



# Art and Design overview

## Key concepts

**Knowledge of artists and designers**



**Exploring and developing ideas**



**Making skills**



**Evaluating**



EYFS	Autumn		Spring		Summer	
<p>Expressive arts and design</p>	<p><b>Andy Goldsworthy and Walter Mason</b> Using the natural world to create artwork</p> <p>Links to the natural world/season of autumn-use seasonal nature to create natural art</p> <p>Loose parts natural art</p> <p>Portraits using natural materials</p> <p><a href="http://experimentwithnature.com/03-found/land-art-walter-mason/#.YupOC3bMI2w">http://experimentwithnature.com/03-found/land-art-walter-mason/#.YupOC3bMI2w</a></p>	<p><b>Mondrian-</b> Squares and lines</p> <p>Creating pictures made from squares and lines</p> <p><a href="http://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock">Piet Mondrian 1872–1944   Tate</a></p> <p><b>Kandinsky</b> Concentric Circles</p> <p>Gross motor, circle art work on a larger scale outdoors</p> <p>Exploring the story Elmer (bright colour)</p> <p>Colour mixing</p> <p>Explore using paint</p> <p>Explore colouring mixing experiments using skittles and ice</p> <p><a href="https://teachbesideme.com/kandinsky-artist-study/">https://teachbesideme.com/kandinsky-artist-study/</a></p>	<p><b>Matisse</b> Collages using simple shapes and insects and animals</p> <p>Using scissors to cut out different shapes to create simple collages</p> <p>Use different media, paper, felt, card, natural materials</p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse">https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse</a></p>	<p><b>Monet</b> Finger Painting</p> <p>Create simple gardens, plants and flowers in his style using finger paints and ear bud sticks</p>	<p><b>Georgia O’Keeffe</b> Paint mixing</p> <p><b>Eric Carle-</b> Explore that some artists are known as illustrators as they create pictures for story books</p> <p>Create brightly coloured paintings inspired by Eric Carle</p> <p>Explore different techniques to painting</p> <p>Complete one of the art projects as a class</p> <p><a href="https://www.carlemuseum.org/education/making-art-together">https://www.carlemuseum.org/education/making-art-together</a></p> <p><a href="https://www.carlemuseum.org/explore-art/collections">https://www.carlemuseum.org/explore-art/collections</a></p>	<p><b>Jackson Pollock</b> Strings, splatters and blow painting</p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock">https://www.tate.org.uk/kids/explore/who-is/who-jackson-pollock</a></p> <p><a href="https://www.youtube.com/watch?v=zksW_C2gPj8">https://www.youtube.com/watch?v=zksW_C2gPj8</a></p> <p><b>Vincent Van Gogh</b> Starry Night Paintings</p> <p>Exploring different techniques to paint, such as using foam, foil and finger painting Invite children to use the techniques explored to create Ocean themed pictures</p> <p><a href="https://www.tate.org.uk/art/artists/vincent-van-gogh-1182">https://www.tate.org.uk/art/artists/vincent-van-gogh-1182</a></p>
	<p>Observational drawings</p> <p>Art Activities to also include</p>	<p>Self-portraits</p> <p>Discuss what a portrait is</p> <p>Children to use different media to create portraits (pens, chalk, nature)</p> <p>Enhance creative area with pens and different media</p>	<p>Christmas wreaths</p> <p>Discuss why people may have a wreath at Christmas</p> <p>Christmas crafts</p> <p>Bonfire crafts and pictures</p> <p>Diva lamps</p>	<p>Observations of animals and birds.</p> <p>Use cameras/ipad to take photographs of animals and birds to support observational drawing</p> <p>Observe how the animals are behaving</p> <p><b>Links:</b> Bird spotting, nocturnal animals</p>	<p>Flowers and Plants</p> <p>Begin to explore the signs of Spring and copy what we see</p> <p>Observe and draw seeds growing over a period of time</p> <p>Fresh flowers and plants</p> <p>Easter Crafts</p> <p><b>Links:</b> How seeds grow</p>	<p>Sights of London-Big Ben, Buckingham Palace etc...(half/half)</p> <p>Observe/draw insects found in our school garden</p> <p>Also caterpillar-butterfly and tadpole-frog</p>

Year 1/2 - A	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	<ul style="list-style-type: none"> <li>Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes</li> <li>Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints</li> <li>Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques</li> <li>Use a sketchbook to gather and develop idea</li> </ul>	<ul style="list-style-type: none"> <li>Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk</li> <li>Experiment with line, shape, pattern and colour</li> <li>Observe and draw landscapes, patterns and anatomy</li> <li>Use a sketchbook to gather and develop ideas</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot</li> <li>Construct with recycled, natural and man-made materials</li> <li>Use a sketchbook for practising skills and planning a design</li> </ul>
Key vocabulary	tint, darken, abstract	sketch, draw, thickness, charcoal, blend	sculpture, knead, mould, carve, pierce
Focus / Enquiry question	<p><b>Colour: PAINT</b></p> <p>Focus on <b>using colour to reflect mood / emotions.</b></p> <p>Children to create own colour field abstract painting in the style of Mark Rothko, using colour to reflect mood / emotions.</p>	<p><b>Drawing: PENCIL, CHARCOAL</b></p> <p>Focus on <b>drawing as a way to record experiences and feelings.</b></p> <p>Children to draw buildings and people in the style of L. S. Lowry from a flat (2D) perspective.</p>	<p><b>Sculpture: CLAY</b></p> <p>Focus on <b>creating an abstract 3D sculpture using techniques such as rolling, kneading, moulding and carving to create different effects.</b></p> <p>Children to create their own abstract 3D sculptures in the style of Dame Barbara Hepworth.</p>
Learning objectives (substantive knowledge)	<ul style="list-style-type: none"> <li>Create colour wheels by mixing primary colours to create secondary colours.</li> <li>Add white to colours to make as many tints of one colour as possible.</li> <li>Darken colours without using black.</li> <li>Choose colours to reflect emotions and mood. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces of their own.</li> </ul>	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Understand the basic use of a sketchbook and work out ideas for drawings.</li> <li>Use a sketchbook to gather and collect drawings.</li> <li>Experiment with different grades of pencil and other implements.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces of their own.</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of shapes to create abstract forms.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces of their own. Link back to Mark Rothko (abstract) and forward (Georgia O’Keefe Y3 Modernism).</li> </ul>
Trips / focus artist	<b>Artist link for abstract art:</b> Mark Rothko (1903 – 1970)	<b>Artist link:</b> L. S. Lowry (1887 – 1976) <b>Trip to The Lowry in Salford</b>	<b>Artist link:</b> Dame Barbara Hepworth (1903 – 1975)
National curriculum	Use painting to develop and share their ideas, experiences and imagination; Develop a wide range of art and design techniques in using texture, line, shape, form and space; Learn 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.	Become proficient in drawing techniques; Use drawing to develop and share their ideas, experiences and imagination; Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space; Learn 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.	Use sculpture to develop and share their ideas, experiences and imagination; Use a range of materials creatively to design and make products; Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space; Learn 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.

Year 1/2 - B	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	<ul style="list-style-type: none"> <li>Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk</li> <li>Experiment with line, shape, pattern and colour</li> <li>Observe and draw landscapes, patterns and anatomy</li> <li>Use a sketchbook to gather and develop ideas</li> </ul>	<ul style="list-style-type: none"> <li>Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes</li> <li>Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints</li> <li>Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques</li> <li>Use a sketchbook to gather and develop idea</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing</li> <li>Design and build repeated patterns</li> <li>Use a sketchbook for practising skills and recording knowledge</li> </ul>
Key vocabulary	self-portrait, line	Expressionism, primary colours, secondary colours	block print, pattern, arrange
Focus / Enquiry question	<p><b>Drawing: PENCIL, COLOURED PENCILS</b> Focus on <b>self portraits</b></p> <p>Children to create their own self portrait in the style of Pablo Picasso (using unusual shapes, unusual positions for facial features, and unusual colours).</p>	<p><b>Colour: PAINT</b> Focus on <b>seasonal changes</b>,</p> <p>Using autumn / winter / spring colour palettes (link to ongoing learning in Science relating to seasons) to create a large scale piece of work in the style of Jackson Pollock (Expressionist).</p>	<p><b>Printing</b> Focus on <b>relief (block) printing</b>.</p> <p>Children to create a relief print image onto a tile, carving out the pattern, influenced by Katharine Watson. This can then be used to create a repeated image print.</p>
Learning objectives (substantive knowledge)	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Show patterns and textures by adding dots and lines.</li> <li>Colour (own work) neatly following lines.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces of their own.</li> </ul>	<ul style="list-style-type: none"> <li>Name all of the primary and secondary colours.</li> <li>Mix primary colours to create secondary colours and begin to predict resulting colours.</li> <li>Use colour on a large scale (working collaboratively in groups on a large canvas).</li> <li>Experiment with different techniques eg: dripping, splashing, splattering, dribbling, exploring different techniques as ideas develop.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces of their own.</li> </ul>	<ul style="list-style-type: none"> <li>Use repeating patterns</li> <li>Create printing tiles using relief method.</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces of their own.</li> </ul>
Trips / focus artist	<p><b>Artist link for self portraits:</b> Pablo Picasso (1881 – 1973) <b>Art gallery visit - TBC</b></p>	<p><b>Artist link for expressionist technique:</b> Jackson Pollock (1912 – 1956)</p>	<p><b>Artist link for repeating pattern:</b> Katharine Watson</p>
National curriculum	<p>Become proficient in drawing techniques; Use drawing to develop and share their ideas, experiences and imagination; Develop a wide range of art and design techniques using texture, line, shape, form and space; Learn 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.</p>	<p>Use painting to develop and share their ideas, experiences and imagination; Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space; Learn 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.</p>	<p>Use printing to develop and share their ideas, experiences and imagination; Develop a wide range of art and design techniques in using colour, texture, line, shape, form and space; Learn 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.</p>

Year 3	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil; explain choices about use of media</li> <li>Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light</li> <li>Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people</li> <li>Use a sketchbook to research, collect and record</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form</li> <li>Cut and join wood with support; make a simple paper mache object using wire or assembled found materials</li> <li>Plan and design in a sketchbook; make models</li> </ul>	<ul style="list-style-type: none"> <li>Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing</li> <li>Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint</li> <li>Work confidently on different scales</li> <li>Use a sketchbook to research, collect and record</li> </ul>
Key vocabulary	modernism, complementary, scumbling, stippling	vessel, culture, ancestry	tertiary colours, contrasting colours, Pointillism
Focus / Enquiry question	<p><b>Drawing: OIL PASTELS</b> Focus on <b>Modernism: flowers.</b></p> <p>Children to create their own flower design using oil pastels in the style of Georgia O'Keefe.</p>	<p><b>Sculpture: CLAY</b> Focus on <b>moulding and shaping clay to create a 3D sculpture (vessel) using the pinch pot technique.</b></p> <p>Children to use clay to create a vessel inspired by Andile Dyalvane that reflects their culture and ancestry.</p>	<p><b>Colour: PAINT (oil / acrylic)</b> Focus on <b>Pointillism.</b></p> <p>Children to apply their knowledge of contrasting colours and Pointillism techniques to create their own piece in the style of Georges Seurat.</p>
Learning objectives (substantive knowledge)	<ul style="list-style-type: none"> <li>Undertake close observations.</li> <li>Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level.</li> <li>Plan, refine and alter their drawings as necessary. Use oil pastels to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>Use colour for mood/effect (complementary colours)</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Mould and shape clay for a desired effect.</li> <li>Create a design in clay, considering shape, size, proportion and texture.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> <li>Link to learning in Year Two on sculpture (Dame Barbara Hepworth).</li> </ul>	<ul style="list-style-type: none"> <li>Use a developed colour vocabulary.</li> <li>Mix a variety of colours and know create a developed colour wheel to include tertiary colours.</li> <li>Apply colour using a Pointillist technique.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>
Trips / focus artist	<b>Artist link for Modernist style:</b> Georgia O'Keefe (1887 – 1986)	<b>Artist link:</b> Andile Dyalvane (1978 - )	<b>Artist link:</b> Georges Seurat (1859 – 1891)
National curriculum	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, including sculpture; Learn about great artists, architects and designers in history.	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.

Year 4	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	<ul style="list-style-type: none"> <li>Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing</li> <li>Mix colours and know which primary colours make secondary colours; experiment with tone, shade and tint</li> <li>Work confidently on different scales</li> <li>Use a sketchbook to research, collect and record</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil; explain choices about use of media</li> <li>Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light</li> <li>Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people</li> <li>Use a sketchbook to research, collect and record</li> </ul>	<ul style="list-style-type: none"> <li>Research, create and refine a print using a wider variety of techniques – e.g. marbling, screen printing and layering</li> <li>Design patterns of increasing complexity, exploring pattern &amp; shape</li> <li>Use a sketchbook for recording and developing print idea</li> </ul>
Key vocabulary	hue, tint, shades, impressionism, reflection	still life, placement, proportion, realistic, photorealism	tessellation, relief print
Focus / Enquiry question	<p style="text-align: center;"><b>Colour: PAINT</b></p> <p>Focus on <b>colour changes to reflect the level of light</b></p> <p>Children to create an impressionist painting in the style of Monet, using impressionist brush strokes and making appropriate choices of tint and tone to match light levels / time of day.</p>	<p style="text-align: center;"><b>Drawing: COLOURED PENCILS</b></p> <p>Focus on <b>still life</b>.</p> <p>Children to create a photorealism still life drawing in the style of Audrey Flack.</p>	<p style="text-align: center;"><b>Printing</b></p> <p>Focus on <b>relief (block) printing</b>.</p> <p>Children to make a printing block to create a repeated and tessellating relief print in the style of William Morris.</p>
Learning objectives (substantive knowledge)	<ul style="list-style-type: none"> <li>Investigate Impressionism through the use of light/reflections within painting.</li> <li>Use more specific colour language eg: tint, shade, hue.</li> <li>Choose paints/colours and apply in a way that is appropriate to the piece.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to sketch lightly to avoid using a rubber for mistakes and annotate their sketches to explain and elaborate ideas.</li> <li>Use shading to show the effect of light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> <li>Undertake close observation, and use this to reflect scale, proportion and placement in their own work</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Record textures and patterns.</li> <li>Replicate patterns observed in the natural world.</li> <li>Make precise repeating patterns.</li> <li>Understand the term, 'tessellate'.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>
Trips / focus artist	<p><b>Artist link for impressionist style:</b> Oscar-Claude Monet (1840 – 1926)</p>	<p><b>Artist link:</b> Audrey Flack (1931 – 2024)</p>	<p><b>Artist link:</b> William Morris (1834 – 1896)</p>
National curriculum	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, including printing; Learn about great artists, architects and designers in history.

Year 5	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	<ul style="list-style-type: none"> <li>Develop a range of clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures, slabs, coils and slips</li> <li>Use recycled, natural and man-made materials to create sculptures with increasing independence; cut and join wood and make a model using plaster</li> <li>Plan, design, make and adapt models; evaluate other sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Test media and materials before independently employing a range of effects, including texture with sand/sawdust</li> <li>Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects</li> <li>Create imaginative work from a variety of sources and show an awareness of painting composition</li> <li>Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media</li> </ul>	<ul style="list-style-type: none"> <li>Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people)</li> <li>Draw effect of light on people and objects from different directions and develop the concept of perspective</li> <li>Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects</li> <li>Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media</li> </ul>
Key vocabulary	sculpt, mould, armature	Post Impressionist, palette, composition, impasto	architect / architecture, design, perspective
Enquiry question	<p><b>Sculpture: MOD ROC</b></p> <p>Focus on <b>figurative sculpture using ModRoc</b></p> <p>Children to use their knowledge of armatures and ModRoc to create a figurative sculpture in the style of George Segal.</p>	<p><b>Colour: PAINT (oil / acrylic)</b></p> <p>Focus on <b>the use of texture and colour.</b></p> <p>Children to create their own oil / acrylic landscape painting in the style of Van Gogh.</p>	<p><b>Drawing: PENCIL, PEN &amp; INK</b></p> <p>Focus on <b>effective use of light on buildings.</b></p> <p>Children to create an architectural building design, influenced by the work of Daniel Libeskind.</p>
Learning objectives (substantive knowledge)	<ul style="list-style-type: none"> <li>Describe the key skills involved in modelling and sculpture.</li> <li>Use an armature (including using found or recycled items) to show life-like qualities and real-life proportions.</li> <li>Use tools to carve and add shapes and texture.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Consolidate understanding of contrasting (complementary) colours.</li> <li>Show an awareness of how paintings are created (composition).</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Understand perspective and express it in their drawing, using an effective technique to achieve this</li> <li>Use a variety of techniques to add interesting effects (e.g. direction of sunlight).</li> <li>Produce increasingly accurate drawings of buildings.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>
Trips / focus artist	<p><b>Artist link:</b></p> <p>George Segal (1924 – 2000)</p>	<p><b>Artist link:</b></p> <p>Vincent Van Gogh (1853 - 1890)</p>	<p><b>Designer link:</b></p> <p>Daniel Libeskind, architect - IWM North, Jewish Museum (1946 - )</p>
National curriculum	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and design techniques, including sculpture, with a range of materials. Learn about great artists, architects and designers in history.	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, with a range of materials; Learn about great artists, architects and designers in history.

Year 6	Autumn	Spring	Summer
Key skills & ideas (disciplinary knowledge)	<ul style="list-style-type: none"> <li>Choose a taught printing method appropriate to the task and explain techniques; explore colour mixing using two coloured inks</li> <li>Design complex patterns, including using repetition and symmetry</li> <li>Use a sketchbook for recording, developing &amp; evaluating print ideas</li> </ul>	<ul style="list-style-type: none"> <li>Make and explain informed choices about use of media and draw parallels between own drawings and those of other artists (including annotating the art of other people)</li> <li>Draw effect of light on people and objects from different directions and develop the concept of perspective</li> <li>Produce increasingly accurate drawings of people, landscapes and a range of other 3D objects</li> <li>Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media</li> </ul>	<ul style="list-style-type: none"> <li>Test media and materials before independently employing a range of effects, including texture with sand/sawdust</li> <li>Demonstrate knowledge about primary/secondary colours, warm and cold, complimentary and contrasting colours; create shades independently using black and white; show the effect of light and colour, texture and tone on natural and manmade objects</li> <li>Create imaginative work from a variety of sources and show an awareness of painting composition</li> <li>Use a sketchbook to research, collect, record and develop ideas independently, including the use of mixed media</li> </ul>
Key vocabulary	screen printing, stencil, Pop art	stylised, perspective, reflection (revisit from Year Four)	symbolism
Enquiry question	<p><b>Printing: SCREEN PRINTING – INK</b> Focus on <b>screen printing</b>.</p> <p>Children to create a multi layered screenprint influenced by Andy Warhol's work.</p>	<p><b>Drawing: PEN &amp; INK</b> Focus on <b>stylised drawings of buildings</b>.</p> <p>Children to create an architectural building design, influenced by the work of Frank Gehry.</p>	<p><b>Paint: OIL / ACRYLIC</b> Focus on <b>using colour to reflect mood</b>.</p> <p>Children to create a self-portrait in the style of Frida Kahlo, expressing themselves and their mood through their use of colour and symbolism.</p>
Learning objectives (substantive knowledge)	<ul style="list-style-type: none"> <li>Develop and refine techniques of screenprinting.</li> <li>Build up layers of colour in a Pop Art style.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>Understand perspective and express it in their drawing, using an effective technique to achieve this.</li> <li>Use a variety of techniques to depict shadows and reflections.</li> <li>Produce stylised drawings of buildings.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> <li>Link back to learning in Year Five on perspective (Daniel Libeskind).</li> </ul>	<ul style="list-style-type: none"> <li>Use different media to create tints, tones, hues.</li> <li>Understand how colour can portray emotion and reflect mood.</li> <li>Choose an appropriate palette of colour to reflect a specific mood/emotion.</li> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> <li>Link back to learning from Years One to Five, developing their colour vocabulary and understanding of primary, secondary, tertiary and complementary (contrasting) colours.</li> </ul>
Trips / focus artist	<p><b>Artist link:</b> Andy Warhol (1928 – 1987)</p>	<p><b>Architect link:</b> Frank Gehry (1929 - )</p>	<p><b>Artist link:</b> Frida Kahlo (1907 - 1954)</p>
National curriculum	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques; Learn about great artists, architects and designers in history.	Create sketchbooks to record their observations and use them to review and revisit ideas; Improve their mastery of art and drawing techniques, including painting; Learn about great artists, architects and designers in history.