













St Patrick's Catholic Primary School Art Curriculum

Coverage of topics and artists

	Advent	Lent	Pentecost
EYFS	 <p>Focus artist - Piet Mondrian Outcome - Create own picture using 2D shapes in the style of Piet Mondrian</p>	 <p>Focus artist - Leonardo Da Vinci Outcome - Paint a portrait including features identified in the work of Da Vinci</p>	 <p>Focus artist -Giuseppe Arcimboldo Outcome - Create a portrait using fruit and vegetables</p>
Y1	<p>Art and Design Skills Printing/mixing shades</p>  <p>Focus Artist: Wassily Kandinsky Outcome - Print and mix colours to paint in the style of Kandinsky</p>	<p>Formal Elements of Art Secondary colours/abstract art</p>  <p>Focus Artist: David Hockney Outcome - Create a piece of abstract art in the style of Hockney</p>	<p>Landscapes Creating texture</p>  <p>Focus Artist - Vincent Van Gogh Outcome - Create a landscape using different media inspired by Van Gogh</p>
Y2	<p>Formal elements of art Rubbings/3D art</p>  <p>Focus Artist: Max Ernst</p>	<p>Sculpture and mixed media Pop art</p>  <p>Focus Artist: Roy Lichtenstein</p>	<p>Art and design skills Clay</p>  <p>Focus Artist: Clarice Cliff</p>



	<p>Outcome - create a picture using collage and frottage in the style of Max Ernst</p>	<p>Outcome - Create an art piece using dot matrix effect in the style of Lichtenstein</p>	<p>Outcome - Make and paint a plate in the style of Clarice Cliff</p>
Y3	<p>Prehistoric art</p>  <p>Replicating art using natural materials Outcome - Use natural materials to replicate piece of prehistoric art</p>	<p>Formal elements of art Exploring light and dark, creating form using wire</p>  <p>Focus artist - Alexander Calder Outcome - Create wire sculpture in style of Alexander Calder</p>	<p>Craft & Art and design skills Tie dye, weaving and sewing</p>  <p>Focus designer - Ann Roth Outcome - Create own weave from a design inspired by Ann Roth</p>
Y4	<p>Art and design skills Design, drawing, craft, painting skills</p>  <p>Focus Artist: Paul Cézanne Outcome - Use colour mixing and brush techniques to paint in the style of Paul Cezanne</p>	<p>Formal elements of art Printing geometric patterns</p>  <p>Focus Artist: Pablo Picasso Outcome - using a range of mark making techniques create a geometric pattern inspired by Picasso</p>	<p>Every picture tells a story Abstract art</p>  <p>Focus Artist: David Hockney Outcome - Create a collage to produce abstract art in the style of David Hockney</p>
Y5	<p>Formal elements of art Architecture</p>	<p>Every picture tells a story Exploring the meaning behind art</p>	<p>Design for a purpose Developing design ideas</p> 



	 <p>Focus Artist: Hundertwasser Outcome - Design a house and add colour and motifs in the style of Hundertwasser</p>	 <p>Focus Artist: Banksy Outcome - Design a piece of street art portraying a current message from the news, current affair or representing British values</p>	<p>Focus Artist: Morag Myerscough Outcome - Create and present a design inspired by Morag Myerscough from a given brief</p>
<p>Y6</p>	<p>Photography Developing photography skills</p>  <p>Focus Artist: Hannah Hoch Outcome - Create a photo montage in the style of Hannah Hoch</p>	<p>Make my voice heard Graffiti art</p>  <p>Focus Artist: Pablo Picasso Outcome - Create a piece of artwork with a message in the style of Picasso</p>	<p>Still life Memory box still life</p>  <p>Focus Artist: Paul Cézanne Outcome - Create a memory box showcasing a piece of still life art work in the style of Paul Cezanne</p>



Year 1	Topic Coverage
Advent	Art - Art and Design skills Developing drawing, design, craft and art appreciation skills; exploring two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Wassily Kandinsky
Lent	Art - Formal elements of art Explore three of the formal elements of art; shape, line and colour. Learn to mix paint with secondary colours: use circles to create abstract compositions and create an abstract piece of art in the style of David Hockney
Pentecost	Art - Landscapes using different media Learn about composition and work with different art materials to create texture in a seaside art piece in the style of Vincent Van Gogh
Year 2	Topic coverage
Advent	Art - Formal elements of art Explore the formal elements of art; pattern, texture and tone. Create printed patterns using everyday objects; take rubbings using different media and learn how to make drawings three dimensional in the style of Max Ernst.
Lent	Art - Sculpture and mixed media Create sculpture and pop art. Learn how to draw facial features to portray different emotions through a 'Superheroes' topic inspired by Roy Lichtenstein
Pentecost	Art - Art and design skills Learn and develop skills in design, drawing, craft, painting and art appreciation, replicating the crockery of Clarice Cliff. Explore tone through shading, developing skills in weaving and manipulation of clay, experimenting with brush strokes.
Year 3	Topic Coverage
Advent	Art - Prehistoric art Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past
Lent	Art - Formal elements of art Exploring shape and tone - identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark in the style of Alexander Calder



Pentecost	Art - Craft & Art and design skills Creating mood boards as inspiration, weaving and sewing to create a range of effects using fabric in the style of Ann Roth
Year 4	Topic Coverage
Advent	Art - Art and design skills Developing: design, drawing, painting skills - painting and mixing colours in the style of Paul Cézanne and learning about the role of a 'curator'
Lent	Art - Formal elements of art Exploring texture and pattern - developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing 'flip' patterns and recreating a famous geometric pattern by Picasso
Pentecost	Art - every picture tells a story Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art inspired by the work explored of David Hockney
Year 5	Topic Coverage
Advent	Art - Formal elements of art - Architecture Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect.
Lent	Art - Every picture tells a story Exploring the meaning behind art - analyse the work of Banksy, understand that art can have both meaning and message, relate street art to the news, current affairs and British Values,
Pentecost	Art - Design for a purpose Designing to a given criteria; developing design ideas for a product to fit a given name in the style of Morag Myerscough
Year 6	Topic Coverage
Advent	Art - photography Developing photography skills - composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways. Hannah Hoch
Lent	Art - Make my voice heard Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message



Pentecost	Art - Still life Creating a variety of still life pieces influenced by Paul Cezanne, using a range of mediums and showcasing work in the form of a memory box.
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Progression in Art

Expressive Arts and Design		
Intent - Expressive Arts and Design involves an individual expression of creativity through a variety of media. Innovation and process are highly valued as children exercise freedom of choice and develop critical thinking. Creative expression promotes the articulation of feelings and thoughts in an enjoyable and physically active manner.		
Expressive arts and design: Creating with materials		
ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.		
3 & 4 year olds		
Advent	Lent	Pentecost
<ul style="list-style-type: none"> • Know how to sing some favourite songs. • To be able to sing a few familiar songs. • Know how to create sounds by banging, shaking, tapping or blowing. • Know how to show an interest in the way musical instruments sound. • Know how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. • To be able to enjoy joining in with dancing and ring games. • Know how to experiment with blocks, colours and marks • Know how to explore colour and colour-mixing. • Know how to use various construction materials. 	<ul style="list-style-type: none"> • Know how to explore different materials freely, in order to develop their ideas about how to use them and what to make. • Know how to develop their own ideas and then decide which materials to use to express them. • Know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. • Know how to use drawing to represent ideas like movement or loud noises. • Know how to play instruments with increasing control to express their feelings and ideas. • Know how to explore and learn how sounds can be changed. • Know how to begin to construct stacking blocks vertically and horizontally, making enclosures and creating spaces. • Know how to explore colour and how colours can be changed. 	<ul style="list-style-type: none"> • To be able to begin to move rhythmically. • To be able to imitate movement in response to music. • To be able to tap out simple repeated rhythms. • Know that to be able to use lines to enclose a space and then begin to use these shapes to represent objects. • Know how to show interest in and describe the texture of things. • Know how to join construction pieces together to build and balance. • Know how to join different materials and explore different textures. • Know how to show different emotions in their drawings and paintings, like happiness, sadness, fear etc.



Reception		
Advent	Lent	Pentecost
<ul style="list-style-type: none"> • Know how to enjoy joining in with dancing and ring games. • Know how to sing a few familiar songs. • Know how to begin to move rhythmically. • Know how to imitate movement in response to music. • Know how to tap out simple repeated rhythms. • Know how to explore and learn how sounds can be changed. • Know how to show interest in and describe the texture of things. • Know how to explore colour and how colours can be changed. • Know how to use lines to enclose a space, and then begin to use these shapes to represent objects. • Know how to use various construction materials. • Know how to begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Know how to join construction pieces together to build and balance. 	<ul style="list-style-type: none"> • Know how to explore, use and refine a variety of artistic effects to express their ideas and feelings. • Know how to return to and build on their previous learning, refining ideas and developing their ability to represent them. • Know how to create collaboratively sharing ideas, resources, and skills. • Know how to listen attentively, move to and talk about music, expressing their feelings and responses. • Know how to sing in a group or on their own, increasingly matching the pitch and following the melody. • Know how to play pitch-matching games, humming or singing short 	<p>ELG: Creating with Materials</p> <p><i>Children at the expected level of development will:</i></p> <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 process they have used. • Make use of props and materials when role playing characters in narratives and stories.



Fine Motor Skills		
ELG: Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery, begin to show accuracy and care when drawing.		
3 & 4 year olds		
Advent	Lent	Pentecost
<ul style="list-style-type: none"> • Know how to use a fist grip or fist grip comfortably. • Know how to use a palmer grasp and four-finger grip. 	<ul style="list-style-type: none"> • Know how to pick up tiny objects using a fine pincer grasp. • Know how to make simple models using construction toys. • Know how to use one-handed tools and equipment, for example, making snips in paper with scissors. • Know how to use a comfortable grip with good control when holding pens and pencils. (Following the stages of grip development document) • Know how to show a preference for a dominant hand. 	<ul style="list-style-type: none"> • Know how to hold a pencil near the point between first two fingers and thumb and use it with good control • Know how to start eating independently and learning how to use a knife and fork • Know how to be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips • Know how to use pincers, tweezers and threading equipment with increasing control and confidence. (Literacy)



Reception		
Advent	Lent	Pentecost
<ul style="list-style-type: none"> Know how to use a pincer grasp. 	<ul style="list-style-type: none"> Know how to show a preference for a dominant hand. Know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Know how to develop the foundations of a handwriting style which is fast, accurate and efficient 	<p>ELG: Fine Motor Skills</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing -using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.



	Knowledge Children will:	Skills Children will know how to:	Vocab
Y1 Advent Art and Design Skills	<p>Know that sketchbooks are for developing ideas and trying things out</p> <p>Know that new colours are created by overlapping print</p> <p>Know what overlapping means</p> <p>Know that 2d shapes are flat and 3d shapes are solid.</p> <p>Know the primary colours</p> <p>Know a secondary colour is made from mixing two primary colours</p> <p>Know that I can mix at least five different shades of my chosen secondary colour</p> <p>Know that different shades of green are made by mixing different amounts of yellow and blue together.</p> <p>Know that a mirror image is the reflection of the image.</p> <p>Know a motif is a small design which can be repeated to make a pattern.</p> <p>Know Wassily Kandinsky was a Russian artist and he was the first artist to create modern abstract art.</p>	<p>Use a variety of materials to try out ideas</p> <p>Identify which of my ideas I like best and why</p> <p>Experiment paint mixing to make a range of secondary colours</p> <p>Examine a picture in depth to see the details within it to understand the artist's story within a piece of artwork</p> <p>Draw with different media, drawing around and overlapping a variety of shapes, describing preferences about the effects of different media</p> <p>Make a print on a given theme using two different printing techniques</p> <p>Make a print giving careful consideration to the shape I choose to print with, using an appropriate amount of paint and a variety of colours within my design</p>	<p>Pattern, shape, form, texture, space, 2d shapes, 3d shapes, abstract, contemporary, drawing mediums, narrative, printing, shade, print</p>
Y1 Lent	<p>Know that horizontal lines go from left to right, across the page like a horizontal line.</p>	<p>Create a modern style line drawing, experimenting with different resources and using the vocabulary; wavy, vertical,</p>	<p>Abstract art, composition, wavy, vertical, horizontal, cross hatch, wavy, lines,</p>



<p>Formal elements of art</p>	<p>Know that vertical lines go up and down. The length of the page, from top to bottom.</p> <p>Know that cross hatched lines are overlapping parallel lines which run alongside each other.</p> <p>Know that the primary colours are; Red, yellow and blue.</p> <p>Know that the secondary colours are orange, green and purple.</p> <p>Know which primary colours are needed to make the secondary colours</p> <p>Know the different marks made by different brushes</p> <p>Know what abstract art is</p> <p>Know that abstract art uses a lot of shapes</p> <p>Know that David Hockney is a modern artist from Britain who is known for his Pop art.</p>	<p>horizontal and cross hatch to describe the lines</p> <p>Use primary colours to paint, mixing colours to achieve secondary colours and applying the paint with care</p> <p>Choose suitable brush for the marks required</p> <p>Create an abstract piece using different colours and shapes in an interesting way</p>	<p>primary colours, secondary colours, impasto</p>
<p>Y1 Pentecost Landscapes</p>	<p>Know what a landscape is</p> <p>Know what the horizon line is</p> <p>Know who Vincent Van Gogh is</p> <p>Know different tints and shades can be made by adding white to colours to lighten them</p>	<p>Identify key features of a landscape, drawing lines to represent the horizon line and the sea</p> <p>Identify different textures in a scene, finding appropriate materials to create different textures and applying these to a well-known painting.</p> <p>Create different tints and shades with paint, creating a tonal representation of the sea and sky and understanding that</p>	<p>Landscape Horizon Tint Shade Texture Materials Colour Impressionism</p>



	<p>Know different textures can be created by using different materials</p> <p>Know how to identify colours in artists' work and mix these and apply them to own landscape</p>	<p>light colours stand out more and darker colours recede.</p> <p>Identify colours used in an artist's works, mixing colours to match these and applying the colours carefully with a paintbrush.</p> <p>Paint areas of dark and light, working with a small brush to paint details and using other objects and materials to add further details.</p> <p>How to create a landscape using different media</p>	
	Knowledge Children will:	Skills Children will know how to:	Vocab
Y2 Advent Formal elements of art	<p>Know that a repeating pattern is created using colour, tone, lines and shapes.</p> <p>Know that tone means the darkness or lightness of something.</p> <p>Know that shading with varied tones makes objects look 3D.</p> <p>Know that there are different grades of pencils. H for hard and B for black.</p> <p>Know that the higher the number for black 'b', the darker the shade.</p> <p>Know what collage means</p> <p>Know what frottage means</p> <p>Know that Max Ernst was a German artist who was one of the first to work in surrealist and Dada way.</p> <p>Know that Ed Ruscha is an American artist associated with the Pop Art movement.</p>	<p>Create repeating patterns, knowing that a pattern is created by repeating lines, shapes, tones or colours and to create repeating patterns from everyday items with paint</p> <p>Explore different textures, taking rubbings using different tools</p> <p>Create a picture using a collage of rubbings (frottage) and frottage</p> <p>Create a 3D drawing</p> <p>Create a 3D drawing in colour, using tone to create lighter and darker by using</p>	<p>Repeating patterns, Patterns, Pattern, Printing, Shape, Colour, Tone, Lines, Over printing, Rubbings, Texture, Max Ernst, Frottage, Texture, Collage, Composition, Shape, Landscape Tone, 3D, Shade, Ed Rucha, Planets, Mercury, Venus, Earth, Mars, Saturn, Uranus, Jupiter, Neptune, Pluto, Tone</p>



	<p>Know what evaluate means</p>	<p>different drawing tools and different ways of holding them</p> <p>Evaluate their work and the work of their peers</p>	
<p>Y2 Lent Sculpture and media</p>	<p>Know how to manipulate materials to create a 3D human form.</p> <p>Know that the parts of the face that convey most emotion are the eyes, mouth and eyebrows</p> <p>Know how to blend colours by mixing at least two colours together.</p> <p>Know that pastel colours are soft and light colours.</p> <p>Know how to mix pastel colours by adding white to primary and secondary colours.</p> <p>Know that when two primary colours are mixed together it will make a secondary colour.</p> <p>Know that shadow effects can be created by outlining in black</p> <p>Know that Roy Lichtenstein was an American artist who was a leading figure in the Pop art movement.</p>	<p>Create 3D human forms by bending wire into a superhero shape and making legs, arms and a body using plasticine</p> <p>Create different facial expressions by altering the eyes, mouth and eyebrows</p> <p>Create a large piece of collaborative artwork, blending paint colour washes into the piece, blending two primary colour washes together to make a secondary colour, creating a dot matrix effect in the style of Lichtenstein and adding shadows by outlining the figures in black</p>	<p>Superhero, pose, wire, limbs, torso, joints, emoji, face, features, Roy Lichtenstein, comic, pop art, primary colours, tone, print, colour wash, pastels, shadowing</p>
<p>Y2 Pentecost Art and design skills</p>	<p>Know that a repeating pattern is a pattern which continues over and over again.</p> <p>Know that clay is a material which can only be used when it is flexible and wet</p> <p>Know that a sketch is a light, fast drawing.</p>	<p>Experience drawing for pleasure and suggesting ways in which they can improve their own work and the work of others</p>	<p>Clay, template, slip, repeating, pattern, design, paint, concentric circles, silhouette, shade, sketch, brush</p>



	<p>Know how to hold a paintbrush so can control it when painting.</p> <p>Know Clarice Cliff was an English artist who created pottery.</p> <p>Know what concentric circles are</p> <p>Know what a silhouette is</p> <p>Know what tone is</p> <p>Know that tone can be changed by control of the pencil</p> <p>Know that art can be enjoyable for everyone</p>	<p>Develop painting skills, working with control and the correct amount of paint</p> <p>Explore the use of tones in shading, learning to control a pencil to create dark and light tones, shading without any gaps and within the lines</p> <p>Use my hands as a tool for making, creating repeating patterns into clay</p> <p>Design a plate in the style of Clarice Cliff, painting colourful circles with care, applying paint using a straw and blowing outwards to make branches</p> <p>Know how to control a paint brush, load a paint brush and use a flowing stroke</p> <p>Know how to explore and appreciate other people's drawings</p> <p>Know how to suggest ways to improve my work and other peoples</p>	
	<p>Knowledge Children will:</p>	<p>Skills Children will know how to:</p>	<p>Vocab</p>
<p>Y3 Advent Prehistoric art</p>	<p>Know that charcoal is made from thin peeled willow twigs which are heated without oxygen.</p> <p>Know that crushed charcoal can be used to create different textures.</p> <p>Know that charcoal smudges easily and fixing spray can be used to stop it smudging any further.</p>	<p>Learn how prehistoric man-made art, painting with muted earth colours and reflecting this style in their work</p> <p>Scale up drawings, identifying key 2D shapes within an image and applying and blending charcoal to create tone and texture</p> <p>Experiment with the pigments in natural products to make different colours,</p>	<p>Prehistoric, animals, caves, charcoal, rubbing, cave artist, cave drawings, pigment, stone age, cave style painting, composition</p>



	<p>Know that large wild animals, such as bison, horses, aurochs, and deer were important to people in prehistory.</p> <p>Know that the earth colours which prehistoric people painted with were red, yellow and umber pigments, black charcoal from the fire, burnt bones (bone black) and white.</p> <p>Know that the process of making art in prehistory was to tell stories and record history.</p> <p>Know that early man created art to communicate.</p>	<p>identifying which natural items make the most successful colours</p> <p>Develop painting skills, mixing paint to create a range of natural colours and experimenting with techniques to create different textures</p> <p>Collaborate in group to create a large piece of artwork, creating designs using both positive and negative impressions and creating natural colours using paint</p>	
<p>Y3 Lent Formal elements of art</p>	<p>Know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'.</p> <p>Know that man-made objects consist of straight lines.</p> <p>Know that in nature objects are usually formed from wavy lines.</p> <p>Know that wire can be bent, manipulated and joined to create an object such as a fish.</p> <p>Know that smaller pieces of wire can be shaped to add features such as ears, nose and tail.</p> <p>Know to blend tones gradually when shading.</p> <p>Know that shading can be improved by: shading tones smoothly, shading in one direction, not leaving any spaces</p>	<p>Apply even layers of pencil tone when shading, using the side of the pencil and holding it flat to the paper and applying the four rules of shading:</p> <p>Shade in ONE direction</p> <p>Create smooth, neat, even tones leaving NO gaps and ensuring straight edges</p> <p>Show tone by shading, controlling a pencil to create a smooth effect from dark to light and blending tones gradually</p> <p>Identify and draw geometric shapes found in objects, learning that natural objects are usually formed of wavy lines and man-made objects of straight lines</p> <p>Identify the basic geometrical shapes when drawing objects and using these to help draw more accurately</p>	<p>Geometric, shapes, geometry, 2d, 3d, wire, sculpture, shading, tone, light, dark, Calder</p>



	Know Alexander Calder was an American sculptor who was famous for his wire sculptures and inventing the mobile	Create and form shapes using soft modelling wire, bending, manipulating and joining wire to create a desired shape, working safely with tools.	
Y3 Pentecost Craft and art design skills	<p>Know what a mood board is and the features of a mood board</p> <p>Know who Ann Roth is and the shapes, colours and patterns used in her work</p> <p>Know what the process of weaving is.</p> <p>Know what the terms 'warp' and 'weft' mean</p> <p>Know how to create my own weave design in the style of Ann Roth</p>	<p>Explain what a mood board is</p> <p>Create their own mood board and explain their choices</p> <p>Research and analyse the work of Ann Roth</p> <p>Select tools and materials to create own weaving</p> <p>Analyse and record observations of own weaving and improve</p> <p>Use appropriate techniques and materials to create own design in style of Ann Roth</p>	<p>Mood board</p> <p>Decorate</p> <p>Palette</p> <p>pattern</p> <p>weave</p> <p>warp</p> <p>weft</p> <p>natural</p> <p>synthetic</p> <p>loom</p> <p>Ann Roth</p> <p>Textile designer</p>
	Knowledge Children will know:	Skills Children know how to:	Vocab
Y4 Advent Art skills	<p>Know that horizontal lines run from right to left.</p> <p>Know that vertical lines run up and down, from top to bottom.</p> <p>Know that perpendicular lines are at right angles to each other.</p>	<p>Explore and identify features of the work of Paul Cézanne</p> <p>Select the correct tools to successfully paint in the style of Paul Cézanne</p> <p>Sketch and paint in the style of the artist Paul Cézanne, mixing colours and using the same brush stroke techniques</p>	<p>portrait, landscape, post-impressionist, texture, Paul Cézanne, brushstrokes, geometry, perspective, sketch, dark, light, evaluate, tone, outline, landscape, mixing, primary, secondary, technique, angular, vocabulary</p>



	<p>Know that parallel lines are two lines that are always the same distance apart and never touch.</p> <p>Know what post-impressionist means</p> <p>Know that Paul Cézanne was a French post-impressionist painter.</p> <p>Know which pencil to use to make outlines, which to make tones and how to create light across a dark tone</p> <p>Know what perspective is</p> <p>Know what primary and secondary colours are</p>	<p>Evaluate and compare my work and the work of my peers to that of Paul Cézanne</p> <p>Create perspective</p> <p>Create secondary colours by mixing</p>	
<p>Y4 Lent Formal elements of art</p>	<p>Know a compass can be used to draw circles and arcs.</p> <p>Know symmetrical patterns, look the same on either side of the centre.</p> <p>Know what a geometric pattern is</p> <p>Know to see if an object is symmetrical, I can draw a line through the centre to see if it's a perfect match (a mirror image) on either side.</p> <p>Know a printing block can be made from different materials such as wood or lino can be carved to create a stamp.</p> <p>Know mark making is the creation of different patterns, lines, textures and shapes.</p> <p>Know who Pablo Picasso is</p>	<p>Experiment with charcoal to create different textures and effects to express the meaning of words and phrases in an abstract way</p> <p>Create patterns using a printing block</p> <p>Make a stamp using geometric and mathematical shapes and creating repeating and symmetrical patterns with it</p> <p>Apply mathematical techniques of reflection and symmetry to create a flip pattern</p> <p>Create a geometric pattern using a compass</p> <p>Use a range of mark making techniques to create a geometric pattern inspired by Picasso</p>	<p>Charcoal, mark making, abstract, print, pattern, tessellation, 2d shapes, symmetry, geometric</p>



<p>Y4 Pentecost Every picture tells a story</p>	<p>Know that art can be created based on an emotion or to evoke a feeling. Know some formal elements of art are - line, shape, space, form, tone, texture, pattern, colour and composition. Know what collage is Know different materials used to create a collage - including photographs, paper, fabric Know that David Hockney is a British painter, printmaker and photographer. He is one of the most influential British artists of the 20th century and contributor to the pop art movement of the 1960's</p>	<p>Describe the formal elements within a picture and analysing and acting out a famous painting Analyse and find the meaning in a painting, describing the story behind it and the formal elements within it Describe the story behind a painting and acting it out Interpret the meaning within a painting, describing the story that it tells Analyse abstract paintings and describing them and the formal elements within it Create a collage to produce abstract art in the style of David Hockney</p>	<p>Pattern, narrative, shape, tone, David Hockney, role-play, abstract, collage,</p>
	<p>Knowledge Children will:</p>	<p>Skills Children know how to:</p>	<p>Vocab</p>
<p>Y5 Advent Formal elements of art - architecture</p>	<p>Know that first-hand drawings are drawn from life, not from pictures. Know that second-hand drawings are drawn from a photograph, rather than the real object or place. Know that an architectural style refers to the features that make a building historically identifiable, such as the shape, materials used and methods of construction. Know that Hundertwasser was a modern artist and architect who was born in Austria.</p>	<p>Draw a picture from observation, looking closely at details to be able to interpret them accurately Compose a print from a larger observational drawing Transform the look of a building in the style of the artist Hundertwasser Design a building in an architectural style, drawing a perspective view, and a plan view or front elevation Design a monument to symbolise a person or event</p>	<p>Architecture, design, houses, sketching, shading, abstract, monoprint, Friedensreich Hundertwasser, perspective, elevation, legacy, shading, architect</p>



		<p>Use a range of pencil marks to communicate what I see</p> <p>Add colour and motifs to a design to transform the look of a building</p>	
<p>Y5 Lent Every picture tells a story</p>	<p>Know that speech bubbles show what a character is saying or thinking.</p> <p>Know that I need to use imagination to remember experiences, stories and dreams so that I can create artwork that I can't see to copy from.</p> <p>Know that visual symbols are pictures, objects, colours, etc which are used to represent an idea.</p> <p>Know that Banksy is an English street artist who creates his work anonymously and his pieces are often inspired by current themes.</p>	<p>Evaluate and analysing creative work, understanding that art can have both meaning and message</p> <p>Use materials to create a symmetrical, abstract image</p> <p>Use symbols to create a meaningful message</p> <p>Evaluate and analysing a picture, demonstrating its meaning through drama and comparing its events to current news</p> <p>Develop ideas for 3D work through 2D sketching and drawing, exploring shape and form</p>	<p>Banksy, British values, graffiti, immigration, mural, public art, racism, inkblot, pattern, emoji, facial expressions, companionship, support, sketching, tone, shape</p>
<p>Y5 Pentecost Design for a purpose</p>	<p>Know the role of a designer starts with sketches and ideas from a design brief.</p> <p>Know that Morag Myerscough is a modern British designer and artist from London, and she is inspired by how colour, patterns and words can change urban environments.</p> <p>Know that a design that is fit for purpose means that it does the job that it was designed to do.</p> <p>Know that a potential audience are the people who eventually may buy a product.</p>	<p>Identify and comment on the key elements of Morag Myerscough designs</p> <p>Identify the aspects of a design brief and work collaboratively to follow</p> <p>Understand what helps to sell a product and give it identity</p> <p>Work collaboratively to a design brief and present ideas and designs to an audience</p>	<p>Morag Myerscough</p> <p>Design brief</p> <p>Sketch</p> <p>Template</p> <p>Potential audience</p> <p>Fit for purpose</p> <p>Client</p> <p>3D</p>



		<p>Review and modify design as a project develops</p> <p>Work collaboratively to communicate through spoken and visual language to 'sell' a product</p>	
	Knowledge Children will:	Skills Children will know how to:	Vocab
Y6 Advent Photography	<p>Know that photomontage is a type of collage in which photographs are placed into a single composition.</p> <p>Know that the 'frame' in photography, refers to the way you plan the composition to draw attention to something.</p> <p>Know that contemporary artists are artists who are alive and currently making artwork.</p> <p>Know that Hannah Hoch was a German artist who was one of the originators of photomontage during the Weimar period.</p> <p>Know that truisms are statements, and they can be used with photographic images to create impactful and thought-provoking posters</p>	<p>Create a photomontage image by selecting images and creating a composition from them</p> <p>Use text and images together to create meaningful and powerful photo posters</p> <p>Create abstract art through photography, taking photographs with care and choice, making decisions about cropping, editing and presentation of images and learning the terms: macro, and monochromatic</p> <p>Create a continuous line self- portrait drawing from a photograph</p> <p>Replicate the mood and expression of a painting through photography</p> <p>Annotate, assess and review own work and peers</p> <p>Compare contemporary artists work with Hannah Hoch's work</p>	<p>Photomontage, composition, collage, frame, contemporary, Hannah Hoch, Weimar period, mood, expression, abstract, truisms, impact, environment, contemporary, compare, Macro photography, tones, light source, contrast, position, desaturate, saturate, Self-portrait, selfie, expression, continuous line drawing</p>
Y6 Lent Make my voice heard	<p>Know that complementary colours are directly opposite each other on the colour wheel.</p>	<p>Create graffiti art using block letters, serifs, two contrasting colours and a 3D shadow</p>	<p>Graffiti, street art, mural, portrait, features, shading, pastel, Halo technique, Chiaroscuro technique, Pablo Picasso, composition, painting,</p>



	<p>Know that using a pencil shadow, degrees of light and dark and 3D effects can be created.</p> <p>Know that Cubism ignores perspective and artists paint their subjects from lots of different angles.</p> <p>Know that Pablo Picasso was a Spanish artist who co-founded the Cubism art movement with artist Georges Braque in 1909.</p>	<p>Draw emotions through a series of lines to create a simple portrait for a face, using charcoal to add shadows</p> <p>Plan and create a drawn composition in the style of Picasso's 'Guernica' by: using symbols to convey a message and considering where the tones of black, grey and white are used to create effect</p> <p>Use paint to produce a carefully finished piece of art in the style of Picasso's 'Guernica' using masking tape to create straight lines</p>	
<p>Y6 Pentecost Still life</p>	<p>Know that a negative image, the dark areas are light and the light areas are dark.</p> <p>Know what a still life piece of artwork is</p> <p>Know that composition is the way in which different elements of an artwork are combined and arranged</p> <p>Know that Paul Cezanne was a French artist and post-Impressionist painter.</p> <p>Know that hue is a colour or a shade</p> <p>Know that underpainting is a first layer of paint applied and functions as a base for other layers</p>	<p>Sketch ideas for a still life study, focussing on form and layout</p> <p>Draw a still life study in charcoal, creating clear lines and shapes and showing light and shadow</p> <p>Draw using a negative medium, picking out areas of light and shadow</p> <p>Paint a still life study in colour, focussing on: form, line and layout, mixing colours to create a desired hue and mixing darker and lighter tones</p>	<p>Still life, composition, Paul Cezanne, negative medium, shade, underpainting, hue, tone,</p>