



Art and Design Curriculum Vision

The Art and Design vision is to create a coherent, concise and inspiring curriculum.

A curriculum that is carefully designed to ensure a coherent progression of concepts, knowledge and skills throughout the whole school.

A concise, structured, focused and purposeful approach, delivered using a traditional direct instructional method, allows for complex concepts to be delivered in manageable steps.

The vision is to strive to create an inclusive and supportive atmosphere to empower the children to become confident, expressive and visually literate individuals.

The Art and Design curriculum has been designed with a commitment to provide the children with first-hand and engaging artistic experiences to foster a lifelong curiosity for, and appreciation of, art.

Aims

The National Curriculum for Art and Design Key Stage 1 and Key Stage 2 aims to ensure that all pupils

- Produce creative work, exploring their ideas and recording their experiences.
 - Become proficient in drawing, sculpture and painting techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft workers and designers, and understand the historical and cultural development of their art forms.

The Early Years Foundation Stage –

Early Learning Goal: Expressive Arts and Design

- 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

Early Learning Goal: Fine Motor Skills

- Use a range of small tools, including scissors and paintbrushes

Intent

The Art and Design curriculum is designed with aspiring intentions to ensure that the children:

- Gain secure fundamental knowledge of the visual elements/concepts of art to develop proficiency in drawing, painting and sculpture for long term learning
 - Build knowledge of techniques/methods, using high quality media, to produce, explore and record their ideas and experiences
- Experience first-hand inclusive artistic experiences - to create memorable long-term learning and to develop focus, persistence and confidence to learn through, from and with mistakes
 - Use visual language to explain, evaluate and analyse creative works by great artists and make connections to their own artwork
- Develop visual perception and visual thinking through discussions of the historical and cultural significance of artworks, leading to a lifelong appreciation of art

Implementation

The Art and Design curriculum intent will be met through:

- The aims of the National Curriculum sequenced across the whole school, with year group knowledge end points
 - Vertical topics from Year 1 to Year 6 to demonstrate the progression sequence
- The visual elements/concepts of art - designed as a coherent and concise sequence of manageable steps across the whole school, with year group knowledge end points
 - The visual elements/concepts of art sequence repeated, revisited within individual year group and retrieved across year groups
- Planned techniques/methods matched to the visual elements sequence, across the areas of making – drawing, painting and sculpture - using high quality media
 - Planned first-hand experiences using everyday forms, the local area and the Wembley Primary School community
 - Planned, sequenced components for evaluating and analysing creative works using primary sources, with year group end points
 - Wembley Primary School Arts Line as the primary resource for artists, craft makers and designers across history and cultural traditions
 - Planned, sequenced components for knowing about artists and art traditions using primary sources
 - Planned, sequenced disciplinary knowledge component - for making sense of 'what art is' using secondary sources
 - Subject specific vocabulary and visual language planned across the whole school
 - Verbal feedback and verbal retrieval to ensure knowledge concepts are 'sticking' and to ensure misconceptions are addressed
- Concise, thirty/forty art sessions - totalling fourteen hours forty minutes per year - for year 1 to year 6 taught by the art teacher using a traditional, direct instruction approach

Impact

Effective implementation of the intent will be shown/demonstrated/measured by:

- Visual elements/concepts of art progression sequence, evidenced in sketch books, demonstrate appropriate year group knowledge end points
 - Techniques/methods demonstrated and recorded in sketch books, demonstrate appropriate year group knowledge end points
 - Proficiency measured through assessment whilst creating art and in sketchbooks
 - Evaluation and analysing measured by assessment through instruction, discussion and annotations at individual year group level
 - Knowing about artists and art traditions measured by assessment through instruction and discussion
 - Disciplinary knowledge of making sense of 'what art is' measured through instruction and discussion
 - Verbal retrieval, during instruction and discussions, to hear children using art subject specific vocabulary and visual language
- Visual language and art specific vocabulary being used, during discussions, to hear children express their visual perception and visual thinking
 - Pupil voice to measure working memory, knowledge recall and subject specific vocabulary

Art substantive knowledge - Art disciplinary knowledge - The 3 Domains of knowledge in art

Substantive knowledge

Practical knowledge:

National Curriculum aim: Become proficient in drawing, sculpture and painting techniques

Pupils can develop practical knowledge of how to create art for example by learning the methods and techniques, and the components of drawing, painting and sculpture that artists, craft-makers and designers use. Knowledge of how we make art, developing technical proficiency.

Receptive practical expertise/knowledge – learning the vocabulary of and content about the components of drawing, painting and sculpture

Productive practical expertise/knowledge – putting the receptive knowledge into practice -develop proficiency in drawing, painting and sculpture
learn about techniques/methods used in drawing, painting and sculpture

Substantive knowledge

Theoretical knowledge:

*National Curriculum aim: Know about great artists, craft workers and designers,
and understand the historical and cultural development of their art forms*

National Curriculum aim: Evaluate and analyse creative works using the language of art, craft and design

The theoretical knowledge puts practical knowledge into context. Pupils can build theoretical knowledge of the tools, materials and history of art, craft and design. Make connections between art's past, present and future. Cultural and contextual content that pupils learn about artists and artwork. Meaning and interpretations / materials and processes / journeys and connections through time. Art is a product of human nature and that human culture affects the art that is made.

Receptive theoretical expertise knowledge – Make sense of art, artwork and art traditions from
across history (ancient art, traditional art, modern art and contemporary art)
and different cultures, including stories of art

Productive theoretical expertise/knowledge – Putting the receptive knowledge into practice

Disciplinary knowledge –

Pupils can acquire disciplinary knowledge of the concept of art itself, such as the ways it is judged, valued and evaluated. Pupils learn about how art is studied, discussed and judged. Knowledge of how quality and value have been expressed by experts - disciplinary questions – 'How is art made?' – 'What is art?' - 'How is art judged?' - 'What is the purpose of art?' How aesthetic judgements are formed and claimed / how art is studied / how artists, scholars and critics –judge, value and evaluate art.

Receptive disciplinary expertise/knowledge– Make sense of what the subject of art is and how it came to be,
how it is valued, how it is evaluated and judged

Productive disciplinary expertise/knowledge – Putting the receptive knowledge into practice

The Art and Design curriculum aims and intent will be implemented through the teaching of components in:	
Become proficient in drawing, sculpture and painting techniques	
<p style="text-align: center;">Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</p> <ul style="list-style-type: none"> • Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern • Knowledge of art specific vocabulary / visual language • Knowledge of techniques / methods • High quality media • Respect for media, tools and materials • Fine motor control – small muscles working with the brain and nervous system to control movements in areas such as hands, fingers and eyes 	<p style="text-align: center;">The visual elements/concepts of art:</p> <p style="text-align: center;"><u>Line</u> – A line is the path left by a moving point</p> <p style="text-align: center;"><u>Tone</u> - Tone refers to the lightness or darkness</p> <p style="text-align: center;"><u>Texture</u> – Texture is the surface quality of an object - actual texture/the way something feels or visual texture/looks like it feels</p> <p style="text-align: center;"><u>Space</u> – The areas between, around, above, below or within images and objects</p> <p style="text-align: center;"><u>Colour</u> – The hue of an object created by light</p> <p style="text-align: center;"><u>Shape</u> - A shape is an area enclosed by a line, 2 dimensional Shapes can be geometric or organic</p> <p style="text-align: center;"><u>Form</u> - Objects that have length, height and depth, 3 dimensional Forms can be geometric or organic</p> <p style="text-align: center;"><u>Pattern</u> – A principle of art - the repetition of the elements of art usually line, shape and colour</p>
Produce creative work, exploring their ideas and recording their experiences	
<p style="text-align: center;">Component knowledge for produce creative work</p> <ul style="list-style-type: none"> • Using primary sources • First-hand experiences • Refine own artwork 	
Evaluate and analyse creative works using language of art, craft and design	
<p style="text-align: center;">Component knowledge for evaluating</p> <ul style="list-style-type: none"> • Identify and interpret • Express an opinion • Evaluate own artwork 	

Know about great artists, craft workers & designers, and understand the historical and cultural development of their art forms

Component knowledge for know about art

- Knowledge of artists
- Knowledge of art movements

Disciplinary knowledge

- What art is

Three vertical topics to demonstrate the progression sequences:



Still life



People



Clay

Knowledge of great artists through history and from different cultures on:

The Wembley Primary School Arts Line

Ancient art Traditional art Modern art Contemporary art



Reception

Reception EYFS Early Learning Goals with Sequential knowledge end points	
<i>Early Learning Goals</i>	<i>Sequential knowledge end points</i>
EYFS: Expressive arts and design *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	
EYFS: Fine motor skills *Use a range of small tools, including scissors and paint brushes	
<p style="text-align: center;">Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</p> <ul style="list-style-type: none"> • Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern • Knowledge of art specific vocabulary / visual language • Knowledge of techniques / methods • High quality media • Respect for media, tools and materials • Fine motor control 	<p style="text-align: center;">Sequential progression of the visual elements/concepts of art</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • wavy, dotted, dashed, curved lines • thick, thin lines • overhand grip <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • identify light and dark places • tonal scale – dark/light of a colour e.g. light blue, dark blue <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • soft, hard, smooth, bumpy <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • back view <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • name the 3 primary colours on a colour wheel • dark / light of a colour e.g. dark blue, light blue • mix and know the colours that make pink, brown and grey <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • natural/organic shapes in the environment – leaf, petal • geometric shapes – oval, diamond <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • twisting, pinching, rolling <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern as repeated lines

	<p style="text-align: center;">Sequence of techniques / methods</p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • draw outlines • drawing a back view • primary colours • colour wheel – primary colours • colour quality – light and dark • rolling with a rolling pin • pinching and twisting playdough <p style="text-align: center;">High quality media</p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils 2B • colouring pencils • crayons • soft pastels • felt tip pens • ready-mixed paint • playdough <p style="text-align: center;">Respect for media, tools and materials</p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> • use materials and tools safely, take care of media <p style="text-align: center;">Fine motor control</p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • hold paintbrushes, pencils using tripod and overhand grip • use hand and arm muscles to control movement • hold soft pastels, crayons using an overhand grip • apply strong pressure (pushing down) to rolling pin to flatten malleable materials • using scissors
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National Curriculum Aim link * Produce creative work, exploring their ideas and recording their experiences	
<p>Component knowledge for produce creative work</p> <ul style="list-style-type: none"> • Using primary sources • First-hand experiences 	<p style="text-align: center;">Using primary sources</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • copy from primary sources across cultural traditions <p style="text-align: center;">First-hand experiences</p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms • ideas from imagination
EYFS: Expressive arts and design *Share their creations, explaining the process they have used	
<p>Component knowledge for evaluating</p> <ul style="list-style-type: none"> • Identify / interpret • Express an opinion • Evaluate own artwork 	<p style="text-align: center;">Identify and interpret sequence</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> • identify lines, shapes, colours and the subject matter in artworks <p style="text-align: center;">Express an opinion sequence</p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> • select an artwork they like and give a reason why <p style="text-align: center;">Evaluate own artwork sequence</p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> • talk about what they have made, the subject matter, how it was made and name what they used to make it – whilst creating it
Know about great artists, craft workers & designers, and understand the historical and cultural development of their art forms	
<p>Component knowledge for know about art</p> <ul style="list-style-type: none"> • Knowledge of artists • Knowledge of art movements <p style="text-align: center;">Disciplinary knowledge</p> <ul style="list-style-type: none"> • What art is 	<p style="text-align: center;">Art movements sequence</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> • compare images from different movements that represent the same subject matter <p style="text-align: center;">Disciplinary knowledge sequence</p> <p><u>What art is</u></p> <ul style="list-style-type: none"> • recognise that people create art

Knowledge of artists sequence

Ancient Art

Suggested artists:



Traditional Art

Suggested artists:



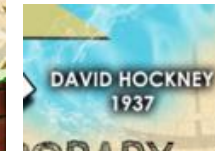
Modern Art

Suggested artists:



Contemporary Art

Suggested artists:



Reception		
Outcomes Knowledge end points The knowledge for long term memory	Assessment Impact Evidence	Art specific vocabulary Visual language
EYFS: Expressive arts and design *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		
EYFS: Fine motor skills *Use a range of small tools, including scissors and paint brushes		
Area of specialism / making / proficiency: Drawing		
<p>Drawing outcomes / knowledge end points - Reception children will:</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> name and recognise wavy, dotted, dashed, curved lines draw wavy, dotted, dashed, curved lines name and recognise thick and thin lines draw thick and thin lines use an overhand grip <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> identify light and dark places begin to know a tonal scale – name the dark/light of a colour e.g. light blue, dark blue <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> name and recognise textures that are soft, hard, smooth, bumpy <p><u>Element of Space</u></p> <ul style="list-style-type: none"> recognise the back of an object (beginning concept of view) draw an object from the back view <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> name and recognise dark / light of a colour e.g. dark blue, light blue <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> name natural/organic shapes in the environment – leaf, petal 	<p>Drawing - assessment / impact / evidence The Reception children have:</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> named wavy, dotted, dashed, curved lines during instruction / whilst creating art sketchbook demonstrates drawn wavy, dotted, dashed, curved lines named thick and thin lines during instruction / whilst creating art sketchbook demonstrates drawn thick and thin lines used an overhand grip whilst making <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> identified light and dark places during instruction started to know a tonal scale – name the dark/light of a colour e.g. light blue, dark blue, through instruction/discussion <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> named the textures soft, hard, smooth, bumpy during instruction / whilst creating art <p><u>Element of Space</u></p> <ul style="list-style-type: none"> recognised the back of an object (beginning concept of view) during instruction / whilst making 	<p>Drawing - Reception art specific vocabulary / visual language:</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> line wavy dotted dashed curved thick thin <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> light dark light blue, light green etc... dark blue, dark green etc... <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> soft hard smooth bumpy <p><u>Element of Space</u></p> <ul style="list-style-type: none"> back side <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> light blue, dark blue etc... <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> shape

<ul style="list-style-type: none"> • draw natural/organic shapes in the environment • name and recognise geometric shapes – oval, diamond • draw geometric shapes – oval and diamond <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • recognise a pattern as repeated lines • draw a pattern as repeated lines <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • draw outlines • drawing a front view • drawing a back view • drawing a side view <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils 2B • colouring pencils • crayons <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • hold pencils using tripod and overhand grip • use hand and arm muscles to control movement 	<ul style="list-style-type: none"> • sketchbook demonstrates drawn object from the back view <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • named the dark / light of a colour e.g. dark blue, light blue during instruction / whilst creating art <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • named natural/organic shapes in the environment – leaf, petal during instruction / whilst creating art • sketchbook demonstrates drawn natural/organic shapes in the environment • named geometric shapes – oval, diamond during instruction / whilst creating art • sketchbook demonstrates drawn geometric shapes – oval and diamond <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • recognised a pattern as repeated lines whilst making • sketchbook demonstrates a drawn pattern as repeated lines <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<ul style="list-style-type: none"> • oval • diamond <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern • repeat <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • draw • drawing • outlines • back • front • side <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils 2B • colouring pencils • crayons <p><u>Fine motor control</u></p>
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<ul style="list-style-type: none"> hold soft pastels, crayons using an overhand grip 		<ul style="list-style-type: none"> overhand grip
Area of specialism / making / proficiency: Painting		
<p><i>Painting outcomes / knowledge end points - Reception children will:</i></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> name the 3 primary colours red, yellow and blue recognise and name a colour wheel with only the primary colours explore mixing the primary colours with different paints explore mixing the primary colours together mix and know the colours that make pink mix and know the colours that make grey mix and know the colours that make brown <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> begin to know a tonal scale – dark/light of a colour e.g. light blue, dark blue <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> recognise a pattern as repeated lines draw a pattern as repeated lines 	<p><i>Painting - assessment / impact / evidence The Reception children have:</i></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> named the 3 primary colours red, yellow and blue during instruction / whilst creating art named a colour wheel with only the primary colours during instruction / whilst creating art sketchbook shows the exploring of mixing the primary colours with different paints sketchbook shows the exploring of mixing the primary colours together sketchbook demonstrates mixed the colours that make pink knows the colours that make pink through instruction/discussion sketchbook demonstrates mixed colours that make grey knows the colours that make grey through instruction/discussion sketchbook demonstrates mixed colours that make brown knows the colours that make brown through instruction/discussion <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> started to know a tonal scale – dark/light of a colour e.g. light blue, dark blue, through instruction/discussion 	<p><i>Painting - Reception art specific vocabulary / visual language:</i></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> colour colour wheel red yellow blue mix pink brown grey <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> light blue, light green etc.. dark blue, dark green etc... <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> pattern

<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • primary colours • colour wheel – primary colours • colour quality – light and dark <p><u>High quality media</u></p> <ul style="list-style-type: none"> • ready-mixed paint <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • hold paintbrushes using tripod and overhand grip • use hand and arm muscles to control movement 	<p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • recognised a pattern as repeated lines during instruction / whilst making • sketchbook demonstrates a drawn pattern as repeated lines <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • painting • primary colours • red yellow blue • light and dark <p><u>High quality media</u></p> <ul style="list-style-type: none"> • ready-mixed paint <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • overhand grip
Area of specialism / making / proficiency: Sculpture		
<p><i>Sculpture outcomes / knowledge end points - Reception children will:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • sculpt by twisting • sculpt by pinching • roll malleable materials with a rolling pin <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • explore pressing different textures into malleable materials - soft, hard, smooth, bumpy <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • rolling with a rolling pin • pinching and twisting playdough <p><u>High quality media</u></p>	<p><i>Sculpture - assessment / impact / evidence The Reception children have:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • sculpted by twisting using hands, photographic evidence • sculpted by pinching using fingertips, photographic evidence • sculpted by rolling malleable materials with a rolling pin, photographic evidence <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • sculpture shows the exploring of pressing different textures into malleable materials - soft, hard, smooth, bumpy, photographic evidence <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • evidenced through photography 	<p><i>Sculpture - Reception art specific vocabulary / visual language:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • twisting • pinching • rolling <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • soft • hard • smooth • bumpy <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • sculpt • pinching • twisting • rolling pin

<ul style="list-style-type: none"> • playdough <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • apply strong pressure (pushing down) to rolling pin to flatten malleable materials 	<p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<ul style="list-style-type: none"> • playdough <p><u>High quality media</u></p> <ul style="list-style-type: none"> • playdough <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • pushing down
<p>National Curriculum Aim link * Produce creative work, exploring their ideas and recording their experiences</p>		
<p style="text-align: center;">outcomes – Reception children will:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • copy from primary sources across cultural traditions <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms • explore ideas from imagination 	<p style="text-align: center;">assessment / impact / evidence The Reception children have:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • copied from primary sources across cultural traditions – sketchbook <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • recorded observations of everyday forms – sketchbook • explored ideas from imagination – sketchbook 	<p style="text-align: center;">Reception vocabulary / visual language:</p> <ul style="list-style-type: none"> • sketchbook • my idea • (vocabulary linked to given topic) • imagination
<p>EYFS: Expressive arts and design *Share their creations, explaining the process they have used</p>		
<p style="text-align: center;">outcomes / knowledge end points - Reception children will:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> • identify lines, shapes, colours and the subject matter in artworks • compare images that represent the same subject matter <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> • say what they like about their artwork 	<p style="text-align: center;">assessment / impact / evidence The Reception children have:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> • identified lines, shapes, colours and the subject matter in artworks - discussion • compared images that represent the same subject matter – instruction/discussion <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> • spoken about what they like about their 	<p style="text-align: center;">Reception vocabulary / visual language:</p> <ul style="list-style-type: none"> • like • because • drawing • painting • (subject matter linked to given topic) • (media linked to given topic) • (method linked to given task)

<p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> talk about what they have made, the subject matter, how it was made and name what they used to make it – whilst creating art 	<p>artwork – discussion</p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> talked about what they have made, the subject matter, how it was made and name what they used to make it – whilst creating art, discussion 	
<p>National Curriculum Aim *Know about great artists, craft workers & designers, and understanding the historical and cultural development of their art forms</p>		
<p>outcomes / knowledge end points - Reception children will:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> compare images from different movements that represent the same subject matter <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> recognise that people create art 	<p>assessment / impact / evidence</p> <p>The Reception children have:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> compared images from different movements that represent the same subject matter – instruction/discussion <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> recognised that people create art – instruction/discussion 	<p>Reception vocabulary / visual language:</p> <ul style="list-style-type: none"> line wavy, dotted, dashed, curved lines thick and thin lines red, yellow, blue, green, orange, pink, brown, purple, grey, black image / picture real object like because same / different

YEAR 1

YEAR 1 - National Curriculum Aims with Sequential knowledge end points	
<i>National Curriculum Aims</i>	<i>Sequential knowledge end points</i>
Become proficient in drawing, sculpture and painting techniques	
<p>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</p> <ul style="list-style-type: none"> • Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern • Knowledge of art specific vocabulary / visual language • Knowledge of techniques / methods • High quality media • Respect for media, tools and materials • Fine motor control 	<p>Sequential progression of the visual elements/concepts of art</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • diagonal lines • outlines • soft pressure/light lines • strong pressure/dark lines <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • identify light and dark parts of objects • lines to show tone and visual form – hatching <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • applying texture to form by rubbing / rolling / pressing <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • foreground/subject matter <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • secondary colours – purple green orange <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • organic shapes and geometric shapes - difference <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • rolling a ball • long, short coils <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern as repeated shape – circle, dot <p>Sequence of techniques / methods</p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • hatching • outlines • observational drawing • blending

	<ul style="list-style-type: none"> • colour wheel – secondary colours • colour quality – secondary colours • rolling clay using palms • rolling clay using fingertips • rubbing / rolling / pressing into clay <p style="text-align: center;">High quality media</p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils • graphite sticks • paint sticks • watercolour blocks • clay <p style="text-align: center;">Respect for media, tools and materials</p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> • use materials and tools safely, take care of media <p style="text-align: center;">Fine motor control</p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • soft pressure, strong pressure • use hand and arm muscles to control movement • rolling using palms • rolling using fingertips
Produce creative work, exploring their ideas and recording their experiences	
<p style="text-align: center;">Component knowledge for produce creative work</p> <ul style="list-style-type: none"> • Using primary sources • First-hand experiences • Refine own artwork 	<p style="text-align: center;">Using primary sources</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • record observations from primary sources across history • explore ideas using primary sources <p style="text-align: center;">First-hand experiences</p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms

	<ul style="list-style-type: none"> • explore ideas using natural forms <p style="text-align: center;">Refine own artwork sequence</p> <p><i>Refine</i></p> <ul style="list-style-type: none"> • with adult modelling, begin to know how to make an improvement
Evaluate and analyse creative works using language of art, craft and design	
<p style="text-align: center;">Component knowledge for evaluating</p> <ul style="list-style-type: none"> • Identify / interpret • Express an opinion • Evaluate own artwork 	<p style="text-align: center;">Identify and interpret sequence</p> <p><i>Identify and interpret</i></p> <ul style="list-style-type: none"> • identify dot patterns in artworks • identify the foreground/subject matter in artworks <p style="text-align: center;">Express an opinion sequence</p> <p><i>Express an opinion</i></p> <ul style="list-style-type: none"> • say what I like or dislike about an artwork and give a reason why <p style="text-align: center;">Evaluate own artwork sequence</p> <p><i>Evaluate own artwork</i></p> <ul style="list-style-type: none"> • use visual language to describe and explain/evaluate their artwork – while creating art
Know about great artists, craft workers & designers, and understand the historical and cultural development of their art forms	
<p style="text-align: center;">Component knowledge for know about art</p> <ul style="list-style-type: none"> • Knowledge of artists • Knowledge of art movements <p style="text-align: center;">Disciplinary knowledge</p> <ul style="list-style-type: none"> • What art is 	<p style="text-align: center;">Art movements sequence</p> <p><i>Art movements</i></p> <ul style="list-style-type: none"> • recognise a significant element in an art movement <p style="text-align: center;">Disciplinary knowledge sequence</p> <p><i>What art is</i></p> <ul style="list-style-type: none"> • recognise that people have created art across history

Knowledge of artists sequence

Ancient Art

Suggested artists:



Traditional Art

Suggested artists:



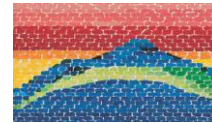
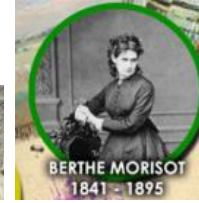
William Morris

Modern Art

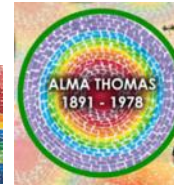
Suggested artists:



Berthe Morisot

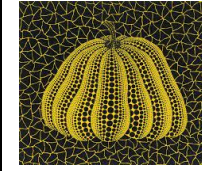


Alma Thomas



Contemporary Art

Suggested artists:



Yayoi Kusama



Takashi Murakami



Henry Moore

Year 1			
Outcomes Knowledge end points The knowledge for long term memory	Assessment Impact Evidence	Art specific vocabulary Visual language	
National Curriculum Aim *Become proficient in drawing, sculpture and painting techniques			
Area of specialism / making / proficiency: Drawing			
<p><i>Drawing outcomes / knowledge end points - Year 1 children will:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • name and recognise diagonal lines (still life topics) • name and recognise outlines (still life, people, clay topics) • draw with soft pressure for light lines (still life, people topics) • draw with strong pressure for dark lines (still life, people topics) <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • identify light and dark parts of objects (clay topic) • draw repeated diagonal lines together for hatching lines (clay topic) • draw wide apart hatching lines to show light tone (clay topic) • draw close together hatching lines to show dark tone (clay topics) • know light tone and dark tone make the drawn shape look 3 dimensional – visual form (clay topic) <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • know the foreground is the subject matter (still life, people topics) • draw the subject matter for the foreground (still life, people topics) 	<p><i>Drawing - assessment / impact / evidence The Year 1 children have:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • named diagonal lines during instruction / whilst creating art • named outlines during instruction / whilst creating art • sketchbook demonstrates drawing with soft pressure for light lines • sketchbook demonstrates drawing with strong pressure for dark lines <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • identified light and dark parts of objects during instruction • sketchbook demonstrates drawn repeated diagonal lines together for hatching lines • sketchbook demonstrates drawn wide apart hatching lines to show light tone • sketchbook demonstrates drawn close together hatching lines to show dark tone • knows light tone and dark tone make the drawn shape look 3 dimensional – visual form, through discussion <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • knows the foreground is the subject matter through discussion • sketchbook demonstrates drawn subject 	<p><i>Drawing – Year 1 art specific vocabulary / visual language:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • line • diagonal • outlines • soft pressure • light • strong pressure • dark <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • tone • light • dark • repeat • hatching • wide apart • close together • wide • narrow • 3 dimensional • visual form • <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • space • top • view 	

<p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • name and recognise geometric shapes (still life, people topic) • name and recognise organic shapes (still life, people, clay topics) • know the difference between organic shapes and geometric shapes (still life, people, clay topics) • draw organic shapes (still life, people, clay topics) <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • recognise a pattern as a repeated shape – circle, dot (still life, clay topics) • create a pattern using repeating circles and dots (still life, clay topics) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • hatching • outlines • observational drawing <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils • graphite sticks <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • soft pressure, strong pressure • use hand and arm muscles to control movement 	<p>matter for the foreground</p> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • named geometric shapes during instruction • named organic shapes during instruction / whilst creating art • knows the difference between organic shapes and geometric shapes through instruction/discussion • sketchbook demonstrates drawn organic shapes <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • recognised a pattern as a repeated shape – circle, dot during instruction / whilst making • sketchbook shows the creation of a pattern using repeating circles and dots <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<ul style="list-style-type: none"> • foreground • subject matter <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • shape • organic shapes • geometric shapes • difference <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern • repeated • circle, dot <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • drawing • hatching • outlines • observational drawing <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils • graphite sticks <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • soft pressure • strong pressure
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Area of specialism / making / proficiency: Painting

<p>Painting outcomes / knowledge end points - Year 1 children will:</p>	<p>Painting - assessment / impact / evidence The Year 1 children have:</p>	<p>Painting – Year 1 art specific vocabulary / visual language:</p>
<p><u>Element of Colour</u></p> <ul style="list-style-type: none"> name and recognise secondary colours – purple, green and orange (people topic) name and recognise a colour wheel with the primary and secondary colours on it mix primary colours, with paint, to create secondary colours (people topic) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> blending colour wheel – secondary colours <p><u>High quality media</u></p> <ul style="list-style-type: none"> paint sticks watercolour blocks <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> soft pressure, strong pressure use hand and arm muscles to control movement 	<p><u>Element of Colour</u></p> <ul style="list-style-type: none"> named secondary colours – purple, green and orange during instruction / whilst creating art named a colour wheel with the primary and secondary colours on it during instruction / whilst creating art sketchbook demonstrates mixed primary colours, with paint, to create secondary colours <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> demonstrated whilst creating art 	<p><u>Element of Space</u></p> <ul style="list-style-type: none"> space top view background foreground <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> colour secondary purple green orange colour wheel <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> painting blending colour wheel <p><u>High quality media</u></p> <ul style="list-style-type: none"> paint sticks watercolour blocks <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> soft pressure strong pressure

Area of specialism / making / proficiency: Sculpture

<i>Sculpture outcomes / knowledge end points - Year 1 children will:</i>	<i>Sculpture - assessment / impact / evidence The Year 1 children have:</i>	<i>Sculpture – Year 1 art specific vocabulary / visual language:</i>
<p><u><i>Element of Form</i></u></p> <ul style="list-style-type: none"> • sculpt rolling a ball in the palms of hands (clay topic) • sculpt long coils by rolling with fingertips • sculpt short coils by rolling with fingertips (clay topic) <p><u><i>Element of Texture</i></u></p> <ul style="list-style-type: none"> • explore applying texture by rubbing/rolling/pressing textures to the form (clay topic) • <p><u><i>Concept of Pattern</i></u></p> <ul style="list-style-type: none"> • recognise a pattern as a repeated shape – circle, dot (still life, clay topics) • create a pattern using repeating circles and dots (still life, clay topics) <p><u><i>Techniques / methods</i></u></p> <ul style="list-style-type: none"> • rolling clay using palms • rolling clay using fingertips • rubbing / rolling / pressing into clay <p><u><i>High quality media</i></u></p> <ul style="list-style-type: none"> • clay <p><u><i>Fine motor control</i></u></p> <ul style="list-style-type: none"> • soft pressure, strong pressure • use hand and arm muscles to control movement • rolling using palms • rolling using fingertips 	<p><u><i>Element of Form</i></u></p> <ul style="list-style-type: none"> • sculpture demonstrates rolling a ball in the palms of hands, photographic evidence • sculpted long coils by rolling with fingertips, photographic evidence • sculpted short coils by rolling with fingertips, photographic evidence <p><u><i>Element of Texture</i></u></p> <ul style="list-style-type: none"> • sculpture shows the exploring of applying texture by rubbing/rolling/pressing textures to the form, photographic evidence <p><u><i>Concept of Pattern</i></u></p> <ul style="list-style-type: none"> • recognised a pattern as a repeated shape – circle, dot during instruction / whilst making • sculpture demonstrates the creation of a pattern using repeating circles and dots, photographic evidence <p><u><i>Techniques / methods</i></u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u><i>High quality media</i></u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u><i>Fine motor control</i></u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<p><u><i>Element of Form</i></u></p> <ul style="list-style-type: none"> • Form • Sculpt • palms • fingertips • rolling • ball • long, short • coils <p><u><i>Element of Texture</i></u></p> <ul style="list-style-type: none"> • texture • apply • rub <p><u><i>Concept of Pattern</i></u></p> <ul style="list-style-type: none"> • pattern • repeated shape • circle, dot <p><u><i>Techniques / methods</i></u></p> <ul style="list-style-type: none"> • sculpt • sculpture • rolling • palms • fingertips <p><u><i>High quality media</i></u></p> <ul style="list-style-type: none"> • clay <u><i>Fine motor control</i></u> • palms • fingertips • soft pressure • strong pressure

National Curriculum Aim * Produce creative work, exploring their ideas and recording their experiences		
<p>outcomes – Year 1 children will:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> record observations from primary sources across history explore ideas using primary sources <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> record observations of everyday forms explore ideas using natural forms <p><u>Refine</u></p> <ul style="list-style-type: none"> with adult modelling, begin to know how to make an improvement 	<p>assessment / impact / evidence The Year 1 children have:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> recorded observations from primary sources across history - sketchbook explored ideas using primary sources – sketchbook <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> recorded observations of everyday forms – sketchbook explored ideas using natural forms - sketchbooks <p><u>Refine</u></p> <ul style="list-style-type: none"> with adult modelling, has begun to know how to make an improvement – instruction/discussion 	<p>Year 1 vocabulary / visual language:</p> <ul style="list-style-type: none"> observation history ideas improvement
National Curriculum Aim * Evaluate and analyse creative works using the language of art, craft and design		
<p>outcomes / knowledge end points - Year 1 children will:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> identify dot patterns in artworks identify the foreground/subject matter in artworks <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> say what I like or dislike about an artwork and give a reason why <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> use visual language to describe and explain/evaluate their artwork – while creating art 	<p>assessment / impact / evidence The Year 1 children have:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> identified dot patterns in artworks - discussion identified the foreground/subject matter in artworks – discussion <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> spoke about what I like or dislike about an artwork and gave a reason why – discussion <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> used visual language to describe and explain/evaluate their artwork – while creating art 	<p>Year 1 vocabulary / visual language:</p> <ul style="list-style-type: none"> pattern artworks artist background foreground I like..... because I dislike.... because Visual elements of art vocabulary

National Curriculum Aim *Know about great artists, craft workers & designers, and understanding the historical and cultural development of their art forms		
<p><i>outcomes / knowledge end points - Year 1 children will:</i></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> recognise a significant element in an art movement <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> recognise that people have created art across history 	<p><i>assessment / impact / evidence The Year 1 children have:</i></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> recognised a significant element in an art movement – instruction/discussion <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> recognised that people have created art across history - instruction/discussion 	<p><i>Year 1 vocabulary / visual language:</i></p> <ul style="list-style-type: none"> art create artist artwork elements of art vocabulary same different

YEAR 2

YEAR 2 - National Curriculum Aims with Sequential knowledge end points	
<i>National Curriculum Aims</i>	<i>Sequential knowledge end points</i>
Become proficient in drawing, sculpture and painting techniques	
<p>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</p> <ul style="list-style-type: none"> • Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern • Knowledge of art specific vocabulary / visual language • Knowledge of techniques / methods • High quality media • Respect for media, tools and materials • Fine motor control 	<p>Sequential progression of the visual elements/concepts of art</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • crossed diagonal lines • graphite lines 4H 2B 6B • distant hold <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • tonal scale – graphite 4H 2B 6B • lines to show tone and visual form – cross hatching <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • visual texture – rough, smooth, soft, bumpy <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • background <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • adding white for tints • adding black for shades <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • ovals <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • egg shaped forms • twisted, folded coils <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern in nature <p style="text-align: right;">Sequence of techniques / methods</p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • distant hold drawing • cross hatching

	<ul style="list-style-type: none"> • texture drawing • colour quality – tints and shades • rolling clay eggs • sculpting twisted, folded coils <p style="text-align: center;">High quality media</p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils 4H • graphite pencils 2B • graphite pencils 6B • oil pastels • watercolour blocks • clay <p style="text-align: center;">Respect for media, tools and materials</p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> • demonstrate safe and correct procedures for using and cleaning media and tools <p style="text-align: center;">Fine motor control</p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure • distant hold
Produce creative work, exploring their ideas and recording their experiences	
<p style="text-align: center;">Component knowledge for produce creative work</p> <ul style="list-style-type: none"> • Using primary sources • First-hand experiences • Refine own artwork 	<p style="text-align: center;">Using primary sources</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • record observations from primary sources across history • explore ideas using primary sources <p style="text-align: center;">First-hand experiences</p> <p><u>First-hand experiences</u></p>

	<ul style="list-style-type: none"> record observations of everyday forms explore ideas for backgrounds / settings <p style="text-align: center;">Refine own artwork sequence</p> <p><u>Refine</u></p> <ul style="list-style-type: none"> identify and make an improvement to their artwork, with support
Evaluate and analyse creative works using language of art, craft and design	
<p style="text-align: center;">Component knowledge for evaluating</p> <ul style="list-style-type: none"> Identify / interpret Express an opinion Evaluate own artwork 	<p style="text-align: center;">Identify and interpret sequence</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> identify the background setting in artworks identify the differences and similarities between artworks using visual language <p style="text-align: center;">Express an opinion sequence</p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> express a preference about an artwork using visual language <p style="text-align: center;">Evaluate own artwork sequence</p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> use visual language to describe and evaluate their artwork – annotations about what went well and why
Know about great artists, craft workers & designers, and understand the historical and cultural development of their art forms	
<p style="text-align: center;">Component knowledge for know about art</p> <ul style="list-style-type: none"> Knowledge of artists Knowledge of art movements <p style="text-align: center;">Disciplinary knowledge</p> <ul style="list-style-type: none"> What art is 	<p style="text-align: center;">Art movements sequence</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> compare artworks from art movements with different background settings <p style="text-align: center;">Disciplinary knowledge sequence</p> <p><u>What art is</u></p> <ul style="list-style-type: none"> know what an art gallery is

Knowledge of artists sequence

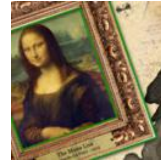
Ancient Art

Suggested artists:



Traditional Art

Suggested artists:



Leonardo Da Vinci



Modern Art

Suggested artists:



Contemporary Art

Suggested artists:



Barbara Hepworth

Year 2			
Outcomes Knowledge end points The knowledge for long term memory	Assessment Impact Evidence	Art specific vocabulary Visual language	
National Curriculum Aim *Become proficient in drawing, sculpture and painting techniques			
Area of specialism / making / proficiency: Drawing			
<p><i>Drawing outcomes / knowledge end points - Year 2 children will:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> name and recognise crossed diagonal lines (clay topic) know that H on a graphite pencil stands for hard / the graphite is hard (still life, clay topics) know that B on a graphite pencil stands for black / the graphite is soft (still life, clay topics) draw using the graphite lines 4H 2B 6B (clay topic) use a distant hold (still life topic) <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> know a tonal scale goes from lightness to darkness (people, clay topics) create a tonal scale with the graphite pencils 4H 2B 6B (clay topic) know repeated crossed diagonal lines show tone – cross hatching (clay topic) know light tone and dark tone make the drawn shape look 3 dimensional/visual form (still life, people topics) <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> know that visual texture is the illusion of actual texture (still life topic) explore creating visual texture using lines and tone– bumpy, smooth, soft, wooden 	<p><i>Drawing - assessment / impact / evidence The Year 2 children have:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> named crossed diagonal lines during instruction knows that H on a graphite pencil stands for hard / the graphite is hard through instruction/discussion knows that B on a graphite pencil stands for black / the graphite is soft through instruction/discussion sketchbook demonstrates drawing using the graphite lines 4H 2B 6B used a distant hold whilst making art <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> knows a tonal scale goes from lightness to darkness through instruction/discussion sketchbook shows the creation of a tonal scale with the graphite pencils 4H 2B 6B knows repeated crossed diagonal lines show tone – cross hatching through instruction/discussion knows light tone and dark tone make the drawn shape look 3 dimensional/visual form through instruction/discussion <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> knows that visual texture is the illusion of actual texture through 	<p><i>Drawing – Year 2 art specific vocabulary / visual language:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> line crossed diagonal graphite H –hard B – black/soft 4H 2B 6B distant hold <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> tone shadow tonal scale graphite H – hard B – black/soft 4H 2B 6B wide apart close together visual form cross hatching <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> texture 	

<p>(still life topic)</p> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • know the background is a setting for the subject matter (people topic) • draw the setting for the background (people topic) <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • name and recognise ovals (still life, clay topics) • draw ovals (still life, clay topics) <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • recognise patterns in nature (still life, clay topics) • draw patterns from nature (still life, clay topics) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • distant hold drawing • cross hatching • texture drawing <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils 4H • graphite pencils 2B • graphite pencils 6B <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure • distant hold 	<p>instruction/discussion</p> <ul style="list-style-type: none"> • sketchbook shows the exploring of creating visual texture using lines and tone– bumpy, smooth, soft, wooden <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • knows the background is a setting for the subject matter through instruction/discussion • sketchbook demonstrates drawn setting for the background <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • named ovals during instruction / whilst creating art • sketchbook demonstrates drawn ovals <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • recognised patterns in nature during instruction • sketchbook demonstrates drawn patterns from nature <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<ul style="list-style-type: none"> • visual texture • rough, smooth • soft, bumpy <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • space • horizon • close-up • view <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • shape • ellipse <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern • nature <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • drawing • distant hold drawing • cross hatching • texture <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils • 4H • 2B • 6B • oil pastels <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • soft pressure • strong pressure • distant hold
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Area of specialism / making / proficiency: Painting		
<p>Painting outcomes / knowledge end points - Year 2 children will:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • explore and control adding white to a colour for tints (people topic) • explore and control adding black to a colour for shades (people topic) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • colour quality - tints and shades <p><u>High quality media</u></p> <ul style="list-style-type: none"> • watercolour blocks <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p>Painting - assessment / impact / evidence The Year 2 children have:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • sketchbook shows the exploring and controlling of adding white to a colour for tints • sketchbook shows the exploring and controlling of adding black to a colour for shades <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<p>Painting – Year 2 art specific vocabulary / visual language:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • colour • adding • white, black • tints • shades <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • painting • tints • shades <p><u>High quality media</u></p> <ul style="list-style-type: none"> • watercolour • blocks <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • soft pressure • strong pressure
Area of specialism / making / proficiency: Sculpture		
<p>Sculpture outcomes / knowledge end points - Year 2 children will:</p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • know that form is 3D/solid (clay topic) • know that sculptures are form (clay topic) • roll and sculpt an egg-shaped form using palms of hands (clay topic) • sculpt twisted coils using fingertips (clay topic) 	<p>Sculpture - assessment / impact / evidence The Year 2 children have:</p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • knows that form is 3D/solid through instruction/discussion • knows that sculptures are form through instruction/discussion • rolled and sculpted an egg-shaped form using palms of hands, photographic evidence 	<p>Sculpture – Year 2 art specific vocabulary / visual language:</p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • sculpture • form • pinching • egg • twisted • folded • coils

<ul style="list-style-type: none"> • sculpt folded coils using fingertips (clay topic) <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • explore creating a pattern from nature onto egg form (still life, clay topics) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • rolling clay eggs • sculpting twisted coils <p><u>High quality media</u></p> <ul style="list-style-type: none"> • clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<ul style="list-style-type: none"> • sculpted twisted coils using fingertips, photographic evidence • sculpted folded coils using fingertips, photographic evidence <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • sculpture shows the exploring of creating a pattern from nature onto egg form, photographic evidence <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern • nature <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • sculpt • sculpture • rolling • twist • coils <p><u>High quality media</u></p> <ul style="list-style-type: none"> • clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • soft pressure • strong pressure
<p>National Curriculum Aim * Produce creative work, exploring their ideas and recording their experiences</p>		
<p style="text-align: center;">outcomes – Year 2 children will:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • record observations from primary sources across history • explore ideas using primary sources <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms • explore ideas for backgrounds / settings 	<p style="text-align: center;">assessment / impact / evidence The Year 2 children have:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • recorded observations from primary sources across history - sketchbook • explored ideas using primary sources – sketchbook <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • recorded observations of everyday forms – sketchbook • explore ideas for backgrounds / settings- 	<p style="text-align: center;">Year 2 vocabulary / visual language:</p> <ul style="list-style-type: none"> • observation • history • ideas • improvement

<p><u>Refine</u></p> <ul style="list-style-type: none"> identify and make an improvement to their artwork, with support 	<p>sketchbooks</p> <p><u>Refine</u></p> <ul style="list-style-type: none"> identified and make an improvement to their artwork, with support – instruction/sketchbook 	
<p>National Curriculum Aim *Evaluate and analyse creative works using the language of art, craft and design</p>		
<p>outcomes / knowledge end points - Year 2 children will:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> identify the background setting in artworks identify the differences and similarities between artworks using visual language <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> express a preference about an artwork using visual language <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> use visual language to describe and evaluate their artwork – annotations about what went well and why 	<p>assessment / impact / evidence</p> <p>The Year 2 children have:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> identified the background setting in artworks – discussion identified the differences and similarities between artworks using visual language – instruction/discussion <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> expressed a preference about an artwork using visual language – discussion <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> used visual language to describe and evaluate their artwork – annotations about what went well and why - sketchbook 	<p>Year 2 vocabulary / visual language:</p> <ul style="list-style-type: none"> texture shadow difference similarity artworks express visual elements of art vocabulary
<p>National Curriculum Aim *Know about great artists, craft workers & designers, and understanding the historical and cultural development of their art forms</p>		
<p>outcomes / knowledge end points - Year 2 children will:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> compare artworks from art movements with different background settings 	<p>assessment / impact / evidence</p> <p>The Year 2 children have:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> compare artworks from art movements with different background settings 	<p>Year 2 vocabulary / visual language:</p> <ul style="list-style-type: none"> purpose artwork art gallery

<p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none">• know what an art gallery is	<p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none">• knows what an art gallery is – discussions	<ul style="list-style-type: none">• style• artist• inspire
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YEAR 3

YEAR 3 - National Curriculum Aims with Sequential knowledge end points	
<i>National Curriculum Aims</i>	<i>Sequential knowledge end points</i>
Become proficient in drawing, sculpture and painting techniques	
<p>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</p> <ul style="list-style-type: none"> • Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern • Knowledge of art specific vocabulary / visual language • Knowledge of techniques / methods • High quality media • Respect for media, tools and materials • Fine motor control 	<p>Sequential progression of the visual elements/concepts of art</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • guidelines • graphite lines 4H to 8B <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • tone to show how light changes across an object • tonal scale – graphite pencils 4H to 8B <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • texture indents in form <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • side view <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • neutral, earth tone colours <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • visual form as geometric 3D shapes cube, pyramid • silhouettes <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • pulling form • arched, spiral coils <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • organic pattern <p style="text-align: center;">Sequence of techniques / methods</p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • drawing forms using tone • making and using stencils • colour quality – neutral, earth tone colours

	<ul style="list-style-type: none"> • pulled sculpture form <p style="text-align: center;">High quality media</p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> • graphite pencils 4H 2H HB 2B 4B 6B 8B • charcoal • earth tone soft pastels • clay <p style="text-align: center;">Respect for media, tools and materials</p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> • demonstrate safe and correct procedures for using and cleaning media and tools <p style="text-align: center;">Fine motor control</p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure
Produce creative work, exploring their ideas and recording their experiences	
<p style="text-align: center;">Component knowledge for produce creative work</p> <ul style="list-style-type: none"> • Using primary sources • First-hand experiences • Refine own artwork 	<p style="text-align: center;">Using primary sources</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • select and record observations from primary sources • explore ideas from primary sources across history <p style="text-align: center;">First-hand experiences</p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms • explore ideas from the Wembley Primary School community 'our class' <p style="text-align: center;">Refine own artwork sequence</p>

	<p><u>Refine</u></p> <ul style="list-style-type: none"> recognise one area for improvement, discuss how and what to change to show improvement
<p>Evaluate and analyse creative works using language of art, craft and design</p>	
<p>Component knowledge for evaluating</p> <ul style="list-style-type: none"> Identify / interpret Express an opinion Evaluate own artwork 	<p>Identify and interpret sequence</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> identify and analyse tone and visual form in artwork identify silhouettes in artworks <p>Express an opinion sequence</p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> express preferences for artworks using visual language <p>Evaluate own artwork sequence</p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> use visual language to describe and evaluate their artwork – annotations about what went well, effective media
<p>Know about great artists, craft workers & designers, and understand the historical and cultural development of their art forms</p>	
<p>Component knowledge for know about art</p> <ul style="list-style-type: none"> Knowledge of artists Knowledge of art movements <p>Disciplinary knowledge</p> <ul style="list-style-type: none"> What art is 	<p>Art movements sequence</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> compare artworks with a similar message/purpose from different art eras <p>Disciplinary knowledge sequence</p> <p><u>What art is</u></p> <ul style="list-style-type: none"> know the different roles of street art

Knowledge of artists sequence

Ancient Art

Suggested artists:



Traditional Art

Suggested artists:

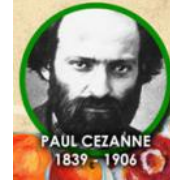


Vermeer



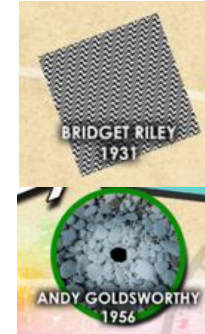
Modern Art

Suggested artists:



Contemporary Art

Suggested artists:



Year 3			
Outcomes Knowledge end points The knowledge for long term memory	Assessment Impact Evidence	Art specific vocabulary Visual language	
National Curriculum Aim *Become proficient in drawing, sculpture and painting techniques			
Area of specialism / making / proficiency: Drawing			
<p>Drawing outcomes / knowledge end points - Year 3 children will:</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> know guidelines are drawn softly (still life, people topics) know guidelines are removed by disappearing into the drawing or erasing (still life, people topics) draw soft guidelines using light pressure (still life, people topics) draw using the graphite lines from 4H to 8B (still life, people, clay topics) <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> create a tonal scale using graphite pencils 4H to 8B (still life topic) observe and recognise how light changes across an object (still life topic) know tone is used to match the differences of light and dark (still life topic) create and compare tones using graphite pencils 4H to 8B (still life topic) <p><u>Element of Space</u></p> <ul style="list-style-type: none"> know the side view of a person is called a profile (people topic) draw a side view (people topic) <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> draw geometric 3D shapes cube and pyramid using guidelines (still life topic) 	<p>Drawing - assessment / impact / evidence</p> <p>The Year 3 children have:</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> knows guidelines are drawn softly through instruction/discussion knows guidelines are removed by disappearing into the drawing or erasing through instruction/discussion sketchbook demonstrates drawn soft guidelines using light pressure sketchbook demonstrates drawing using the graphite lines from 4H to 8B <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> sketchbook shows the creation of a tonal scale using graphite pencils 4H to 8B observed and recognised how light changes across an object during instruction / whilst making knows tone is used to match the differences of light and dark through instruction/discussion sketchbook demonstrates the creation and comparison of tone using graphite pencils 4H to 8B <p><u>Element of Space</u></p> <ul style="list-style-type: none"> knows the side view of a person is called a profile through discussion sketchbook demonstrates drawn side views 	<p>Drawing – Year 3 art specific vocabulary / visual language:</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> line guidelines light pressure - soft graphite 4H to 8B <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> tone change tonal scale graphite pencils 4H to 8B <p><u>Element of Space</u></p> <ul style="list-style-type: none"> space placement horizon 	

<ul style="list-style-type: none"> • apply tone to give drawn 3D shapes the illusion of form – visual form (still life, clay topics) • know that a silhouette is a solid dark shape you see when something bright fills the background behind it (people topic) • create silhouettes (people topic) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • drawing forms using tone • using stencils • using natural pigments <p><u>High quality media</u></p> <ul style="list-style-type: none"> • words <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • sketchbook demonstrates drawn geometric 3D shapes cube and pyramid using guidelines • sketchbook shows tone has been applied to give drawn 3D shapes the illusion of form – visual form • knows that a silhouette is a solid dark shape you see when something bright fills the background behind it through instruction/discussion • sketchbook demonstrates silhouettes <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • shape • visual form • geometric • 3 dimensional • cube, pyramid • silhouette <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • drawing • form • tone • natural pigments • stencils <p><u>High quality media</u></p> <ul style="list-style-type: none"> • words <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
Area of specialism / making / proficiency: Painting		
<p>Painting outcomes / knowledge end points - Year 3 children will:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • know that pigments in ancient times were made from nature (people topic) • name neutral colours black, white, grey, browns, creams (people, clay topics) • identify neutral colours in the environment around them (people, clay topic) 	<p>Painting - assessment / impact / evidence The Year 3 children have:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • knows that pigments in ancient times were made from nature through discussion • named the neutral colours black, white, grey, browns, creams during discussion • identified neutral colours in the environment around them through 	<p>Painting – Year 3 art specific vocabulary / visual language:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • colour • neutral • natural • pigments • powder • black • white

<ul style="list-style-type: none"> • explore neutral / earth tone colours <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • recognise organic patterns (people topic) • create organic patterns (people topic) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • colour quality – neutral, earth tone colours • using stencils <p><u>High quality media</u></p> <ul style="list-style-type: none"> • earth tone soft pastels <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p>observation / during instruction</p> <ul style="list-style-type: none"> • sketchbook shows exploring neutral / earth tone colours <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • recognised organic patterns during instruction • sketchbook shows the creation of organic patterns <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<ul style="list-style-type: none"> • grey • brown • cream <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern • organic <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • painting • natural pigments • neutral colours • black, white, grey, browns, creams • stencils <p><u>High quality media</u></p> <ul style="list-style-type: none"> • natural pigments <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
Area of specialism / making / proficiency: Sculpture		
<p><i>Sculpture outcomes / knowledge end points - Year 3 children will:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • sculpt a form by pulling clay using fingertips (clay topic) • sculpt arched coils using fingertips (clay topic) • sculpt spiral coils using fingertips (clay topic) <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • explore and create texture on the form by making indents (clay topic) 	<p><i>Sculpture - assessment / impact / evidence The Year 3 children have:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • sculpted a form by pulling clay using fingertips, photographic evidence • sculpted arched coils using fingertips, photographic evidence • sculpted spiral coils using fingertips, photographic evidence <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • sculpture shows the exploring and creating of texture on the form by 	<p><i>Sculpture – Year 3 art specific vocabulary / visual language:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • form • pulling • arched • spiral • coils <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • texture • indents

<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • pulled sculpture form <p><u>High quality media</u></p> <ul style="list-style-type: none"> • clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p>making indents, photographic evidence</p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • sculpt • sculpture • pulled • form <p><u>High quality media</u></p> <ul style="list-style-type: none"> • clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
<p>National Curriculum Aim * Produce creative work, exploring their ideas and recording their experiences</p>		
<p style="text-align: center;">outcomes – Year 3 children will:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • select and record observations from primary sources • explore ideas from primary sources across history <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms • explore ideas from the Wembley Primary School community ‘class’ <p><u>Refine</u></p> <ul style="list-style-type: none"> • recognise one area for improvement, discuss how and what to change to show improvement 	<p style="text-align: center;">assessment / impact / evidence The Year 3 children have:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • selected and recorded observations from primary sources - sketchbook • explored ideas from primary sources across history – sketchbook <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • recorded observations of everyday forms – sketchbook • explored ideas from the Wembley Primary School community ‘our class’ - sketchbook <p><u>Refine</u></p> <ul style="list-style-type: none"> • recognised one area for improvement, discuss how and what to change to show improvement instruction/discussion/sketchbook 	<p style="text-align: center;">Year 3 vocabulary / visual language:</p> <ul style="list-style-type: none"> • observation • history • ideas • resources • improvement • change

National Curriculum Aim *Evaluate and analyse creative works using the language of art, craft and design		
<p>outcomes / knowledge end points - Year 3 children will:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> identify and analyse tone and visual form in artworks identify silhouettes in artworks <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> express preferences for artworks using visual language <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> use visual language to describe and evaluate their artwork – annotations about what went well, effective media 	<p>assessment / impact / evidence The Year 3 children have:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> identified and analysed tone and visual form in artworks – discussion identified silhouettes in artworks - discussion <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> expressed preferences for artworks using visual language – discussion <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> used visual language to describe and evaluate their artwork – annotations about what went well, effective media - sketchbook 	<p>Year 3 vocabulary / visual language:</p> <ul style="list-style-type: none"> identify analyse tone visual form express describe evaluate artwork
National Curriculum Aim *Know about great artists, craft workers & designers, and understanding the historical and cultural development of their art forms		
<p>outcomes / knowledge end points - Year 3 children will:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> compare artworks with a similar message/purpose from different art eras <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> know the different roles of street art 	<p>assessment / impact / evidence The Year 3 children have:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> compare artworks with a similar message/purpose from different art eras – discussion <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> know the different roles of street art – discussion 	<p>Year 3 vocabulary / visual language:</p> <ul style="list-style-type: none"> street art style artist message communicate inspire compare contrast media

YEAR 4

YEAR 4 - National Curriculum Aims with Sequential knowledge end points	
<i>National Curriculum Aims</i>	<i>Sequential knowledge end points</i>
Become proficient in drawing, sculpture and painting techniques	
<p>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</p> <ul style="list-style-type: none"> • Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern • Knowledge of art specific vocabulary / visual language • Knowledge of techniques / methods • High quality media • Respect for media, tools and materials • Fine motor control 	<p>Sequential progression of the visual elements/concepts of art</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • grid lines • broad, narrow lines • sketch lines <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • tonal scale – adding grey to a single colour <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • visual texture in nature <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • scale – enlarging • close-up view <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • monochrome – hues of colour • complementary / contrast colours <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • shadow shapes <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • roll a slab • plaited coils <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • regular and irregular pattern <p style="text-align: right;">Sequence of techniques / methods</p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • colour quality – monochrome, hues • grid method for enlarging

	<ul style="list-style-type: none"> • layering • thumbnails for design • drawing using templates • view finder • colour quality – complimentary/contrast colours • slab rolling • coil plaiting <p style="text-align: center;">High quality media</p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> • hues of green from across media • watercolour palettes • clay <p style="text-align: center;">Respect for media, tools and materials</p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> • demonstrate an understanding of the safe and correct procedures for using and cleaning media and tools <p style="text-align: center;">Fine motor control</p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure
Produce creative work, exploring their ideas and recording their experiences	
<p style="text-align: center;">Component knowledge for produce creative work</p> <ul style="list-style-type: none"> • Using primary sources • First-hand experiences • Refine own artwork 	<p style="text-align: center;">Using primary sources</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • select and record observations from primary sources • explore ideas from primary sources across history and cultures <p style="text-align: center;">First-hand experiences</p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms

	<ul style="list-style-type: none"> • explore ideas from the Wembley Primary School community ‘our school’ <p style="text-align: center;">Refine own artwork sequence</p> <p><u>Refine</u></p> <ul style="list-style-type: none"> • recognise one area for improvement using visual language to reason why, discuss how and what to change to show improvement
Evaluate and analyse creative works using language of art, craft and design	
<p style="text-align: center;">Component knowledge for evaluating</p> <ul style="list-style-type: none"> • Identify / interpret • Express an opinion • Evaluate own artwork 	<p style="text-align: center;">Identify and interpret sequence</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> • analyse visual texture in artworks <p style="text-align: center;">Express an opinion sequence</p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> • use visual language to compare preferences about artworks with others <p style="text-align: center;">Evaluate own artwork sequence</p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> • use visual language to describe and evaluate their artwork – annotations about what went well, effective techniques
Know about great artists, craft workers & designers, and understand the historical and cultural development of their art forms	
<p style="text-align: center;">Component knowledge for know about art</p> <ul style="list-style-type: none"> • Knowledge of artists • Knowledge of art movements <p style="text-align: center;">Disciplinary knowledge</p> <ul style="list-style-type: none"> • What art is 	<p style="text-align: center;">Art movements sequence</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> • interpret the link between artworks from different eras of history and cultures <p style="text-align: center;">Disciplinary knowledge sequence</p> <p><u>What art is</u></p> <ul style="list-style-type: none"> • know how artworks are valued by communities

Knowledge of artists sequence

Ancient Art

Suggested artists:



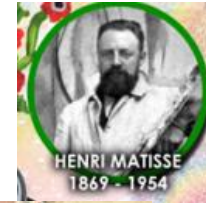
Traditional Art

Suggested artists:



Modern Art

Suggested artists:



Lowry

Contemporary Art

Suggested artists:



Quentin Blake



Azra
Khamissa

Year 4			
Outcomes Knowledge end points The knowledge for long term memory	Assessment Impact Evidence	Art specific vocabulary Visual language	
National Curriculum Aim *Become proficient in drawing, sculpture and painting techniques			
Area of specialism / making / proficiency: Drawing			
<p><i>Drawing outcomes / knowledge end points - Year 4 children will:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • know that grid lines are used to make sections for copying (still life, people topics) • draw grid lines (still life, people topics) • recognise, name and compare the width of a line as broad or narrow (still life, people topics) • draw broad and narrow lines (still life people topics) • know sketch lines are quick drawn lines that are broken and overlap (people, clay topics) • recognise and name sketch lines (people, clay topics) • draw sketching lines (people, clay topics) <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • explore adding grey to a single colour – tones (clay topic) <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • describe and name textures seen in nature (still life topic) • draw visual texture seen in nature (still life topic) <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • know a close-up view is drawing at a short range to show more detail of the 	<p><i>Drawing - assessment / impact / evidence The Year 4 children have:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • knows that grid lines are used to make sections for copying through instruction/discussion • sketchbook demonstrates drawn grid lines • named and compared the width of a line - broad or narrow during instruction / whilst creating art • sketchbook demonstrates drawn broad and narrow lines • knows sketch lines are quick drawn lines that are broken and overlap through instruction/discussion • named sketch lines during instruction / whilst creating art • sketchbook demonstrates drawn sketching lines <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • sketchbook shows the exploring of adding grey to a single colour –tones <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • described and named textures seen in nature during discussion • sketchbook demonstrates the drawn visual texture seen in nature 	<p><i>Drawing – Year 4 art specific vocabulary / visual language:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • line • grid lines • broad • narrow • sketch • overlap <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • tone • grey • tonal scale • blending <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • texture • visual texture • nature 	

<p>subject matter (still life, people, cityscapes topics)</p> <ul style="list-style-type: none"> • draw a close-up view (still life, people, cityscapes topics) • draw part of an object onto paper larger than the real size - enlarging (still life, people topics) <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • know that monochrome means one colour is used (still life topic) • know that a pure spectrum colour is called a hue – it does not have a tint or shade (still life topic) • know that hues of media are still different (still life topic) • explore and compare hues of different dry media (still life topic) • create a scale of hues using different media (still life topic topics) <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • name and recognise shadows (people topic) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • colour quality – monochrome, hues • grid method for enlarging • layering • thumbnails for design • drawing using templates • viewfinder 	<p><u>Element of Space</u></p> <ul style="list-style-type: none"> • knows a close-up view is drawing at a short range to show more detail of the subject matter through instruction/discussion • sketchbook demonstrates a drawn a close-up view • sketchbook demonstrates a drawing of part of an object onto paper larger than the real size - enlarging <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • knows that monochrome means one colour is used through instruction/discussion • knows that a pure spectrum colour is called a hue – it does not have a tint or shade through instruction/discussion • knows that hues of media are still different through instruction/discussion • sketchbook shows the exploring and comparing of hues using different dry media • sketchbook demonstrates the creation of a scale of hues using different media <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • named and recognised shadows through discussion <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p>	<p><u>Element of Space</u></p> <ul style="list-style-type: none"> • space • scale • enlarging • negative • positive <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • colour • monochrome • hue • spectrum • dry media <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • shape • visual form • geometric • cone and cylinder
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<p><u>High quality media</u></p> <ul style="list-style-type: none"> • hues of green from across media <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • drawing • monochrome • hue • grid method • enlarging • layering • thumbnail designs • template <p><u>High quality media</u></p> <ul style="list-style-type: none"> • hues • media <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
Area of specialism / making / proficiency: Painting		
<p>Painting outcomes / knowledge end points - Year 4 children will:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • know that complementary colours appear opposite each other on the colour wheel (people topic) • know that when they are placed side-by-side it makes them look brighter – they contrast with each other (people topic) • know the colour complement of each primary colour is the mix of the other two primary colours (people topic) • name the complementary pairs red/green, yellow/purple, blue/orange 	<p>Painting - assessment / impact / evidence</p> <p>The Year 4 children have:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • knows that complementary colours appear opposite each other on the colour wheel through instruction/discussion • knows that when they are placed side-by-side it makes them look brighter – they contrast with each other through instruction/discussion • knows the colour complement of each primary colour is the mix of the other two primary colours through 	<p>Painting – Year 4 art specific vocabulary / visual language:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • hue • complementary • contrast • colour wheel • brighter

<p>(people topic)</p> <ul style="list-style-type: none"> • explore painting complementary colours side-by-side (people topic) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • colour quality – complimentary/contrast colours <p><u>High quality media</u></p> <ul style="list-style-type: none"> • watercolour palettes <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p>instruction/discussion</p> <ul style="list-style-type: none"> • named the complementary pairs red/green, yellow/purple, blue/orange during instruction / whilst creating art • sketchbook shows the exploring of painting complementary colours side-by-side <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • painting • colour quality – complimentary/contrast colours <p><u>High quality media</u></p> <ul style="list-style-type: none"> • watercolour • palette <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
Area of specialism / making / proficiency: Sculpture		
<p><i>Sculpture outcomes / knowledge end points - Year 4 children will:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • name and recognise a slab (clay topic) • create a slab by rolling the clay using a rolling pin (clay topic) • sculpt plaited coils using fingertips (clay topic) <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • identify regular and irregular patterns (clay topic) • create irregular patterns on the clay surface (clay topic) <p><u>Techniques / methods</u></p>	<p><i>Sculpture - assessment / impact / evidence The Year 4 children have:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • named and recognised a slab during instruction / whilst creating art • sculpture shows the creation of a slab by rolling the clay using a rolling pin, photographic evidence • sculpted plaited coils using fingertips, photographic evidence <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • identified regular and irregular patterns during instruction • sculpture shows the creation of irregular patterns on the clay surface, 	<p><i>Sculpture – Year 4 art specific vocabulary / visual language:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • form • roll • rolling pin • slab • plaited • coils <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern • regular • irregular <p><u>Techniques / methods</u></p>

<ul style="list-style-type: none"> • slab rolling • coil plaiting <p><u>High quality media</u></p> <ul style="list-style-type: none"> • clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p>photographic evidence</p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<ul style="list-style-type: none"> • sculpt • sculpture • slab • plaiting <p><u>High quality media</u></p> <ul style="list-style-type: none"> • clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
National Curriculum Aim * Produce creative work, exploring their ideas and recording their experiences		
<p style="text-align: center;">outcomes – Year 4 children will:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • select and record observations from primary sources • explore ideas from primary sources across history and cultures <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms • explore ideas from the Wembley Primary School community ‘our school’ <p><u>Refine</u></p> <ul style="list-style-type: none"> • recognise one area for improvement using visual language to reason why, discuss how and what to change to show improvement 	<p style="text-align: center;">assessment / impact / evidence The Year 4 children have:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • selected and recorded observations from primary sources - sketchbook • explored ideas from primary sources across history and cultures – sketchbook <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • recorded observations of everyday forms – sketchbook • explore ideas from the Wembley Primary School community ‘our school’ - sketchbooks <p><u>Refine</u></p> <ul style="list-style-type: none"> • recognised one area for improvement using visual language to reason why, discuss how and what to change to show improvement - discussion/sketchbook 	<p style="text-align: center;">Year 4 vocabulary / visual language:</p> <ul style="list-style-type: none"> • observation • history • ideas • first-hand • select • resources • improvement • change • elements of art vocabulary

National Curriculum Aim *Evaluate and analyse creative works using the language of art, craft and design		
<p style="text-align: center;">outcomes / knowledge end points - Year 4 children will:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> analyse visual texture in artworks <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> use visual language to compare preferences about artworks with others <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> use visual language to describe and evaluate their artwork – annotations about what went well, effective techniques 	<p style="text-align: center;">assessment / impact / evidence The Year 4 children have:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> analysed visual texture in artworks – instruction/discussion <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> used visual language to compare preferences about artworks with others – discussion <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> used visual language to describe and evaluate their artwork – annotations about what went well, effective techniques - sketchbook 	<p style="text-align: center;">Year 4 vocabulary / visual language:</p> <ul style="list-style-type: none"> analyse visual texture compare artworks evaluate annotations effective techniques elements of art vocabulary
National Curriculum Aim *Know about great artists, craft workers & designers, and understanding the historical and cultural development of their art forms		
<p style="text-align: center;">outcomes / knowledge end points - Year 4 children will:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> interpret the link between artworks from different eras of history and cultures <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> know how artworks are valued by communities 	<p style="text-align: center;">assessment / impact / evidence The Year 4 children have:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> interpreted the link between artworks from different eras of history and cultures - discussion <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> knows how artworks are valued by communities - discussion 	<p style="text-align: center;">Year 4 vocabulary / visual language:</p> <ul style="list-style-type: none"> analyse exhibited art galleries contribute communities artworks compared

YEAR 5

YEAR 5 - National Curriculum Aims with Sequential knowledge end points	
<i>National Curriculum Aims</i>	<i>Sequential knowledge end points</i>
Become proficient in drawing, sculpture and painting techniques	
<p>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</p> <ul style="list-style-type: none"> • Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern • Knowledge of art specific vocabulary / visual language • Knowledge of techniques / methods • High quality media • Respect for media, tools and materials • Fine motor control 	<p>Sequential progression of the visual elements/concepts of art</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • stippling marks / line / dots • wet media - cartridge pen lines, 45-degree angle hold, constant pressure • wet media - fineliner pen lines upright/perpendicular hold, very light pressure <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • tone to show visual form • tonal scale and transition – stippling <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • surface texture on form <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • overlapping <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • symbolic e.g. red-lucky, danger <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • symbolic shapes <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • carved form – subtracted form <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • organic, irregular pattern <p style="text-align: center;">Sequence of techniques / methods</p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • stippling • barrier drawing • colour quality – symbolic colours

	<ul style="list-style-type: none"> • carving forms <p style="text-align: center;">High quality media</p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> • fineliners • cartridge pens • watercolour palettes • skin tone pencils • clay <p style="text-align: center;">Respect for media, tools and materials</p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> • demonstrate respect of the procedures when taking care of media and tools <p style="text-align: center;">Fine motor control</p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure
Produce creative work, exploring their ideas and recording their experiences	
<p style="text-align: center;">Component knowledge for produce creative work</p> <ul style="list-style-type: none"> • Using primary sources • First-hand experiences • Refine own artwork 	<p style="text-align: center;">Using primary sources</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • record observations from primary sources across art practices • explore ideas from primary sources across art practices <p style="text-align: center;">First-hand experiences</p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms, annotate using visual language and feelings • explore ideas of 'self' and compare with others in the Wembley Primary School community 'my class' <p style="text-align: center;">Refine own artwork sequence</p>

	<p><u>Refine</u></p> <ul style="list-style-type: none"> • identify a strength and an area for improvement using visual language to reason why, suggest a change – make the change
<p>Evaluate and analyse creative works using language of art, craft and design</p>	
<p>Component knowledge for evaluating</p> <ul style="list-style-type: none"> • Identify / interpret • Express an opinion • Evaluate own artwork 	<p>Identify and interpret sequence</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> • analyse stippling and overlapping in artworks <p>Express an opinion sequence</p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> • compare their own interpretation of an artwork with others <p>Evaluate own artwork sequence</p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> • record what went well and why – technique used / is effective because / next step might be
<p>Know about great artists, craft workers & designers, and understand the historical and cultural development of their art forms</p>	
<p>Component knowledge for know about art</p> <ul style="list-style-type: none"> • Knowledge of artists • Knowledge of art movements <p>Disciplinary knowledge</p> <ul style="list-style-type: none"> • What art is 	<p>Art movements sequence</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> • know what the influences and inspirations to a great artist were <p>Disciplinary knowledge sequence</p> <p><u>What art is</u></p> <ul style="list-style-type: none"> • know the ways artworks is evaluated by experts

Knowledge of artists sequence

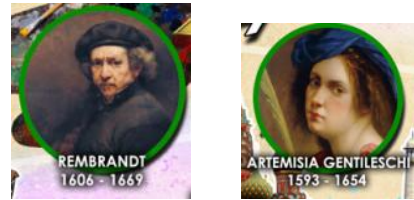
Ancient Art

Suggested artists:



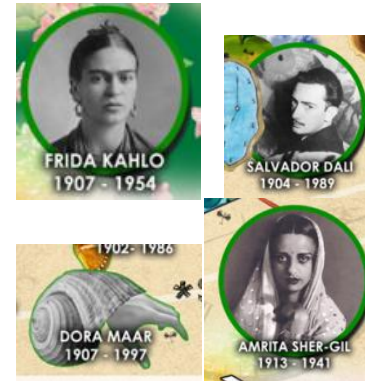
Traditional Art

Suggested artists:



Modern Art

Suggested artists:



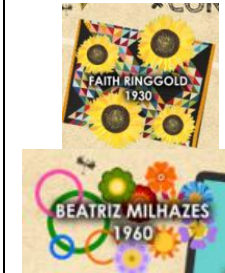
Vincent van Gogh



Edvard Munch

Contemporary Art

Suggested artists:



Year 5			
Outcomes Knowledge end points The knowledge for long term memory	Assessment Impact Evidence	Art specific vocabulary Visual language	
National Curriculum Aim *Become proficient in drawing, sculpture and painting techniques			
Area of specialism / making / proficiency: Drawing			
<p><i>Drawing outcomes / knowledge end points - Year 5 children will:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • know stippling is repeated marks or dots (still life, people topics) • recognise and name stippling (still life, people topics) • draw stippling marks (still life, people topics) • know pens with ink inside them are part of wet media (still life, people, clay topics) • name and recognise a cartridge pen (still life people, clay topics) • hold a cartridge pen at a 45-degree angle (still life, people, clay topics) • draw using constant pressure with the cartridge pen to allow the ink to flow evenly (still life, people, clay topics) • name and recognise a fineliner pen (still life, people topics) • hold the fineliner upright/perpendicular (still life, people topics) • use very light pressure with the fineliner – the nib is fragile (still life, people topics) 	<p><i>Drawing - assessment / impact / evidence The Year 5 children have:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • knows stippling is repeated marks or dots through instruction/discussion • named stippling during instruction / whilst creating art • sketchbook demonstrates drawn stippling marks • knows pens with ink inside them are part of wet media through instruction/discussion • named a cartridge pen during instruction / whilst creating art • held a cartridge pen at a 45-degree angle whilst making • sketchbook demonstrates drawing using constant pressure with the cartridge pen to allow the ink to flow evenly whilst making • named a fineliner pen during instruction / whilst creating art • held the fineliner upright/perpendicular whilst making • used very light pressure with the fineliner – the nib is fragile whilst making 	<p><i>Drawing – Year 5 art specific vocabulary / visual language:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • line • stippling • marks • wet media • cartridge pen • 45-degree • angle hold • constant • pressure • fineliner • upright/perpendicular • nib 	

<p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • know the term visual form for the illusion of 3 dimensions in a drawing (still life, people, cityscapes topics) • draw stippling marks far apart for light (still life, people topics) • draw with stippling marks close together for dark (still life, people topics) • create a tonal scale of stippling marks (still life topic) • know that gradient is when the stippling marks fade between light and dark (still life, people topics) • know that the transition when stippling can be smooth or well-defined (still life topic) • draw stippling marks to show visual form, with and without guidelines/outlines (still life, people topics) <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • know that a symbol is an object or sign that represents an identity, a belief, a concept or an activity (people topic) • know that shapes can represent an identity, a belief or an activity (people topic) • identify symbolic shapes (people topic) • draw personal symbolic shapes (people topic) <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • know that when you overlap shapes it helps to create the illusion of 3 dimension and depth (still life, people 	<p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • knows the term visual form for the illusion of 3 dimensions in a drawing during instruction/discussion • sketchbook demonstrates drawing with stippling marks far apart for light • sketchbook demonstrates drawing with stippling marks close together for dark • sketchbook demonstrates the creation of a tonal scale of stippling marks • knows that gradient is when the stippling marks fade between light and dark through instruction/discussion • knows that the transition when stippling can be smooth or well-defined through instruction/discussion • sketchbook demonstrates drawn stippling marks to show visual form, with and without guidelines/outlines <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • knows that a symbol is an object or sign that represents an identity, a belief, a concept or an activity through instruction/discussion • knows that shapes can represent an identity, a belief or an activity through instruction/discussion • identified symbolic shapes during discussion • sketchbook demonstrates drawn personal symbolic shapes <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • knows that when you overlap shapes it 	<p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • tone • linear perspective • visual form • tonal scale • transition • smooth • well-defined • stippling <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • shape • symbolic <p><u>Element of space</u></p> <ul style="list-style-type: none"> • overlapping • depth • 3 dimension <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • pattern • organic
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<p>topics)</p> <ul style="list-style-type: none"> draws some objects overlapping (still life, people topics) <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> recognise organic, irregular patterns (still life) create organic, irregular patterns (still life topic) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> stippling barrier drawing <p><u>High quality media</u></p> <ul style="list-style-type: none"> fineliners cartridge pens <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> use hand and arm muscles to control movement soft pressure, strong pressure 	<p>helps to create the illusion of 3 dimensions and depth – instruction</p> <ul style="list-style-type: none"> sketchbook demonstrates some drawn objects overlapping <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> recognised organic, irregular patterns during instruction / whilst making sketchbook shows the creation of organic, irregular patterns <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> demonstrated whilst creating art 	<ul style="list-style-type: none"> irregular <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> drawing stippling barrier drawing <p><u>High quality media</u></p> <ul style="list-style-type: none"> fineliners cartridge pens <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> muscles soft pressure strong pressure
Area of specialism / making / proficiency: Painting		
<p><i>Painting outcomes / knowledge end points - Year 5 children will:</i></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> know that colours can be identified as symbolic e.g. red-lucky, danger (people topic) identify colours that are symbolic to them (people topic) paint using symbolic colours 	<p><i>Painting - assessment / impact / evidence The Year 5 children have:</i></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> knows that colours can be identified as symbolic e.g. red-lucky, danger through instruction/discussion identified colours that are symbolic to them during discussion sketchbook demonstrates painting with symbolic colours 	<p><i>Painting – Year 5 art specific vocabulary / visual language:</i></p> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> space perspective distance composition <p><u>Element of Colour</u></p>

<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • colour quality – symbolic colours <p><u>High quality media</u></p> <ul style="list-style-type: none"> • watercolour palettes <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<ul style="list-style-type: none"> • colour • symbolic <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • painting • symbolic colours <p><u>High quality media</u></p> <ul style="list-style-type: none"> • watercolour • palettes <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
Area of specialism / making / proficiency: Sculpture		
<p><i>Sculpture outcomes / knowledge end points - Year 5 children will:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • know that carving is the taking away/subtracting of the material (clay topic) • sculpt a carved form – subtracted form (clay topic) <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • create surface texture on form using coils (clay topic) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • carving forms 	<p><i>Sculpture - assessment / impact / evidence The Year 5 children have:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • knows that carving is the taking away/subtracting of the material through instruction/discussion • sculpture demonstrates a carved form – subtracted form, photographic evidence <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • sculpture shows the creation of surface texture on form using coils, photographic evidence <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • evidenced through photography 	<p><i>Sculpture – Year 5 art specific vocabulary / visual language:</i></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • form • carved • subtracted <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • texture • surface texture • coils <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • sculpt • sculpture • carving

<p><u>High quality media</u></p> <ul style="list-style-type: none"> • clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through photography <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<ul style="list-style-type: none"> • form <p><u>High quality media</u></p> <ul style="list-style-type: none"> • clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
<p>National Curriculum Aim * Produce creative work, exploring their ideas and recording their experiences</p>		
<p style="text-align: center;">outcomes – Year 5 children will:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • record observations from primary sources across art practices • explore ideas from primary sources across art disciplines <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday forms, annotate using visual language and feelings • explore ideas of ‘self’ and compare with others in the Wembley Primary School community ‘my class’ <p><u>Refine</u></p> <ul style="list-style-type: none"> • identify a strength and an area for improvement using visual language to reason why, suggest a change – make the change 	<p style="text-align: center;">assessment / impact / evidence The Year 5 children have:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • recorded observations from primary sources across art practices - sketchbook • explored ideas from primary sources across art disciplines – sketchbook <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • recorded observations of everyday forms, annotate using visual language and feelings – sketchbook • explored ideas of ‘self’ and compared with others in the Wembley Primary School community ‘my class’ - sketchbook <p><u>Refine</u></p> <ul style="list-style-type: none"> • identified a strength and an area for improvement using visual language to reason why, suggest a change – make the change - discussion/sketchbook 	<p style="text-align: center;">Year 5 vocabulary / visual language:</p> <ul style="list-style-type: none"> • observation • history • ideas • disciplines • first-hand • select • resources • improvement • change • elements of art vocabulary
<p>National Curriculum Aim *Evaluate and analyse creative works using the language of art, craft and design</p>		
<p style="text-align: center;">outcomes / knowledge end points –</p>	<p style="text-align: center;">assessment / impact / evidence</p>	<p style="text-align: center;">Year 5 vocabulary / visual language:</p>

<p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> analyse stippling and atmospheric overlapping in artworks <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> compare their own interpretation of an artwork with others <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> record what went well and why – technique used / is effective because / next step might be 	<p>The Year 5 children have:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> analysed stippling and overlapping in artworks – instruction/discussion <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> compared their own interpretation of an artwork with others – discussion <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> recorded what went well and why – technique used / is effective because / next step might be – sketchbook 	<ul style="list-style-type: none"> analyse stippling atmospheric perspective artworks influences inspirations compare interpretation technique
<p>National Curriculum Aim *Know about great artists, craft workers & designers, and understanding the historical and cultural development of their art forms</p>		
<p>outcomes / knowledge end points - Year 5 children will:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> know what the influences and inspirations to a great artist were <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> know the ways artworks are evaluated by experts 	<p>assessment / impact / evidence</p> <p>The Year 5 children have:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> knows what the influences and inspirations to a great artist were – instruction/research <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> knows the ways artworks are evaluated by experts – instruction/discussion 	<p>Year 5 vocabulary / visual language:</p> <ul style="list-style-type: none"> identify explain cultures illustrate history determine messages communicated artworks compared styles

YEAR 6

YEAR 6 - National Curriculum Aims with Sequential knowledge end points	
<i>National Curriculum Aims</i>	<i>Sequential knowledge end points</i>
Become proficient in drawing, sculpture and painting techniques	
<p>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</p> <ul style="list-style-type: none"> • Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern • Knowledge of art specific vocabulary / visual language • Knowledge of techniques / methods • High quality media • Respect for media, tools and materials • Fine motor control 	<p>Sequential progression of the visual elements/concepts of art</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • wet media – biro pen lines • wet media – dip pen lines – two sizes of nib • dip pen 45-degree hold / different pressures <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • lines to show tone and visual form – hatching, cross hatching using wet media biro and dip pens • tonal scale and layering – biro pens <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • visual texture using wet media <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • single point perspective – depth <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • tertiary colours <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • the proportions of shape <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • coil construction – built form <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> • abstract pattern <p>Sequence of techniques / methods</p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • hatching and cross hatching using ballpoint pens • making marks using dip pen and ink

	<ul style="list-style-type: none"> • timed thumbnail drawings • single point perspective • colour quality – tertiary colours • coil construction <p style="text-align: center;">High quality media</p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> • dip pen with medium and superfine nibs • ballpoint pens • acrylic paint • watercolour palettes • clay <p style="text-align: center;">Respect for media, tools and materials</p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> • demonstrate respect of the procedures when taking care of media and tools <p style="text-align: center;">Fine motor control</p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure
Produce creative work, exploring their ideas and recording their experiences	
<p style="text-align: center;">Component knowledge for produce creative work</p> <ul style="list-style-type: none"> • Using primary sources • First-hand experiences • Refine own artwork 	<p style="text-align: center;">Using primary sources</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> • record observations from primary sources across art disciplines • explore ideas from primary sources across art disciplines <p style="text-align: center;">First-hand experiences</p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> • record observations of everyday objects, annotate using visual language, thoughts and feelings • explore ideas using the whole Wembley Primary School community

	<p style="text-align: center;">Refine own artwork sequence</p> <p><i>Refine</i></p> <ul style="list-style-type: none"> • identify strengths and areas for improvement, make relevant changes • identify how their artwork could be developed further
Evaluate and analyse creative works using language of art, craft and design	
<p style="text-align: center;">Component knowledge for evaluating</p> <ul style="list-style-type: none"> • Identify and interpret • Express an opinion • Evaluate own artwork 	<p style="text-align: center;">Identify and interpret sequence</p> <p><i>Identify and interpret</i></p> <ul style="list-style-type: none"> • analyse perspective and proportion/size in artworks • interpret/analyse artworks by contextual information to identify ideas and messages conveyed <p style="text-align: center;">Express an opinion sequence</p> <p><i>Express an opinion</i></p> <ul style="list-style-type: none"> • compare responses to an artwork before and after working in same media <p style="text-align: center;">Evaluate own artwork sequence</p> <p><i>Evaluate own artwork</i></p> <ul style="list-style-type: none"> • record what went well and why – technique used / is effective because / this was inspired by / next step might be
Know about great artists, craft workers & designers, and understand the historical and cultural development of their art forms	
<p style="text-align: center;">Component knowledge for know about art</p> <ul style="list-style-type: none"> • Knowledge of artists • Knowledge of art movements <p style="text-align: center;">Disciplinary knowledge</p> <ul style="list-style-type: none"> • What art is 	<p style="text-align: center;">Art movements sequence</p> <p><i>Art movements</i></p> <ul style="list-style-type: none"> • determine messages communicated by an artwork in a particular style <p style="text-align: center;">Disciplinary knowledge sequence</p> <p><i>What art is</i></p> <ul style="list-style-type: none"> • know the ways art is judged by experts

Knowledge of artists sequence

Ancient Art

Suggested artists:



Traditional Art

Suggested artists:



Michelangelo

Modern Art

Suggested artists:



Wayne Thiebaud



Contemporary Art

Suggested artists:



Nicola McBride

Year 6			
Outcomes Knowledge end points The knowledge for long term memory	Assessment Impact Evidence	Art specific vocabulary Visual language	
National Curriculum Aim *Become proficient in drawing, sculpture and painting techniques			
Area of specialism / making / proficiency: Drawing			
<p>Drawing outcomes / knowledge end points - Year 6 children will:</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • know that ballpoint pens and dip pens are wet media (still life, people topics) • recognise and name a ballpoint pen using the words ballpoint, biro (still life, people, clay topics) • know the ballpoint works by a ball rotating letting the ink flow (still life, people, clay topics) • draw with ballpoint pens (still life, people, clay topics) • recognise and name the parts of a dip pen – handle, metal nib with a capillary channel (still life, people topics) • hold the dip pen with a 45-degree angle (still life, people topics) • know the ink is separate from the pen, the nib is dipped into the ink (still life, people topics) • use different pressures to make marks with the nib and ink (still life, people topics) • draw with a dip pen (still life, people topics) <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • create visual form using the wet media ballpoint pens and dip pen – hatching 	<p>Drawing - assessment / impact / evidence</p> <p><i>The Year 6 children have:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • knows that ballpoint pens and dip pens are wet media through instruction/discussion • named a ballpoint pen using the words ballpoint, biro during instruction / whilst creating art • knows the ballpoint works by a ball rotating letting the ink flow through instruction/discussion • sketchbook demonstrates drawing with ballpoint pens • named the parts of a dip pen – handle, metal nib during instruction / whilst creating art • held the dip pen with a 45-degree angle whilst making • knows the ink is separate from the pen, the nib is dipped into the ink through instruction/discussion • used different pressures to make marks with the nib and ink whilst making • sketchbook demonstrates drawing with a dip pen <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • sketchbook shows the creation of visual form using the wet media ballpoint pens 	<p>Drawing – Year 6 art specific vocabulary / visual language:</p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> • line • wet media • biro pen • dip pen • nib • capillary channel • 45-degree • ink • pressures <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> • tone • visual form • hatching • cross hatching • tonal scale • layering 	

<p>and cross hatching (still life, people topics)</p> <ul style="list-style-type: none"> • know that ballpoint pen ink lines can be repeatedly drawn on top of each other – layered - to create tone (still life, people topics) • create a tonal scale using layering of ballpoint pen ink (still life topic) <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • know that implied texture/visual texture is the illusion of actual texture (people topic) • explore creating implied/visual texture using wet media lines– fur/hair, scales, stone, fabric weave (people topic) <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • know that single point perspective creates the illusion of depth in a two-dimensional drawing (still life topic) • draw objects using single point perspective (still life topic) <p><u>Element of shape</u></p> <ul style="list-style-type: none"> • know that proportion is the size of the parts of an object in relation to the other parts of the same object (still life, people topics) • compare an object/human in proportion/disproportion/exaggeration (people topic) 	<p>and dip pen – hatching and cross hatching</p> <ul style="list-style-type: none"> • knows that ballpoint pen ink lines can be repeatedly drawn on top of each other – layered - to create tone through instruction/discussion • sketchbook shows the creation of a tonal scale using layering of ballpoint pen ink <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • knows that implied texture/visual texture is the illusion of actual texture through instruction/discussion • sketchbook demonstrates the exploring of creating implied/visual texture using wet media lines– fur/hair, scales, stone, fabric weave (people topic) <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • knows that single point perspective creates the illusion of depth in a two-dimensional drawing through instruction/discussion • sketchbook demonstrates drawn objects using single point perspective <p><u>Element of shape</u></p> <ul style="list-style-type: none"> • knows that proportion is the size of the parts of an object in relation to the other parts of the same object through instruction/discussion • compared an object/human in proportion/disproportion/exaggeration – instruction/discussion 	<p><u>Element of Texture</u></p> <ul style="list-style-type: none"> • texture • implied • fur/hair • scales • stone • fabric weave <p><u>Element of Space</u></p> <ul style="list-style-type: none"> • space • single point • perspective • depth • vanishing point <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> • shape • proportion • disproportion • exaggeration • size
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<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • hatching and cross hatching using ballpoint pens • making marks using dip pen and ink • timed thumbnail drawings • single point perspective <p><u>High quality media</u></p> <ul style="list-style-type: none"> • dip pen with medium and superfine nibs • ballpoint pens <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • drawing • timed • thumbnail • dip pen • ink • single point • perspective <p><u>High quality media</u></p> <ul style="list-style-type: none"> • dip pen • nib • medium • superfine • ballpoint <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
Area of specialism / making / proficiency: Painting		
<p>Painting outcomes / knowledge end points - Year 6 children will:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • know a tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour (people topic) • name the six tertiary colours: (people topic) <p>yellow-orange / amber red-orange / vermilion red-purple / magenta blue-purple / violet</p>	<p>Painting - assessment / impact / evidence</p> <p>The Year 6 children have:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • knows a tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour through instruction/discussion • named the six tertiary colours during instruction / whilst creating art: <p>yellow-orange / amber red-orange / vermilion red-purple / magenta</p>	<p>Painting – Year 6 art specific vocabulary / visual language:</p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> • colour • tertiary • amber • vermilion • magenta • violet • turquoise / teal • chartreuse / spring green

<p>blue-green / turquoise or teal yellow-green / chartreuse or spring green</p> <ul style="list-style-type: none"> • explore mixing the tertiary colours (people topic) • paint with the tertiary colours (people topic) <p><u>Element of Pattern</u></p> <ul style="list-style-type: none"> • create abstract patterns (people topic) <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • colour quality – tertiary colours <p><u>High quality media</u></p> <ul style="list-style-type: none"> • acrylic paints • watercolour palettes <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • use hand and arm muscles to control movement • soft pressure, strong pressure 	<p>blue-purple / violet blue-green / turquoise or teal yellow-green / chartreuse or spring green</p> <ul style="list-style-type: none"> • sketchbook shows the exploring of mixing the tertiary colours • sketchbook demonstrates painting with the tertiary colours <p><u>Element of Pattern</u></p> <ul style="list-style-type: none"> • sketchbook demonstrates abstract patterns <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • recorded in sketchbook <p><u>High quality media</u></p> <ul style="list-style-type: none"> • evidenced through sketchbook <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • demonstrated whilst creating art 	<ul style="list-style-type: none"> • watercolour • acrylic <p><u>Element of pattern</u></p> <ul style="list-style-type: none"> • abstract <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> • painting • tertiary <p><u>High quality media</u></p> <ul style="list-style-type: none"> • acrylic • watercolour • palette <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> • muscles • soft pressure • strong pressure
Area of specialism / making / proficiency: Sculpture		
<p>Sculpture outcomes / knowledge end points - Year 6 children will:</p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • sculpt a coil construction (built form) using a variety of coils (clay topic) <p><u>Techniques / methods</u></p>	<p>Sculpture - assessment / impact / evidence</p> <p>The Year 6 children have:</p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • Sculpture demonstrates a coil construction (built form) using a variety of coils, photographic evidence <p><u>Techniques / methods</u></p>	<p>Sculpture – Year 6 art specific vocabulary / visual language:</p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> • form • coil • construction • built

<ul style="list-style-type: none"> coil construction <p><u>High quality media</u></p> <ul style="list-style-type: none"> clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> use hand and arm muscles to control movement soft pressure, strong pressure 	<ul style="list-style-type: none"> evidenced through photography <p><u>High quality media</u></p> <ul style="list-style-type: none"> evidenced through photography <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> demonstrated whilst creating art 	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> sculpt sculpture coil construction <p><u>High quality media</u></p> <ul style="list-style-type: none"> clay <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> muscles soft pressure strong pressure
<p>National Curriculum Aim * Produce creative work, exploring their ideas and recording their experiences</p>		
<p style="text-align: center;">outcomes – Year 6 children will:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> record observations from primary sources across art disciplines explore ideas from primary sources across art practices <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> record observations of everyday forms, annotate using visual language, thoughts and feelings explore ideas using the whole Wembley Primary School community <p><u>Refine</u></p> <ul style="list-style-type: none"> identify strengths and areas for improvement, make relevant changes identify how their artwork could be developed further 	<p style="text-align: center;">assessment / impact / evidence The Year 6 children have:</p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> recorded observations from primary sources across art disciplines - sketchbook explored ideas from primary sources across art practices – sketchbook <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> recorded observations of everyday forms, annotate using visual language, thoughts and feelings – sketchbook explored ideas using the whole Wembley Primary School community - sketchbook <p><u>Refine</u></p> <ul style="list-style-type: none"> identified strengths and areas for improvement, make relevant changes - sketchbook identified how their artwork could be 	<p style="text-align: center;">Year 6 vocabulary / visual language:</p> <ul style="list-style-type: none"> observation history ideas practices first-hand select sources resources annotate strengths developed improvement change elements of art vocabulary

	developed further - instruction/discussion	
National Curriculum Aim *Evaluate and analyse creative works using the language of art, craft and design		
<p>outcomes / knowledge end points - Year 6 children will:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> analyse perspective and proportion/size in artworks interpret/analyse artworks by contextual information to identify ideas and messages conveyed <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> compare responses to an artwork before and after working in same media <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> record what went well and why – technique used / is effective because / this was inspired by / next step might be 	<p>assessment / impact / evidence The Year 6 children have:</p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> analysed perspective and proportion/size in artworks – instruction/discussion interpreted/analysed artworks by contextual information to identify conveyed – instruction/discussion <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> compared responses to an artwork before and after working in same media – discussion <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> recorded what went well and why – technique used / is effective because / this was inspired by / next step might be - sketchbook 	<p>Year 6 vocabulary / visual language:</p> <ul style="list-style-type: none"> analyse perspective proportion/size artworks interpret subject matter visual elements media contextual information messages mood compare media
National Curriculum Aim *Know about great artists, craft workers & designers, and understanding the historical and cultural development of their art forms		
<p>outcomes / knowledge end points - Year 6 children will:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> determine messages communicated by an artwork in a particular style <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> know the ways art is judged by experts 	<p>assessment / impact / evidence The Year 6 children have:</p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> determined messages communicated by an artwork in a particular style – instruction/discussion <p><u>Disciplinary knowledge: What art is</u></p> <ul style="list-style-type: none"> knows the ways art is judged by experts - 	<p>Year 6 vocabulary / visual language:</p> <ul style="list-style-type: none"> identify exhibition art gallery venue beliefs values behaviours

	discussion	<ul style="list-style-type: none">• individual• society• idea• theme• communicated• disciplines• eras• cultures• compared• styles
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