calder	Hokusai	Margaret Godfrey Zaha Hadid	Georgia O'Keefe Frida Kahlo L.S Lowry	Henry Moore (Barbara Hepworth) William Morris Angie Lewin

					Victoria Topping
Black History Week 2022	Alma Thomas		Enfant Precoce		Nike Okundeye
Reflect & Evaluate (Responding to art)	Describe some of the art and design techniques they have used in their work, e.g. drawing, painting, and sculpture.	Talk about the techniques, materials and equipment used in their work and the work of others.	Evaluate an existing piece of artwork providing a personal opinion.	Evaluate an existing piece of artwork providing a personal opinion and discussing the changes they would like to make.	Describe what they think and feel about an existing piece of artwork and how this might influence their future designs.
See annotation stem sentences	Talk about what they like in their own work and in the work of others.	Describe what they like about their own work and the work of others using appropriate language.	Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result.	Confidently identify the strengths and weaknesses of their artwork, suggesting any areas for improvement.	Confidently identify the strengths and weaknesses of their artwork, suggesting any areas for improvement and consider the effect different resources may have had.
	Begin to discuss what they would do differently next time		Identify areas for development that could be made.		Children have opportunity to reflect upon and refine their work.
			Use their sketch book to adapt their work as their ideas develop.	Use their sketch book to adapt their work as their ideas develop and make relevant annotations.	Use their sketch book to evaluate and adapt their work as their ideas develop and make annotations to show progression in their ideas.
Lesson Sequencing					



Assessment opportunities:

Teachers should consider the main assessment in art as a holistic practice, which takes place during every art lesson through conversation with pupils:

On-going

Y1

- Tell me about what you are making?
- What might you do next?
- Tell me about what you have made.

Y2

- Tell me about what you are making?
- What might you do next?
- Which materials might you use?
- What have you discovered?
- Tell me about what you have made
- What would you like to explore more of?

On-going

Y3

- Tell me about what you are making and what inspired you.
- Tell me about the materials and techniques you are using.
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get around them?
- Tell me about things you really liked or enjoyed.
- What would you like to explore more of?

On-going

Y5/6

- Tell me about what you are making and what inspired you.
- What might you do next?
 - Tell me about the materials and techniques you are using.
 - What have you discovered?
 - How do you feel about the end result?
 - What kinds of problems did you encounter and how did you get round them?
- Tell me about things you really liked or enjoyed.

		<p>Y4</p> <ul style="list-style-type: none"> • Tell me about what you are making and what inspired you. • What might you do next? • Tell me about the materials and techniques you are using. • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed. • What would you like to explore more of? 	<ul style="list-style-type: none"> • What would you like to explore more of? • Tell me about what you are making and what inspired you. • What might you do next? • Tell me about the materials and techniques you are using. • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really enjoyed. • What would you like to explore more of? • What is the potential of what you have done?
<p>Art Vocabulary</p>	<p>The art vocabulary: colour, pattern, texture, line, shape, form and space are referred to in art lessons as well as specific vocabulary linked to the art unit being taught.</p> <p>Each year group has key art vocabulary terms and these must be taught within the year group, although reference to previous year group's vocabulary is essential in order for children to secure their understanding of the technical art vocabulary and skills.</p> <p>Children should use this art vocabulary when they are talking about artwork as well as when they are annotating work in their sketchbooks and it should be made available for children during lessons through display or on resources.</p>		

<p>Further Architecture Links:</p> <p>Links to architecture will be made through the theme 'Special Places' a unit taught in Religious Education. Children will look at designs of churches and also religious buildings linked to their year group theme of: Hinduism, Judaism, Sikhism, Islam or Buddhism.</p>
<p>Art Annual Events</p> <p>A yearly art week project 'Grand Designs' will introduce children to famous architects (male and female) from a range of different cultures and backgrounds around the world.</p>

Black History Month – October 2023

Whole school assembly – Led by Miss K Akeroyd to introduce Black History Month and Focus artists

Focus Artists

FS1 & FS2 – Frank Bowling

Y1 & Y2 – Alma Thomas

Y3 & Y4 – Enfant Precoce

Y5 & Y6 – Nike Okundaye

Dearne Art's Festival – Queen Jubilee Quilt 2022

Suggested mini-units of work for assessment purposes and standardisation.