



### **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, weekly art sessions 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

<b>The Art and Design curriculum aims and intent will be implemented through the teaching of components in:</b>	
<b>Become proficient in drawing, sculpture and painting techniques</b>	
<p style="text-align: center;"><b>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern</li> <li>• Knowledge of art specific vocabulary / visual language</li> <li>• Knowledge of techniques / methods</li> <li>• High quality media</li> <li>• Respect for media, tools and materials</li> <li>• Fine motor control – small muscles working with the brain and nervous system to control movements in areas such as hands, fingers and eyes</li> </ul>	<p style="text-align: center;"><b>The visual elements/concepts of art:</b></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>
<b>Produce creative work, exploring their ideas and recording their experiences</b>	
<p style="text-align: center;"><b>Component knowledge for produce creative work</b></p> <ul style="list-style-type: none"> <li>• Using primary sources</li> <li>• First-hand experiences</li> <li>• Refine own artwork</li> </ul>	
<b>Evaluate and analyse creative works using language of art, craft and design</b>	
<p style="text-align: center;"><b>Component knowledge for evaluating</b></p> <ul style="list-style-type: none"> <li>• Identify and interpret</li> <li>• Express an opinion</li> <li>• Evaluate own artwork</li> </ul>	

**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 styles of art

**Disciplinary knowledge**

- What art is

**Four vertical topics to demonstrate the progression sequence:**



Still life



People



Cityscapes



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



## Nursery

Nursery Early Learning Goals with Sequential knowledge end points	
<i>Early Learning Goals</i>	<i>Sequential knowledge end points</i>
<b>EYFS: Expressive arts and design</b> *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	
<b>EYFS: Fine motor skills</b> *Use a range of small tools, including scissors and paint brushes	
<p style="text-align: center;"><b>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern</li> <li>• Knowledge of art specific vocabulary / visual language</li> <li>• Knowledge of techniques / methods</li> <li>• High quality media</li> <li>• Respect for media, tools and materials</li> <li>• Fine motor control</li> </ul>	<p style="text-align: center;"><b>Sequential progression of the visual elements/concepts of art</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• straight, curly, zigzag lines</li> <li>• lines in the world around them</li> <li>• tripod grip</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• identify day – concept of light</li> <li>• identify night – concept of dark</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• texture through touch / sensory</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• front view</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• red, yellow, blue, green, orange, pink, brown, purple, grey, black</li> <li>• matching colours</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• closed shape with continuous line</li> <li>• shapes representing objects e.g. circle - face</li> </ul> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• squeezing, pulling</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• ABAB patterns e.g. leaf, stick, leaf, stick red, blue, red, blue</li> </ul>

	<p style="text-align: center;"><b>Sequence of techniques / methods</b></p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• Making marks</li> <li>• observing</li> <li>• Finger painting</li> <li>• Sponge painting</li> <li>• Using a paintbrush</li> <li>• Colour quality – naming colours</li> <li>• Playdough squeezing and pulling</li> </ul> <p style="text-align: center;"><b>High quality media</b></p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• crayons</li> <li>• ready-mixed paint</li> <li>• playdough</li> </ul> <p style="text-align: center;"><b>Respect for media, tools and materials</b></p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> <li>• use media, materials and tools safely</li> </ul> <p style="text-align: center;"><b>Fine motor control</b></p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• hold paint brushes, pencils using a tripod grip</li> <li>• use hand and arm muscles to control movement of paintbrush, pencil</li> <li>• use hand and arm muscles to squeeze and pull playdough</li> <li>• push/slide finger across the paper</li> <li>• using scissors</li> </ul>
<p><b>National Curriculum Aim link    *Produce creative work, exploring their ideas and recording their experiences</b></p>	
<p style="text-align: center;"><b>Component knowledge for produce creative work</b></p> <ul style="list-style-type: none"> <li>• Using primary sources</li> <li>• First-hand experiences</li> </ul>	<p style="text-align: center;"><b>Using primary sources</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• copy from primary sources</li> </ul>



		<b>First-hand experiences</b>	
		<i>First-hand experiences</i>	
		<ul style="list-style-type: none"> <li>• record observations of everyday forms</li> <li>• ideas from imagination</li> </ul>	
<b>EYFS: Expressive arts and design</b>		<b>*Share their creations, explaining the process they have used</b>	
<b>Component knowledge for evaluating</b>		<b>Identify and interpret sequence</b>	
<ul style="list-style-type: none"> <li>• Identify / interpret</li> <li>• Express an opinion</li> <li>• Evaluate own artwork</li> </ul>		<i>Identify and interpret</i>	
		<ul style="list-style-type: none"> <li>• name colours and the subject matter in artworks</li> </ul>	
		<b>Express an opinion sequence</b>	
		<i>Express an opinion</i>	
		<ul style="list-style-type: none"> <li>• say what they like about their artwork, with adult support</li> </ul>	
		<b>Evaluate own artwork sequence</b>	
		<i>Evaluate own artwork</i>	
		<ul style="list-style-type: none"> <li>• say what they have made, how it was made and name what they used – with adult support – whilst creating it</li> </ul>	
<b>National Curriculum Aim link</b>		<b>*Know about great artists, craft workers &amp; designers, and understand the historical and cultural development of their art forms</b>	
<b>Component knowledge for know about art</b>		<b>Art movements sequence</b>	
<ul style="list-style-type: none"> <li>• Knowledge of artists</li> <li>• Knowledge of art movements</li> </ul>		<i>Art movements sequence</i>	
		<ul style="list-style-type: none"> <li>• select an artwork they like</li> </ul>	
<b>Disciplinary knowledge</b>		<b>Disciplinary knowledge sequence</b>	
<ul style="list-style-type: none"> <li>• What art is</li> </ul>		<i>Disciplinary knowledge sequence</i>	
		<ul style="list-style-type: none"> <li>• distinguish between an image and real objects</li> </ul>	
<b>Knowledge of artists sequence</b>			
<b>Ancient Art</b>	<b>Traditional Art</b>	<b>Modern Art</b>	<b>Contemporary Art</b>
Suggested artists:	Suggested artists:	Suggested artists:	Suggested artists:



Nursery			
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><b>Drawing outcomes / knowledge end points - Nursery children will:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>name and recognise straight, curly, zigzag lines</li> <li>draw straight, curly, zigzag lines</li> <li>find and identify lines in the world around them</li> <li>use a tripod grip</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>identify day – concept of light</li> <li>identify night – concept of dark</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>explore texture through touch / sensory</li> <li>describe some textures e.g. bumpy, fluffy</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>recognise and name the front of an object (beginning concept of ‘view’)</li> <li>draw the front view of objects</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>draw a closed shape with a continuous line</li> <li>draw shapes representing objects e.g. circle – face</li> </ul>	<p><b>Drawing - assessment / impact / evidence The Nursery children have:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>named straight, curly, zigzag lines during instruction / whilst creating art</li> <li>sketchbook demonstrates drawn straight, curly, zigzag lines</li> <li>identified lines in the world around them through observation / during instruction</li> <li>uses a tripod grip when making</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>identified day – concept of light during instruction</li> <li>identified night – concept of dark during instruction</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>explored texture through touch / sensory activities</li> <li>described some textures e.g. bumpy, fluffy during instruction / whilst creating art</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>named the front of an object (beginning concept of ‘view’) during instruction / whilst creating art</li> <li>sketchbook demonstrates drawn front view of objects</li> </ul>	<p><b>Drawing - Nursery art specific vocabulary / visual language:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>line</li> <li>straight</li> <li>curly</li> <li>zigzag</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>day</li> <li>light</li> <li>night</li> <li>dark</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>bumpy</li> <li>fluffy</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>back</li> <li>front</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>circle</li> <li>square</li> </ul>	

<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• Making marks</li> <li>• observing</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• crayons</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• hold crayons, pencils using a tripod grip</li> <li>• use hand and arm muscles to control movement of paintbrush, pencil</li> <li>• push/slide finger across the paper</li> <li>• use hand and arm muscles to control movement</li> </ul>	<p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• sketchbook demonstrates drawn enclosed shapes with a continuous line</li> <li>• sketchbook demonstrates drawn shapes representing objects e.g. circle – face</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• drawing</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• crayon</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• holding</li> </ul>
<p><b>Area of specialism / making / proficiency: Painting</b></p>		
<p><b>Painting outcomes / knowledge end points - Nursery children will:</b></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• name and recognise red, yellow, blue, green, orange, pink, brown, purple, grey, black</li> <li>• paint the matching colour to an objects</li> </ul> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• name and recognise straight, curly, zigzag lines</li> <li>• paint straight, curly, zigzag lines</li> </ul> <p><u>Concept of Pattern</u></p>	<p><b>Painting - assessment / impact / evidence The Nursery children have:</b></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• named the colours - red, yellow, blue, green, orange, pink, brown, purple, grey, black during instruction / whilst creating art</li> <li>• sketchbook shows painted matched colours to objects</li> </ul> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• named straight, curly, zigzag lines during instruction / whilst creating art</li> </ul>	<p><b>Painting - Nursery art specific vocabulary / visual language:</b></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• red, yellow, blue, green, orange, pink, brown, purple, grey, black</li> </ul> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• line</li> <li>• straight</li> <li>• curly</li> <li>• zigzag</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern</li> </ul>

<ul style="list-style-type: none"> <li>create ABAB repeated patterns e.g. leaf, stick, leaf, stick or red, blue, red, blue</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>paint using a brush</li> <li>finger painting</li> <li>sponge painting</li> <li>colour quality – naming colours</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>ready-mixed paint</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>hold paint brushes using a tripod grip</li> <li>use hand and arm muscles to control movement</li> <li>push/slide finger across the paper</li> </ul>	<ul style="list-style-type: none"> <li>sketchbook demonstrates painted straight, curly, zigzag lines</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>created ABAB repeated patterns e.g. leaf, stick, leaf, stick or red, blue, red, blue - through activities</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>demonstrated whilst creating art</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>painting</li> <li>finger</li> <li>brush</li> <li>sponge</li> <li>red, yellow, blue, green, orange, pink, brown, purple, grey, black</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>paint</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>push</li> <li>slide</li> </ul>
<b>Area of specialism / making / proficiency: Sculpture</b>		
<p><b><i>Sculpture outcomes / knowledge end points - Nursery children will:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>sculpt by squeezing</li> <li>sculpt by pulling</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>explore texture through touch / sensory</li> <li>describe texture e.g. soft</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>Playdough squeezing and pulling</li> </ul> <p><u>High quality media</u></p>	<p><b><i>Sculpture - assessment / impact / evidence The Nursery children have:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>sculpted by squeezing using hands, photographic evidence</li> <li>sculpt by pulling using fingertips, photographic evidence</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>explored texture through touch / sensory malleable materials, photographic evidence</li> <li>described texture e.g. soft, through instruction / whilst making</li> </ul>	<p><b><i>Sculpture - Nursery art specific vocabulary / visual language:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>squeeze</li> <li>pull</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>soft</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>squeezing</li> <li>pulling</li> </ul>

<ul style="list-style-type: none"> <li>• playdough</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to squeeze and pull playdough</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• playdough</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• squeezing</li> <li>• pulling</li> </ul>
<p><b>National Curriculum Aim link      * Produce creative work, exploring their ideas and recording their experiences</b></p>		
<p style="text-align: center;"><b>outcomes - Nursery children will:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• copy from primary sources</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms</li> <li>• explore ideas from imagination</li> </ul>	<p style="text-align: center;"><b>assessment / impact / evidence The Nursery children have:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• copied from primary sources – sketchbook</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• recorded observations of everyday forms – sketchbook</li> <li>• explored ideas from imagination – sketchbook</li> </ul>	<p style="text-align: center;"><b>Nursery vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>• sketchbook</li> <li>• my idea</li> <li>• (vocabulary linked to given topic)</li> </ul>
<p><b>EYFS: Expressive arts and design      *Share their creations, explaining the process they have used</b></p>		
<p style="text-align: center;"><b>outcomes / knowledge end points - Nursery children will:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>• name colours and the subject matter in artworks</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>• say what they like about their artwork, with adult support</li> </ul>	<p style="text-align: center;"><b>assessment / impact / evidence The Nursery children have:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>• named colours and the subject matter in artworks – instruction/discussion</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>• spoken about what they like about their artwork, with adult support – discussion</li> </ul>	<p style="text-align: center;"><b>Nursery vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>• like</li> <li>• drawing</li> <li>• painting</li> <li>• (media linked to given topic)</li> <li>• (method linked to given task)</li> </ul>

<p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>say what they have made, how it was made and name what they used – with adult support – whilst creating art</li> </ul>	<p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>spoken about what they have made, how it was made and name what they used – with adult support – whilst creating art, discussion</li> </ul>	
<p><b>National Curriculum Aim link</b>      <b>*Know about great artists, craft workers &amp; designers, and understanding the historical and cultural development of their art forms</b></p>		
<p><b>outcomes / knowledge end points - Nursery children will:</b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>select an artwork they like</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>distinguish between an image and real objects</li> </ul>	<p><b>assessment / impact / evidence The Nursery children have:</b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>selected an artwork they like – discussion</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>distinguished between an image and real objects – instruction/discussion</li> </ul>	<p><b>Nursery vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>red, yellow, blue, green, orange, pink, brown, purple, grey, black</li> <li>image / picture</li> <li>real object</li> <li>like</li> <li>same</li> </ul>

## Reception

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




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


**Knowledge of artists sequence**

**Ancient Art**  
Suggested artists:




MASK OF AGAMEMNON  
1500 BC

**Traditional Art**  
Suggested artists:




ANGELICA KAUFFMAN  
1741 - 1807

**Modern Art**  
Suggested artists:



MARY CASSATT  
1844 - 1926




VINCENT VAN GOGH  
1853 - 1890

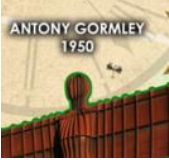


JACKSON POLLOCK  
1912 - 1956


**Contemporary Art**  
Suggested artists:



GEORGIA O'KEEFFE  
1887 - 1986



ANTONY GORMLEY  
1950



DAVID HOCKNEY  
1937

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><b>Drawing outcomes / knowledge end points - Reception children will:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>name and recognise wavy, dotted, dashed, curved lines</li> <li>draw wavy, dotted, dashed, curved lines</li> <li>name and recognise thick and thin lines</li> <li>draw thick and thin lines</li> <li>use an overhand grip</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>identify light and dark places</li> <li>begin to know a tonal scale – name the dark/light of a colour e.g. light blue, dark blue</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>name and recognise textures that are soft, hard, smooth, bumpy</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>recognise the side and back of an object (beginning concept of view)</li> <li>draw an object from the side view</li> <li>draw an object from the back view</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>name and recognise dark / light of a colour e.g. dark blue, light blue</li> </ul> <p><u>Element of Shape</u></p>	<p><b>Drawing - assessment / impact / evidence The Reception children have:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>named wavy, dotted, dashed, curved lines during instruction / whilst creating art</li> <li>sketchbook demonstrates drawn wavy, dotted, dashed, curved lines</li> <li>named thick and thin lines during instruction / whilst creating art</li> <li>sketchbook demonstrates drawn thick and thin lines</li> <li>used an overhand grip whilst making</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>identified light and dark places during instruction</li> <li>started to know a tonal scale – name the dark/light of a colour e.g. light blue, dark blue, through instruction/discussion</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>named the textures soft, hard, smooth, bumpy during instruction / whilst creating art</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>recognised the side and back of an object (beginning concept of view) during instruction / whilst making</li> </ul>	<p><b>Drawing - Reception art specific vocabulary / visual language:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>line</li> <li>wavy</li> <li>dotted</li> <li>dashed</li> <li>curved</li> <li>thick</li> <li>thin</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>light</li> <li>dark</li> <li>light blue, light green etc...</li> <li>dark blue, dark green etc...</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>soft</li> <li>hard</li> <li>smooth</li> <li>bumpy</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>back</li> <li>side</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>light blue, dark blue etc...</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>shape</li> </ul>	

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

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

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









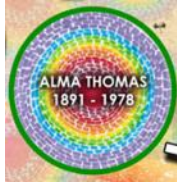







<p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>say what they like about their artwork</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>talk about what they have made, the subject matter, how it was made and name what they used to make it –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

YEAR 1

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

	<p style="text-align: center;"><b>Sequence of techniques / methods</b></p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• hatching</li> <li>• outlines</li> <li>• observational drawing</li> <li>• blending</li> <li>• colour wheel</li> <li>• rolling clay using palms</li> <li>• rolling clay using fingertips</li> </ul> <p style="text-align: center;"><b>High quality media</b></p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• graphite pencils</li> <li>• graphite sticks</li> <li>• paint sticks</li> <li>• watercolour blocks</li> <li>• clay</li> </ul> <p style="text-align: center;"><b>Respect for media, tools and materials</b></p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> <li>• use materials and tools safely, take care of media</li> </ul> <p style="text-align: center;"><b>Fine motor control</b></p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• soft pressure, strong pressure</li> <li>• use hand and arm muscles to control movement</li> <li>• rolling using palms</li> <li>• rolling using fingertips</li> </ul>
<b>Produce creative work, exploring their ideas and recording their experiences</b>	
<p style="text-align: center;"><b>Component knowledge for produce creative work</b></p> <ul style="list-style-type: none"> <li>• Using primary sources</li> <li>• First-hand experiences</li> </ul>	<p style="text-align: center;"><b>Using primary sources</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• record observations from primary sources across history</li> </ul>

<ul style="list-style-type: none"> <li>• Refine own artwork</li> </ul>	<ul style="list-style-type: none"> <li>• explore ideas using primary sources</li> </ul> <p style="text-align: center;"><b>First-hand experiences</b></p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms</li> <li>• record observations of the local area/our school</li> <li>• explore ideas from the Wembley Primary School community 'our class'</li> </ul> <p style="text-align: center;"><b>Refine own artwork sequence</b></p> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>• with adult modelling, begin to know how to make an improvement</li> </ul>
<b>Evaluate and analyse creative works using language of art, craft and design</b>	
<p style="text-align: center;"><b>Component knowledge for evaluating</b></p> <ul style="list-style-type: none"> <li>• Identify / interpret</li> <li>• Express an opinion</li> <li>• Evaluate own artwork</li> </ul>	<p style="text-align: center;"><b>Identify and interpret sequence</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>• identify dot patterns in artworks</li> <li>• identify the background/setting and foreground/subject matter in artworks</li> </ul> <p style="text-align: center;"><b>Express an opinion sequence</b></p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>• say what I like or dislike about an artwork and give a reason why</li> </ul> <p style="text-align: center;"><b>Evaluate own artwork sequence</b></p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>• use visual language to describe and explain/evaluate their artwork – while creating art</li> </ul>
<b>Know about great artists, craft workers &amp; designers, and understand the historical and cultural development of their art forms</b>	
<p style="text-align: center;"><b>Component knowledge for know about art</b></p> <ul style="list-style-type: none"> <li>• Knowledge of artists</li> <li>• Knowledge of art movements</li> </ul>	<p style="text-align: center;"><b>Art movements sequence</b></p> <p><u>Art movements sequence</u></p> <ul style="list-style-type: none"> <li>• recognise a significant element in an art movement</li> </ul>

<p><b>Disciplinary knowledge</b></p> <ul style="list-style-type: none"> <li>• What art is</li> </ul>		<p><b>Disciplinary knowledge sequence</b></p> <p><u>Disciplinary knowledge sequence</u></p> <ul style="list-style-type: none"> <li>• recognise that people have created art across history</li> </ul>	
<p><b>Knowledge of artists sequence</b></p>			
<p><b>Ancient Art</b></p> <p>Suggested artists:</p>  <p>THE TERRACOTTA ARMY 246 BC</p>	<p><b>Traditional Art</b></p> <p>Suggested artists:</p>  <p>REMBRANDT 1606 - 1669</p>  <p>WILLIAM MORRIS 1834 - 1896</p> <p>William Morris</p>	<p><b>Modern Art</b></p> <p>Suggested artists:</p>  <p>Berthe Morisot</p>  <p>BERTHE MORISOT 1841 - 1895</p>  <p>Alma Thomas</p>  <p>ALMA THOMAS 1891 - 1978</p>  <p>MARC CHAGALL 1887 - 1985</p>  <p>Henri Rousseau</p>	<p><b>Contemporary Art</b></p> <p>Suggested artists:</p>  <p>Yayoi Kusama</p>  <p>Takashi Murakami</p>  <p>ROY LICHTENSTEIN 1923 - 1997</p>  <p>Henry Moore</p>  <p>Henry Moore</p>

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

<ul style="list-style-type: none"> <li>• name surface texture of objects (cityscapes topic)</li> <li>• create visual texture by rubbing the actual texture of objects (cityscapes topic)</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• recognise the top of an object – top view (cityscapes topic)</li> <li>• know that looking down onto the top of an object/building is called bird’s eye view (cityscapes topic)</li> <li>• draw from a bird’s eye view (cityscapes topic)</li> <li>• know the background is a setting for the subject matter (people, cityscapes topics)</li> <li>• know the foreground is the subject matter - object/building (people, cityscapes topics)</li> <li>• draw the subject matter for the foreground (people, cityscapes topics)</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• name and recognise secondary colours – purple, green and orange (still life, people, cityscapes topics)</li> <li>• explore blending with fingers to create secondary colours (people topic)</li> <li>• name and recognise a colour wheel with primary and secondary colours on it (people, cityscapes topics)</li> <li>• create a colour wheel with primary and secondary colours (people topic)</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• name and recognise geometric shapes (cityscapes topic)</li> </ul>	<ul style="list-style-type: none"> <li>• knows light tone and dark tone make the drawn shape look 3 dimensional – visual form, through instruction/discussion</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• named surface texture of objects during instruction / whilst creating art</li> <li>• sketchbook shows the creation of visual texture by rubbing the actual texture of objects</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• recognised the top of an object – top view during instruction / whilst making</li> <li>• knows that looking down onto the top of an object/building is called bird’s eye view through instruction/discussion</li> <li>• sketchbook demonstrates drawing from a bird’s eye view</li> <li>• knows the background is a setting for the subject matter through instruction/discussion</li> <li>• knows the foreground is the subject matter - object/building through instruction/discussion</li> <li>• sketchbook demonstrates drawn subject matter for the foreground</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• named the secondary colours – purple, green and orange during instruction / whilst creating art</li> <li>• sketchbook shows the exploring of blending with fingers to create secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>• surface texture</li> <li>• visual texture</li> <li>• rubbings</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• space</li> <li>• top</li> <li>• view</li> <li>• bird’s eye view</li> <li>• background</li> <li>• setting</li> <li>• foreground</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• colour</li> <li>• secondary colours</li> <li>• purple green orange</li> <li>• blending</li> <li>• colour wheel</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• shape</li> <li>• organic shapes</li> <li>• geometric shapes</li> <li>• difference</li> </ul>
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<ul style="list-style-type: none"> <li>• name and recognise organic shapes (still life, people topics)</li> <li>• know the difference between organic shapes and geometric shapes (still life, people, cityscapes topics)</li> <li>• draw organic shapes (still life, people topics)</li> <li>• draw geometric shapes (cityscapes topic)</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• recognise a pattern as a repeated shape – circle, dot (still life, clay topics)</li> <li>• create a pattern using repeating circles and dots (still life, clay topics)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• hatching</li> <li>• outlines</li> <li>• observational drawing</li> </ul>	<ul style="list-style-type: none"> <li>• named a colour wheel with primary and secondary colours on it during instruction / whilst creating art</li> <li>• sketchbook shows the creation of a colour wheel with primary and secondary colours</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• named geometric shapes during instruction / whilst creating art</li> <li>• named organic shapes during instruction / whilst creating art</li> <li>• knows the difference between organic shapes and geometric shapes through instruction/discussion</li> <li>• sketchbook demonstrates drawn organic shapes</li> <li>• sketchbook demonstrates drawn geometric shapes</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• recognised a pattern as a repeated shape – circle, dot during instruction / whilst making</li> <li>• sketchbook shows the creation of a pattern using repeating circles and dots</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul>	<p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern</li> <li>• repeated</li> <li>• circle, dot</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• hatching</li> <li>• outlines</li> <li>• observational drawing</li> </ul>
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<p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• graphite pencils</li> <li>• graphite sticks</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• soft pressure, strong pressure</li> <li>• use hand and arm muscles to control movement</li> </ul>	<p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• graphite pencils</li> <li>• graphite sticks</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<b>Area of specialism / making / proficiency: Painting</b>		
<p><b>Painting outcomes / knowledge end points - Year 1 children will:</b></p> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• know the background is a setting for the subject matter (people, cityscapes topics)</li> <li>• paint a background setting (cityscapes topic)</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• name and recognise secondary colours – purple, green and orange (still life, people, cityscapes topics)</li> <li>• name and recognise a colour wheel with the primary and secondary colours on it</li> <li>• mix primary colours, with paint, to create secondary colours (cityscapes topic)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• blending</li> <li>• colour wheel</li> </ul> <p><u>High quality media</u></p>	<p><b>Painting - assessment / impact / evidence The Year 1 children have:</b></p> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• knows the background is a setting for the subject matter through instruction/discussion</li> <li>• sketchbook demonstrates a painted background setting</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• named secondary colours – purple, green and orange during instruction / whilst creating art</li> <li>• named a colour wheel with the primary and secondary colours on it during instruction / whilst creating art</li> <li>• sketchbook demonstrates mixed primary colours, with paint, to create secondary colours</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul> <p><u>High quality media</u></p>	<p><b>Painting – Year 1 art specific vocabulary / visual language:</b></p> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• space</li> <li>• top</li> <li>• view</li> <li>• background</li> <li>• foreground</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• colour</li> <li>• secondary</li> <li>• purple green orange</li> <li>• colour wheel</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• painting</li> <li>• blending</li> <li>• colour wheel</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• paint sticks</li> </ul>

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

<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• rolling clay using palms</li> <li>• rolling clay using fingertips</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• soft pressure, strong pressure</li> <li>• use hand and arm muscles to control movement</li> <li>• rolling using palms</li> <li>• rolling using fingertips</li> </ul>	<ul style="list-style-type: none"> <li>• sculpture demonstrates the creation of a pattern using repeating circles and dots, photographic evidence</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• sculpt</li> <li>• sculpture</li> <li>• rolling</li> <li>• palms</li> <li>• fingertips</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• palms</li> <li>• fingertips</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<p><b>National Curriculum Aim * Produce creative work, exploring their ideas and recording their experiences</b></p>		
<p style="text-align: center;"><b>outcomes – Year 1 children will:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• record observations from primary sources across history</li> <li>• explore ideas using primary sources</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms</li> <li>• record observations of the local area/our school</li> <li>• explore ideas from the Wembley Primary School community ‘our class’</li> </ul>	<p style="text-align: center;"><b>assessment / impact / evidence The Year 1 children have:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• recorded observations from primary sources across history - sketchbook</li> <li>• explored ideas using primary sources – sketchbook</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• recorded observations of everyday forms – sketchbook</li> <li>• recorded observations of the local area/our school – sketchbook</li> <li>• explored ideas from the Wembley Primary School community ‘our class’ - sketchbooks</li> </ul>	<p style="text-align: center;"><b>Year 1 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>• observation</li> <li>• history</li> <li>• ideas</li> <li>• improvement</li> </ul>

<p><u>Refine</u></p> <ul style="list-style-type: none"> <li>with adult modelling, begin to know how to make an improvement</li> </ul>	<p><u>Refine</u></p> <ul style="list-style-type: none"> <li>with adult modelling, has begun to know how to make an improvement – instruction/discussion</li> </ul>	
<p><b>National Curriculum Aim</b> *Evaluate and analyse creative works using the language of art, craft and design</p>		
<p><b>outcomes / knowledge end points - Year 1 children will:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>identify dot patterns in artworks</li> <li>identify the background/setting and foreground/subject matter in artworks</li> <li>say what I like or dislike about an</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>artwork and give a reason why</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>use visual language to describe and explain/evaluate their artwork – while creating art</li> </ul>	<p><b>assessment / impact / evidence</b></p> <p><b>The Year 1 children have:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>identified dot patterns in artworks - discussion</li> <li>identified the background/setting and foreground/subject matter in artworks – discussion</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>spoke about what I like or dislike about an artwork and gave a reason why – discussion</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>used visual language to describe and explain/evaluate their artwork – while creating art</li> </ul>	<p><b>Year 1 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>pattern</li> <li>artworks</li> <li>artist</li> <li>background</li> <li>foreground</li> <li>I like..... because</li> <li>I dislike.... because</li> <li>Visual elements of art vocabulary</li> </ul>
<p><b>National Curriculum Aim</b> *Know about great artists, craft workers &amp; designers, and understanding the historical and cultural development of their art forms</p>		
<p><b>outcomes / knowledge end points - Year 1 children will:</b></p> <p><u>Art movements</u></p>	<p><b>assessment / impact / evidence</b></p> <p><b>The Year 1 children have:</b></p> <p><u>Art movements</u></p>	<p><b>Year 1 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>art</li> </ul>

<ul style="list-style-type: none"> <li>• recognise a significant element in an art movement</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>• recognise that people have created art across history</li> </ul>	<ul style="list-style-type: none"> <li>• recognised a significant element in an art movement – instruction/discussion</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>• recognised that people have created art across history - instruction/discussion</li> </ul>	<ul style="list-style-type: none"> <li>• create</li> <li>• artist</li> <li>• artwork</li> <li>• elements of art vocabulary</li> <li>• same</li> <li>• different</li> </ul>
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YEAR 2

YEAR 2 - National Curriculum Aims with Sequential knowledge end points	
National Curriculum Aims	Sequential knowledge end points
<b>Become proficient in drawing, sculpture and painting techniques</b>	
<p><b>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern</li> <li>• Knowledge of art specific vocabulary / visual language</li> <li>• Knowledge of techniques / methods</li> <li>• High quality media</li> <li>• Respect for media, tools and materials</li> <li>• Fine motor control</li> </ul>	<p><b>Sequential progression of the visual elements/concepts of art</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• vertical, horizontal lines</li> <li>• graphite lines 4H 2B 6B</li> <li>• distant hold</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• identify and use tone to show shadow</li> <li>• tonal scale – graphite 4H 2B 6B</li> <li>• lines to show tone and visual form – cross hatching</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• visual texture – rough, smooth, soft, bumpy</li> <li>• applied to form – rough, smooth</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• horizon</li> <li>• view finder</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• adding white for tints</li> <li>• adding black for shades</li> <li>• qualities of colour – temperature, warm and cool colours</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• ellipses</li> </ul> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• egg shaped forms</li> <li>• twisted, folded coils</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern in nature</li> </ul>

	<p style="text-align: center;"><b>Sequence of techniques / methods</b></p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• distant hold drawing</li> <li>• cross hatching</li> <li>• view finder</li> <li>• texture drawing</li> <li>• colour quality – temperature, warm and cool</li> <li>• colour quality – tints and shades</li> <li>• rolling clay eggs</li> <li>• sculpting twisted coils</li> </ul> <p style="text-align: center;"><b>High quality media</b></p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• graphite pencils 4H</li> <li>• graphite pencils 2B</li> <li>• graphite pencils 6B</li> <li>• oil pastels</li> <li>• watercolour blocks</li> <li>• clay</li> </ul> <p style="text-align: center;"><b>Respect for media, tools and materials</b></p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> <li>• demonstrate safe and correct procedures for using and cleaning media and tools</li> </ul> <p style="text-align: center;"><b>Fine motor control</b></p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> <li>• distant hold</li> </ul>
<b>Produce creative work, exploring their ideas and recording their experiences</b>	
<b>Component knowledge for produce creative work</b>	<b>Using primary sources</b>

<ul style="list-style-type: none"> <li>• Using primary sources</li> <li>• First-hand experiences</li> <li>• Refine own artwork</li> </ul>	<p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• record observations from primary sources across history</li> <li>• explore ideas using primary sources</li> </ul> <p style="text-align: center;"><b>First-hand experiences</b></p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms</li> <li>• explore ideas from the local area/our school</li> <li>• record observations from the Wembley Primary School community 'our class'</li> </ul> <p style="text-align: center;"><b>Refine own artwork sequence</b></p> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>• identify and make an improvement to their artwork, with support</li> </ul>
<b>Evaluate and analyse creative works using language of art, craft and design</b>	
<p style="text-align: center;"><b>Component knowledge for evaluating</b></p> <ul style="list-style-type: none"> <li>• Identify / interpret</li> <li>• Express an opinion</li> <li>• Evaluate own artwork</li> </ul>	<p style="text-align: center;"><b>Identify and interpret sequence</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>• identify texture, shadow and the horizon in artworks</li> <li>• identify the differences and similarities between artworks using visual language</li> </ul> <p style="text-align: center;"><b>Express an opinion sequence</b></p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>• express a preference about an artwork using visual language</li> </ul> <p style="text-align: center;"><b>Evaluate own artwork sequence</b></p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>• use visual language to describe and evaluate their artwork – annotations about what went well and why</li> </ul>
<b>Know about great artists, craft workers &amp; designers, and understand the historical and cultural development of their art forms</b>	
<p style="text-align: center;"><b>Component knowledge for know about art</b></p> <ul style="list-style-type: none"> <li>• Knowledge of artists</li> </ul>	<p style="text-align: center;"><b>Art movements sequence</b></p> <p><u>Art movements sequence</u></p>



- Knowledge of art movements

**Disciplinary knowledge**

- What art is

- Compare and contrast artworks from different art movements with the same subject matter

**Disciplinary knowledge sequence**

Disciplinary knowledge sequence

- 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:



Lowry

**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	
<b>National Curriculum Aim</b> *Become proficient in drawing, sculpture and painting techniques			
<b>Area of specialism / making / proficiency: Drawing</b>			
<p><b>Drawing outcomes / knowledge end points - Year 2 children will:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• name and recognise vertical lines (still life, cityscapes topics)</li> <li>• name and recognise horizontal lines (still life, people, cityscapes topics)</li> <li>• draw vertical lines (still life, cityscapes topics)</li> <li>• draw horizontal lines (still life, people, cityscapes topics)</li> <li>• know that H on a graphite pencil stands for hard / the graphite is hard (still life, people topics)</li> <li>• know that B on a graphite pencil stands for black / the graphite is soft (still life, people topics)</li> <li>• draw using the graphite lines 4H 2B 6B (still life, people, cityscapes, clay topics)</li> <li>• use a distant hold (still life topic)</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• know that graphite pencils have a number representing lightness and darkness (still life, people topics)</li> <li>• know a tonal scale goes from lightness to darkness (still life, people topics)</li> </ul>	<p><b>Drawing - assessment / impact / evidence</b> <b>The Year 2 children have:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• named vertical lines during instruction / whilst creating art</li> <li>• named horizontal lines during instructions / whilst creating art</li> <li>• sketchbook demonstrates drawn vertical lines</li> <li>• sketchbook demonstrates drawn horizontal lines</li> <li>• knows that H on a graphite pencil stands for hard / the graphite is hard through instruction/discussion</li> <li>• knows that B on a graphite pencil stands for black / the graphite is soft through instruction/discussion</li> <li>• sketchbook demonstrates drawing using the graphite lines 4H 2B 6B</li> <li>• used a distant hold whilst making</li> </ul> <p><u>Element of Tone</u></p>	<p><b>Drawing – Year 2 art specific vocabulary / visual language:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• line</li> <li>• vertical</li> <li>• horizontal</li> <li>• graphite</li> <li>• H –hard</li> <li>• B – black/soft</li> <li>• 4H 2B 6B</li> <li>• distant hold</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• tone</li> <li>• shadow</li> <li>• tonal scale</li> <li>• graphite</li> <li>• H – hard</li> <li>• B – black/soft</li> <li>• 4H 2B 6B</li> <li>• wide apart</li> <li>• close together</li> </ul>	

<ul style="list-style-type: none"> <li>• create a tonal scale with the graphite pencils 4H 2B 6B (cityscapes topic)</li> <li>• know repeated crossed diagonal lines show tone – cross hatching (people topic)</li> <li>• draw wide apart (wide space) cross hatching lines to show light tone (people topic)</li> <li>• draw close together (narrow space) cross hatching lines to show dark tone (people topic)</li> <li>• know light tone and dark tone make the drawn shape look 3 dimensional/visual form (still life, people topics)</li> <li>• apply the tonal scale to draw shadows (people topic)</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• know that visual texture is the illusion of actual texture (still life topic)</li> <li>• explore creating visual texture using lines and tone– bumpy, smooth, soft, wooden (still life topic)</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• know the horizon is the line where the earth’s surface and sky appear to meet (people, cityscape topics)</li> <li>• recognise and name the horizon (people, cityscapes topics)</li> <li>• draw the horizon (people, cityscapes topics)</li> <li>• use view finder to focus on one small part of the subject matter (still life topic)</li> </ul> <p><u>Element of Colour</u></p>	<ul style="list-style-type: none"> <li>• knows that graphite pencils have a number representing lightness and darkness through instruction/discussion</li> <li>• knows a tonal scale goes from lightness to darkness through instruction/discussion</li> <li>• sketchbook shows the creation of a tonal scale with the graphite pencils 4H 2B 6B</li> <li>• knows repeated crossed diagonal lines show tone – cross hatching through instruction/discussion</li> <li>• sketchbook demonstrates drawn wide apart (wide space) cross hatching lines to show light tone</li> <li>• sketchbook demonstrates drawn close together (narrow space) cross hatching lines to show dark tone</li> <li>• knows light tone and dark tone make the drawn shape look 3 dimensional/visual form through instruction/discussion</li> <li>• sketchbook demonstrates the tonal scale applied to draw shadows</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• knows that visual texture is the illusion of actual texture through instruction/discussion</li> </ul>	<ul style="list-style-type: none"> <li>• visual form</li> <li>• cross hatching</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• texture</li> <li>• visual texture</li> <li>• rough, smooth</li> <li>• soft, bumpy</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• space</li> <li>• horizon</li> <li>• close-up</li> <li>• view</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• temperature</li> </ul>
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<ul style="list-style-type: none"> <li>• know that colours can have qualities known as warm and cool (temperature) (people topic)</li> <li>• name and recognise warm colours (people topic)</li> <li>• name and recognise cool colours (people topic)</li> <li>• explore applying warm and cool colours to drawings (people topic)</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• name and recognise ellipses (still life topic)</li> <li>• draw ellipses (still life topic)</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• recognise patterns in nature (still life, clay topics)</li> <li>• draw patterns from nature (still life, clay topics)</li> </ul>	<ul style="list-style-type: none"> <li>• sketchbook shows the exploring of creating visual texture using lines and tone– bumpy, smooth, soft, wooden</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• knows the horizon is the line where the earth’s surface and sky appear to meet through instruction/discussion</li> <li>• named the horizon during instruction / whilst making</li> <li>• sketchbook demonstrates a drawn horizon</li> <li>• used view finder to focus on one small part of the subject matter whilst making</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• knows that colours can have qualities known as warm and cool (temperature) through instruction/discussion</li> <li>• named warm colours during instruction / whilst creating art</li> <li>• named cool colours during instruction / whilst creating art</li> <li>• sketchbook shows the exploring of applying of warm and cool colours to drawings</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• named ellipses during instruction / whilst creating art</li> </ul>	<ul style="list-style-type: none"> <li>• warm</li> <li>• cool</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• shape</li> <li>• ellipse</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern</li> <li>• nature</li> </ul>
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<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>distant hold drawing</li> <li>cross hatching</li> <li>view finder</li> <li>texture drawing</li> <li>colour quality – temperature, warm, cool</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>graphite pencils 4H</li> <li>graphite pencils 2B</li> <li>graphite pencils 6B</li> <li>oil pastels</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>use hand and arm muscles to control movement</li> <li>soft pressure, strong pressure</li> <li>distant hold</li> </ul>	<ul style="list-style-type: none"> <li>sketchbook demonstrates drawn ellipses</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>recognised patterns in nature during instruction</li> <li>sketchbook demonstrates drawn patterns from nature</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>demonstrated whilst creating art</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>drawing</li> <li>distant hold drawing</li> <li>cross hatching</li> <li>view finder</li> <li>texture</li> <li>warm</li> <li>cool</li> <li>temperature</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>graphite pencils</li> <li>4H</li> <li>2B</li> <li>6B</li> <li>oil pastels</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>soft pressure</li> <li>strong pressure</li> <li>distant hold</li> </ul>
<b>Area of specialism / making / proficiency: Painting</b>		
<p><b>Painting outcomes / knowledge end points - Year 2 children will:</b></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>explore and control adding white to a colour for tints (cityscapes topic)</li> <li>explore and control adding black to a colour for shades (cityscapes topic)</li> <li>paint a tonal scale of tints (cityscape topic)</li> <li>paint a tonal scale of shades (cityscape topic)</li> </ul>	<p><b>Painting - assessment / impact / evidence</b></p> <p><b>The Year 2 children have:</b></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>sketchbook shows the exploring and controlling of adding white to a colour for tints</li> <li>sketchbook shows the exploring and controlling of adding black to a colour for shades</li> <li>sketchbook demonstrates a painted tonal scale of tints</li> </ul>	<p><b>Painting – Year 2 art specific vocabulary / visual language:</b></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>colour</li> <li>adding</li> <li>white, black</li> <li>tints</li> <li>shades</li> <li>tonal scale</li> </ul>

<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• colour quality - tints and shades</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• watercolour blocks</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<ul style="list-style-type: none"> <li>• sketchbook demonstrates a painted tonal scale of shades</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• painting</li> <li>• tints</li> <li>• shades</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• watercolour</li> <li>• blocks</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<p><b>Area of specialism / making / proficiency: Sculpture</b></p>		
<p><b><i>Sculpture outcomes / knowledge end points - Year 2 children will:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• know that form is 3D/solid (clay topic)</li> <li>• know that sculptures are form (clay topic)</li> <li>• roll and sculpt an egg-shaped form using palms of hands (clay topic)</li> <li>• sculpt twisted coils using fingertips (clay topic)</li> <li>• sculpt folded coils using fingertips (clay topic)</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• know that the surface texture of the clay can be changed (clay topic)</li> <li>• explore creating texture on the surface of the clay form by using a variety of tools – rough, smooth (clay topic)</li> </ul>	<p><b><i>Sculpture - assessment / impact / evidence The Year 2 children have:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• knows that form is 3D/solid through instruction/discussion</li> <li>• knows that sculptures are form through instruction/discussion</li> <li>• rolled and sculpted an egg-shaped form using palms of hands, photographic evidence</li> <li>• sculpted twisted coils using fingertips, photographic evidence</li> <li>• sculpted folded coils using fingertips, photographic evidence</li> </ul> <p><u>Element of Texture</u></p>	<p><b><i>Sculpture – Year 2 art specific vocabulary / visual language:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• sculpture</li> <li>• form</li> <li>• pinching</li> <li>• egg</li> <li>• twisted</li> <li>• folded</li> <li>• coils</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• texture</li> <li>• surface</li> <li>• changed</li> <li>• rough, smooth</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern</li> <li>• nature</li> </ul>

<p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• explore creating a pattern from nature onto egg form (still life, clay topics)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• rolling clay eggs</li> <li>• sculpting twisted coils</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<ul style="list-style-type: none"> <li>• knows that the surface texture of the clay can be changed through instruction/discussion</li> <li>• sculpture shows the exploring of creating texture on the surface of the clay form by using a variety of tools – rough, smooth, photographic evidence</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• sculpture shows the exploring of creating a pattern from nature onto egg form, photographic evidence</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• sculpt</li> <li>• sculpture</li> <li>• rolling</li> <li>• twist</li> <li>• coils</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
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**National Curriculum Aim \* Produce creative work, exploring their ideas and recording their experiences**

<p><b>outcomes – Year 2 children will:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• record observations from primary sources across history</li> <li>• explore ideas using primary sources</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms</li> <li>• explore ideas from the local area/our school</li> </ul>	<p><b>assessment / impact / evidence The Year 2 children have:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• recorded observations from primary sources across history - sketchbook</li> <li>• explored ideas using primary sources – sketchbook</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• recorded observations of everyday forms – sketchbook</li> </ul>	<p><b>Year 2 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>• observation</li> <li>• history</li> <li>• ideas</li> <li>• improvement</li> </ul>
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<ul style="list-style-type: none"> <li>record observations from the Wembley Primary School community 'our class'</li> </ul> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>identify and make an improvement to their artwork, with support</li> </ul>	<ul style="list-style-type: none"> <li>explored ideas from the local area/our school – sketchbooks</li> <li>recorded observations from the Wembley Primary School community 'our class' - sketchbooks</li> </ul> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>identified and make an improvement to their artwork, with support – instruction/sketchbook</li> </ul>	
<b>National Curriculum Aim      *Evaluate and analyse creative works using the language of art, craft and design</b>		
<p style="text-align: center;"><b>outcomes / knowledge end points - Year 2 children will:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>identify texture, shadow and the horizon in artworks</li> <li>identify the differences and similarities between artworks using visual language</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>express a preference about an artwork using visual language</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>use visual language to describe and evaluate their artwork – annotations about what went well and why</li> </ul>	<p style="text-align: center;"><b>assessment / impact / evidence The Year 2 children have:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>identified texture, shadow and the horizon in artworks - discussion</li> <li>identified the differences and similarities between artworks using visual language – instruction/discussion</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>expressed a preference about an artwork using visual language – discussion</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>used visual language to describe and evaluate their artwork – annotations about what went well and why - sketchbook</li> </ul>	<p style="text-align: center;"><b>Year 2 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>texture</li> <li>shadow</li> <li>difference</li> <li>similarity</li> <li>artworks</li> <li>express</li> <li>visual elements of art vocabulary</li> </ul>
<b>National Curriculum Aim      *Know about great artists, craft workers &amp; designers, and understanding the historical and cultural development of their art forms</b>		
<p style="text-align: center;"><b>outcomes / knowledge end points -</b></p>	<p style="text-align: center;"><b>assessment / impact / evidence</b></p>	<p style="text-align: center;"><b>Year 2 vocabulary / visual language:</b></p>



<p style="text-align: center;"><b><i>Year 2 children will:</i></b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>• Compare and contrast artworks from different art movements with the same subject matter</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>• know what an art gallery is</li> </ul>	<p style="text-align: center;"><b><i>The Year 2 children have:</i></b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>• Compared and contrasted artworks from different art movements with the same subject matter – instruction/discussion</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>• knows what an art gallery is – discussions</li> </ul>	<ul style="list-style-type: none"> <li>• purpose</li> <li>• artwork</li> <li>• art gallery</li> <li>• style</li> <li>• artist</li> <li>• inspire</li> </ul>
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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>
<b>Become proficient in drawing, sculpture and painting techniques</b>	
<p><b>Component knowledge for proficiency in the three areas of making - drawing, painting and sculpture</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the visual elements/concepts of art - line, tone, texture, space, colour, shape, form, pattern</li> <li>• Knowledge of art specific vocabulary / visual language</li> <li>• Knowledge of techniques / methods</li> <li>• High quality media</li> <li>• Respect for media, tools and materials</li> <li>• Fine motor control</li> </ul>	<p><b>Sequential progression of the visual elements/concepts of art</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• guidelines</li> <li>• graphite lines 4H to 8B</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• tone to show how light changes across an object</li> <li>• tonal scale – graphite pencils 4H to 8B</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• actual texture of natural pigments</li> <li>• texture indents in form</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• middle-ground</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• neutral</li> <li>• natural pigments</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• visual form as geometric 3D shapes cube, pyramid</li> <li>• silhouettes</li> </ul> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• pulling form</li> <li>• arched, spiral coils</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• geometric pattern</li> </ul>

	<p style="text-align: center;"><b>Sequence of techniques / methods</b></p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• drawing forms using tone</li> <li>• using stencils</li> <li>• using natural pigments</li> <li>• colour quality – neutral colours</li> <li>• pulled sculpture form</li> </ul> <p style="text-align: center;"><b>High quality media</b></p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• graphite pencils 4H 2H HB 2B 4B 6B 8B</li> <li>• charcoal</li> <li>• natural pigments</li> <li>• clay</li> </ul> <p style="text-align: center;"><b>Respect for media, tools and materials</b></p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> <li>• demonstrate safe and correct procedures for using and cleaning media and tools</li> </ul> <p style="text-align: center;"><b>Fine motor control</b></p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>
<b>Produce creative work, exploring their ideas and recording their experiences</b>	
<p style="text-align: center;"><b>Component knowledge for produce creative work</b></p> <ul style="list-style-type: none"> <li>• Using primary sources</li> <li>• First-hand experiences</li> <li>• Refine own artwork</li> </ul>	<p style="text-align: center;"><b>Using primary sources</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• select and record observations from primary sources</li> <li>• explore ideas from primary sources across history</li> </ul> <p style="text-align: center;"><b>First-hand experiences</b></p>

	<p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms</li> <li>• record observations of the local area/Wembley</li> <li>• explore ideas from the Wembley Primary School community 'our school'</li> </ul> <p style="text-align: center;"><b>Refine own artwork sequence</b></p> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>• recognise one area for improvement, discuss how and what to change to show improvement</li> </ul>
<p><b>Evaluate and analyse creative works using language of art, craft and design</b></p>	
<p style="text-align: center;"><b>Component knowledge for evaluating</b></p> <ul style="list-style-type: none"> <li>• Identify / interpret</li> <li>• Express an opinion</li> <li>• Evaluate own artwork</li> </ul>	<p style="text-align: center;"><b>Identify and interpret sequence</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>• identify and analyse tone and visual form in artworks</li> </ul> <p style="text-align: center;"><b>Express an opinion sequence</b></p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>• express preferences for artworks using visual language</li> </ul> <p style="text-align: center;"><b>Evaluate own artwork sequence</b></p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>• use visual language to describe and evaluate their artwork – annotations about what went well, effective media</li> </ul>
<p><b>Know about great artists, craft workers &amp; designers, and understand the historical and cultural development of their art forms</b></p>	
<p style="text-align: center;"><b>Component knowledge for know about art</b></p> <ul style="list-style-type: none"> <li>• Knowledge of artists</li> <li>• Knowledge of art movements</li> </ul> <p style="text-align: center;"><b>Disciplinary knowledge</b></p> <ul style="list-style-type: none"> <li>• What art is</li> </ul>	<p style="text-align: center;"><b>Art movements sequence</b></p> <p><u>Art movements sequence</u></p> <ul style="list-style-type: none"> <li>• compare era of history in which artworks with the same subject matter were created</li> </ul> <p style="text-align: center;"><b>Disciplinary knowledge sequence</b></p> <p><u>Disciplinary knowledge sequence</u></p>

- identify the roles and responsibilities of people who work in, and visit, art galleries

**Knowledge of artists sequence**

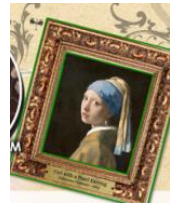
**Ancient Art**

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	
<b>National Curriculum Aim</b> *Become proficient in drawing, sculpture and painting techniques			
<b>Area of specialism / making / proficiency: Drawing</b>			
<p><b>Drawing outcomes / knowledge end points - Year 3 children will:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>know guidelines are drawn softly (still life, people, cityscapes topics)</li> <li>know guidelines are removed by disappearing into the drawing or erasing (still life, people, cityscapes topics)</li> <li>draw soft guidelines using light pressure (still life, people, cityscapes topics)</li> <li>draw using the graphite lines from 4H to 8B (still life, people, clay topics)</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>create a tonal scale using graphite pencils 4H to 8B (still life topic)</li> <li>observe and recognise how light changes across an object (still life topic)</li> <li>know tone is using to match the differences of light and dark (still life topic)</li> <li>create and compare tones using graphite pencils 4H to 8B (still life topic)</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>know that there is a middle-ground between the background and foreground (cityscapes topic)</li> <li>know the middle-ground can consist of objects/natural features (cityscapes topic)</li> </ul>	<p><b>Drawing - assessment / impact / evidence</b></p> <p><b>The Year 3 children have:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>knows guidelines are drawn softly through instruction/discussion</li> <li>knows guidelines are removed by disappearing into the drawing or erasing through instruction/discussion</li> <li>sketchbook demonstrates drawn soft guidelines using light pressure</li> <li>sketchbook demonstrates drawing using the graphite lines from 4H to 8B</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>sketchbook shows the creation of a tonal scale using graphite pencils 4H to 8B</li> <li>observed and recognised how light changes across an object during instruction / whilst making</li> <li>knows tone is using to match the differences of light and dark through instruction/discussion</li> <li>sketchbook demonstrates the creation and comparison of tone using graphite pencils 4H to 8B</li> </ul> <p><u>Element of Space</u></p>	<p><b>Drawing – Year 3 art specific vocabulary / visual language:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>line</li> <li>guidelines</li> <li>light pressure - soft</li> <li>graphite</li> <li>4H to 8B</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>tone</li> <li>change</li> <li>tonal scale</li> <li>graphite pencils 4H to 8B</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>space</li> <li>placement</li> <li>horizon</li> </ul>	

<ul style="list-style-type: none"> <li>• name and recognise the middle-ground (cityscapes topic)</li> <li>• draw objects/natural features in the middle-ground (cityscapes topic)</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• draw geometric 3D shapes cube and pyramid using guidelines (still life, cityscapes topics)</li> <li>• apply tone to give drawn 3D shapes the illusion of form – visual form (still life, cityscapes topics)</li> <li>• know that a silhouette is a solid dark shape you see when something bright fills the background behind it (people topic)</li> <li>• create silhouettes (people topic)</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• recognise geometric patterns (cityscapes, clay topics)</li> <li>• create geometric patterns (cityscapes, clay topics)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• drawing forms using tone</li> <li>• using stencils</li> <li>• using natural pigments</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• words</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> </ul>	<ul style="list-style-type: none"> <li>• knows that there is a middle-ground between the background and foreground through instruction/discussion</li> <li>• knows the middle-ground can consist of objects/natural features through instruction/discussion</li> <li>• named the middle-ground during instruction / whilst creating art</li> <li>• sketchbook demonstrates drawn objects/natural features in the middle-ground</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• sketchbook demonstrates drawn geometric 3D shapes cube and pyramid using guidelines</li> <li>• sketchbook shows tone has been applied to give drawn 3D shapes the illusion of form – visual form</li> <li>• knows that a silhouette is a solid dark shape you see when something bright fills the background behind it through instruction/discussion</li> <li>• create silhouettes</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• recognised geometric patterns during instruction</li> <li>• sketchbook shows the creation of geometric patterns</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul>	<p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• shape</li> <li>• visual form</li> <li>• geometric</li> <li>• 3 dimensional</li> <li>• cube, pyramid</li> <li>• silhouettes</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern</li> <li>• geometric</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• form</li> <li>• tone</li> <li>• natural pigments</li> <li>• stencils</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• words</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• muscles</li> </ul>
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<ul style="list-style-type: none"> <li>• soft pressure, strong pressure</li> </ul>	<p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<ul style="list-style-type: none"> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<b>Area of specialism / making / proficiency: Painting</b>		
<p><b>Painting outcomes / knowledge end points - Year 3 children will:</b></p> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• know that there is a middle-ground between the background and foreground (cityscapes topic)</li> <li>• know the middle-ground can consist of objects/natural features (cityscapes topic)</li> <li>• name and recognise the middle-ground (cityscapes topic)</li> <li>• paint objects/natural features in the middle-ground (cityscapes topic)</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• know that paint is based on a powdered pigment (people, cityscapes topics)</li> <li>• know that pigments in ancient times were made from nature (people, cityscapes topics)</li> <li>• make paint from natural pigments/powders (people topic)</li> <li>• name neutral colours black, white, grey, brown, sanguine, beige, cream (people, cityscapes topics)</li> </ul>	<p><b>Painting - assessment / impact / evidence</b></p> <p><b>The Year 3 children have:</b></p> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• knows that there is a middle-ground between the background and foreground through instruction/discussion</li> <li>• knows the middle-ground can consist of objects/natural features through instruction/discussion</li> <li>• named the middle-ground during instruction / whilst creating art</li> <li>• sketchbook demonstrates painted objects/natural features in the middle-ground</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• knows that paint is based on a powdered pigment through instruction/discussion</li> <li>• knows that pigments in ancient times were made from nature through instruction/discussion</li> <li>• made paint from natural pigments/powders whilst making</li> <li>• named the neutral colours black, white, grey, brown, beige, cream during instruction / whilst creating art</li> </ul>	<p><b>Painting – Year 3 art specific vocabulary / visual language:</b></p> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• space</li> <li>• middle-ground</li> <li>• features</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• colour</li> <li>• neutral</li> <li>• natural</li> <li>• pigments</li> <li>• powder</li> <li>• black</li> <li>• white</li> <li>• grey</li> <li>• brown</li> <li>• sanguine</li> <li>• beige</li> <li>• cream</li> </ul>



<ul style="list-style-type: none"> <li>• identify neutral colours in the environment around them (people, cityscape topics)</li> <li>• know that neutral colours are similar to natural pigment colours (people, cityscape topics)</li> <li>• create a wheel of neutral colours</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• explore the actual texture of natural pigments/powder/paint (people topic)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• using natural pigments</li> <li>• colour quality – neutral colours</li> <li>• using stencils</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• natural pigments</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<ul style="list-style-type: none"> <li>• identified neutral colours in the environment around them through observation / during instruction</li> <li>• knows that neutral colours are similar to natural pigment colours through instruction/discussion</li> <li>• sketchbook shows the creation of a wheel of neutral colours</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• explored the actual texture of natural pigments/powder/paint whilst making</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• texture</li> <li>• actual texture</li> <li>• natural</li> <li>• pigments</li> <li>• powder</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• painting</li> <li>• natural pigments</li> <li>• neutral colours</li> <li>• black, white, grey, brown, sanguine, beige, cream</li> <li>• stencils</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• natural pigments</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• muscles</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<b>Area of specialism / making / proficiency: Sculpture</b>		
<p><b><i>Sculpture outcomes / knowledge end points - Year 3 children will:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• sculpt a form by pulling clay using fingertips (clay topic)</li> <li>• sculpt arched coils using fingertips (clay topic)</li> </ul>	<p><b><i>Sculpture - assessment / impact / evidence The Year 3 children have:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• sculpted a form by pulling clay using fingertips, photographic evidence</li> <li>• sculpted arched coils using fingertips, photographic evidence</li> </ul>	<p><b><i>Sculpture – Year 3 art specific vocabulary / visual language:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• form</li> <li>• pulling</li> <li>• arched</li> <li>• spiral</li> <li>• coils</li> </ul>

<ul style="list-style-type: none"> <li>• sculpt spiral coils using fingertips (clay topic)</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• explore and create texture on the form by making indents (clay topic)</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• recognise geometric patterns (cityscapes, clay topics)</li> <li>• create geometric patterns (cityscapes, clay topics)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• pulled sculpture form</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<ul style="list-style-type: none"> <li>• sculpted spiral coils using fingertips, photographic evidence</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• sculpture shows the exploring and creating of texture on the form by making indents, photographic evidence</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• recognised geometric patterns during instruction</li> <li>• sculpture shows the creation of geometric patterns, photographic evidence</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• texture</li> <li>• indents</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern</li> <li>• geometric</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• sculpt</li> <li>• sculpture</li> <li>• pulled</li> <li>• form</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• muscles</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<p><b>National Curriculum Aim</b>      * Produce creative work, exploring their ideas and recording their experiences</p>		
<p style="text-align: center;"><b>outcomes – Year 3 children will:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• select and record observations from primary sources</li> <li>• explore ideas from primary sources across history</li> </ul>	<p style="text-align: center;"><b>assessment / impact / evidence The Year 3 children have:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• selected and recorded observations from primary sources - sketchbook</li> <li>• explored ideas from primary sources across history – sketchbook</li> </ul>	<p style="text-align: center;"><b>Year 3 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>• observation</li> <li>• history</li> <li>• ideas</li> <li>• resources</li> <li>• improvement</li> </ul>

<p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>record observations of everyday forms</li> <li>record observations of the local area/Wembley</li> <li>explore ideas from the Wembley Primary School community 'our school'</li> </ul> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>recognise one area for improvement, discuss how and what to change to show improvement</li> </ul>	<p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>recorded observations of everyday forms – sketchbook</li> <li>recorded observations of the local area/Wembley – sketchbook</li> <li>explored ideas from the Wembley Primary School community 'our school' - sketchbook</li> </ul> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>recognised one area for improvement, discuss how and what to change to show improvement instruction/discussion/sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>change</li> </ul>
<b>National Curriculum Aim      *Evaluate and analyse creative works using the language of art, craft and design</b>		
<p style="text-align: center;"><b>outcomes / knowledge end points - Year 3 children will:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>identify and analyse tone and visual form in artworks</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>express preferences for artworks using visual language</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>use visual language to describe and evaluate their artwork – annotations about what went well, effective media</li> </ul>	<p style="text-align: center;"><b>assessment / impact / evidence The Year 3 children have:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>identified and analysed tone and visual form in artworks – instruction/discussion</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>expressed preferences for artworks using visual language – discussion</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>used visual language to describe and evaluate their artwork – annotations about what went well, effective media - sketchbook</li> </ul>	<p style="text-align: center;"><b>Year 3 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>identify</li> <li>analyse</li> <li>tone</li> <li>visual form</li> <li>express</li> <li>describe</li> <li>evaluate</li> <li>artwork</li> </ul>

<b>National Curriculum Aim</b> <span style="float: right;"><b>*Know about great artists, craft workers &amp; designers, and understanding the historical and cultural development of their art forms</b></span>		
<p style="text-align: center;"><b><i>outcomes / knowledge end points - Year 3 children will:</i></b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>compare era of history in which artworks with the same subject matter were created</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>identify the roles and responsibilities of people who work in, and visit, art galleries</li> </ul>	<p style="text-align: center;"><b><i>assessment / impact / evidence The Year 3 children have:</i></b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>compared era of history in which artworks with the same subject matter were created – instruction/discussion</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>identified the roles and responsibilities of people who work in, and visit, art galleries – instruction/discussion</li> </ul>	<p style="text-align: center;"><b><i>Year 3 vocabulary / visual language:</i></b></p> <ul style="list-style-type: none"> <li>roles</li> <li>responsibilities</li> <li>art galleries</li> <li>venues</li> <li>style</li> <li>artist</li> <li>inspire</li> <li>compare</li> <li>contrast</li> <li>media</li> </ul>

YEAR 4

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

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

	<p style="text-align: right;"><b>First-hand experiences</b></p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms</li> <li>• explore ideas from the local area/Wembley</li> <li>• record observations from the Wembley Primary School community 'our school'</li> </ul> <p style="text-align: right;"><b>Refine own artwork sequence</b></p> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>• recognise one area for improvement using visual language to reason why, discuss how and what to change to show improvement</li> </ul>
<b>Evaluate and analyse creative works using language of art, craft and design</b>	
<p style="text-align: center;"><b>Component knowledge for evaluating</b></p> <ul style="list-style-type: none"> <li>• Identify / interpret</li> <li>• Express an opinion</li> <li>• Evaluate own artwork</li> </ul>	<p style="text-align: right;"><b>Identify and interpret sequence</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>• analyse visual texture in artworks</li> </ul> <p style="text-align: right;"><b>Express an opinion sequence</b></p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>• use visual language to compare preferences about artworks with others</li> </ul> <p style="text-align: right;"><b>Evaluate own artwork sequence</b></p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>• use visual language to describe and evaluate their artwork – annotations about what went well, effective techniques</li> </ul>
<b>Know about great artists, craft workers &amp; designers, and understand the historical and cultural development of their art forms</b>	
<p style="text-align: center;"><b>Component knowledge for know about art</b></p> <ul style="list-style-type: none"> <li>• Knowledge of artists</li> <li>• Knowledge of art movements</li> </ul> <p style="text-align: center;"><b>Disciplinary knowledge</b></p>	<p style="text-align: right;"><b>Art movements sequence</b></p> <p><u>Art movements sequence</u></p> <ul style="list-style-type: none"> <li>• interpret era of history and culture in which artworks were created</li> </ul> <p style="text-align: right;"><b>Disciplinary knowledge sequence</b></p>

- What art is

Disciplinary knowledge sequence

- analyse how exhibited art in galleries and other venues contributes to communities

**Knowledge of artists sequence**

**Ancient Art**

Suggested artists:



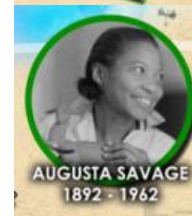
**Traditional Art**

Suggested artists:



**Modern Art**

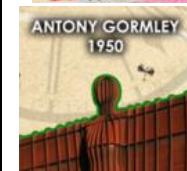
Suggested artists:



Lowry

**Contemporary Art**

Suggested artists:



Quentin Blake



Khamissa

Azra



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><b>Drawing outcomes / knowledge end points - Year 4 children will:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• know that grid lines are used to make sections for copying (still life, people topics)</li> <li>• draw grid lines (still life, people topics)</li> <li>• recognise, name and compare the width of a line as broad or narrow (still life, people topics)</li> <li>• draw broad and narrow lines (still life people topics)</li> <li>• know sketch lines are quick drawn lines that are broken and overlap (people, clay topics)</li> <li>• recognise and name sketch lines (people, clay topics)</li> <li>• draw sketching lines (people, clay topics)</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• explore adding grey to a single colour – tones (cityscapes topic)</li> <li>• use different media to blend/smudge/rub to create tone (still life, cityscapes topics)</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• describe and name textures seen in nature (still life topic)</li> <li>• draw visual texture seen in nature (still life topic)</li> </ul>	<p><b>Drawing - assessment / impact / evidence</b></p> <p><i>The Year 4 children have:</i></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• knows that grid lines are used to make sections for copying through instruction/discussion</li> <li>• sketchbook demonstrates drawn grid lines</li> <li>• named and compared the width of a line - broad or narrow during instruction / whilst creating art</li> <li>• sketchbook demonstrates drawn broad and narrow lines</li> <li>• knows sketch lines are quick drawn lines that are broken and overlap through instruction/discussion</li> <li>• named sketch lines during instruction / whilst creating art</li> <li>• sketchbook demonstrates drawn sketching lines</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• sketchbook shows the exploring of adding grey to a single colour –tones</li> </ul>	<p><b>Drawing – Year 4 art specific vocabulary / visual language:</b></p> <p><u>Element of Line</u></p> <ul style="list-style-type: none"> <li>• line</li> <li>• grid lines</li> <li>• broad</li> <li>• narrow</li> <li>• sketch</li> <li>• overlap</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• tone</li> <li>• grey</li> <li>• tonal scale</li> <li>• blending</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• texture</li> <li>• visual texture</li> <li>• nature</li> </ul>	

<p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• know a close-up view is drawing at a short range to show more detail of the subject matter (still life, people, cityscapes topics)</li> <li>• draw a close-up view (still life, people, cityscapes topics)</li> <li>• draw part of an object onto paper larger than the real size - enlarging (still life, people, cityscapes topics)</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• know that monochrome means one colour is used (still life topic)</li> <li>• know that a pure spectrum colour is called a hue – it does not have a tint or shade (still life topic)</li> <li>• know that hues of media are still different (still life topic)</li> <li>• explore and compare hues of different dry media (still life topic)</li> <li>• create a scale of hues using different media (still life topic, cityscapes topics)</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• draw geometric 3D shapes cone, cylinder using guidelines and ellipses (people topic)</li> <li>• apply tone to give drawn 3D shapes the illusion of form – visual form (still life, people topics)</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• identify regular and irregular patterns (cityscapes topic)</li> <li>• create irregular patterns (cityscapes topic)</li> </ul>	<ul style="list-style-type: none"> <li>• sketchbook shows the use different media to blend/smudge/rub to create tone</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• described and named textures seen in nature during discussion</li> <li>• sketchbook demonstrates the drawn visual texture seen in nature</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• knows a close-up view is drawing at a short range to show more detail of the subject matter through instruction/discussion</li> <li>• sketchbook demonstrates a drawn a close-up view</li> <li>• sketchbook demonstrates a drawing of part of an object onto paper larger than the real size - enlarging</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• knows that monochrome means one colour is used through instruction/discussion</li> <li>• knows that a pure spectrum colour is called a hue – it does not have a tint or shade through instruction/discussion</li> <li>• knows that hues of media are still different through instruction/discussion</li> <li>• sketchbook shows the exploring and comparing of hues using different dry media</li> </ul>	<p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• space</li> <li>• scale</li> <li>• enlarging</li> <li>• negative</li> <li>• positive</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• colour</li> <li>• monochrome</li> <li>• hue</li> <li>• spectrum</li> <li>• dry media</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• shape</li> <li>• visual form</li> <li>• geometric</li> <li>• cone and cylinder</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern</li> <li>• regular</li> <li>• irregular</li> </ul>
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<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• colour quality – monochrome, hues</li> <li>• grid method for enlarging</li> <li>• layering</li> <li>• thumbnails for design</li> <li>• drawing using templates</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• hues of green from across media</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<ul style="list-style-type: none"> <li>• sketchbook demonstrates the creation of a scale of hues using different media</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• sketchbook demonstrates drawn geometric 3D shapes cone, cylinder using guidelines and ellipses</li> <li>• sketchbook demonstrates the applying of tone to give drawn 3D shapes the illusion of form – visual form</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• identified regular and irregular patterns during instruction</li> <li>• sketchbook shows the creation of irregular patterns</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• monochrome</li> <li>• hue</li> <li>• grid method</li> <li>• enlarging</li> <li>• layering</li> <li>• thumbnail designs</li> <li>• template</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• hues</li> <li>• media</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• muscles</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<b>Area of specialism / making / proficiency: Painting</b>		
<p><b>Painting outcomes / knowledge end points - Year 4 children will:</b></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• know that complementary colours appear opposite each other on the colour wheel (people topic)</li> </ul>	<p><b>Painting - assessment / impact / evidence</b></p> <p><b>The Year 4 children have:</b></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• knows that complementary colours appear opposite each other on the colour wheel through instruction/discussion</li> </ul>	<p><b>Painting – Year 4 art specific vocabulary / visual language:</b></p> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• hue</li> <li>• complementary</li> <li>• contrast</li> <li>• colour wheel</li> <li>• brighter</li> </ul>

<ul style="list-style-type: none"> <li>• know that when they are placed side-by-side it makes them look brighter – they contrast with each other (people topic)</li> <li>• know the colour complement of each primary colour is the mix of the other two primary colours (people topic)</li> <li>• name the complementary pairs red/green, yellow/purple, blue/orange (people topic)</li> <li>• explore painting complementary colours side-by-side (people topic)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• colour quality – complimentary/contrast colours</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• watercolour palettes</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<ul style="list-style-type: none"> <li>• knows that when they are placed side-by-side it makes them look brighter – they contrast with each other through instruction/discussion</li> <li>• knows the colour complement of each primary colour is the mix of the other two primary colours through instruction/discussion</li> <li>• named the complementary pairs red/green, yellow/purple, blue/orange during instruction / whilst creating art</li> <li>• sketchbook shows the exploring of painting complementary colours side-by-side</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• painting</li> <li>• colour quality – complimentary/contrast colours</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• watercolour</li> <li>• palette</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• muscles</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<b>Area of specialism / making / proficiency: Sculpture</b>		
<p><b><i>Sculpture outcomes / knowledge end points - Year 4 children will:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• name and recognise a slab (clay topic)</li> <li>• create a slab by rolling the clay using a rolling pin (clay topic)</li> <li>• sculpt plaited coils using fingertips (clay topic)</li> </ul>	<p><b><i>Sculpture - assessment / impact / evidence The Year 4 children have:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• named and recognised a slab during instruction / whilst creating art</li> <li>• sculpture shows the creation of a slab by rolling the clay using a rolling pin, photographic evidence</li> </ul>	<p><b><i>Sculpture – Year 4 art specific vocabulary / visual language:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• form</li> <li>• roll</li> <li>• rolling pin</li> <li>• slab</li> <li>• plaited</li> </ul>

<p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• identify regular and irregular patterns (cityscapes, clay topics)</li> <li>• create irregular patterns on the clay surface (cityscape, clay topics)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• slab rolling</li> <li>• coil plaiting</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<ul style="list-style-type: none"> <li>• sculpted plaited coils using fingertips, photographic evidence</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• identified regular and irregular patterns during instruction</li> <li>• sculpture shows the creation of irregular patterns on the clay surface, photographic evidence</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<ul style="list-style-type: none"> <li>• coils</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern</li> <li>• regular</li> <li>• irregular</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• sculpt</li> <li>• sculpture</li> <li>• slab</li> <li>• plaiting</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• muscles</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<b>National Curriculum Aim * Produce creative work, exploring their ideas and recording their experiences</b>		
<p style="text-align: center;"><b>outcomes – Year 4 children will:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• select and record observations from primary sources</li> <li>• explore ideas from primary sources across history and cultures</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms</li> <li>• explore ideas from the local area/Wembley</li> </ul>	<p style="text-align: center;"><b>assessment / impact / evidence The Year 4 children have:</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• selected and recorded observations from primary sources - sketchbook</li> <li>• explored ideas from primary sources across history and cultures – sketchbook</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• recorded observations of everyday forms – sketchbook</li> </ul>	<p style="text-align: center;"><b>Year 4 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>• observation</li> <li>• history</li> <li>• ideas</li> <li>• first-hand</li> <li>• select</li> <li>• resources</li> <li>• improvement</li> <li>• change</li> <li>• elements of art vocabulary</li> </ul>

<ul style="list-style-type: none"> <li>record observations from the Wembley Primary School community ‘our school’</li> </ul> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>recognise one area for improvement using visual language to reason why, discuss how and what to change to show improvement</li> </ul>	<ul style="list-style-type: none"> <li>explored ideas from the local area/Wembley – sketchbook</li> <li>recorded observations from the Wembley Primary School community ‘our school’ - sketchbooks</li> </ul> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>recognised one area for improvement using visual language to reason why, discuss how and what to change to show improvement - discussion/sketchbook</li> </ul>	
<p><b>National Curriculum Aim      *Evaluate and analyse creative works using the language of art, craft and design</b></p>		
<p style="text-align: center;"><b>outcomes / knowledge end points - Year 4 children will:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>analyse visual texture in artworks</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>use visual language to compare preferences about artworks with others</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>use visual language to describe and evaluate their artwork – annotations about what went well, effective techniques</li> </ul>	<p style="text-align: center;"><b>assessment / impact / evidence The Year 4 children have:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>analysed visual texture in artworks – instruction/discussion</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>used visual language to compare preferences about artworks with others – discussion</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>used visual language to describe and evaluate their artwork – annotations about what went well, effective techniques - sketchbook</li> </ul>	<p style="text-align: center;"><b>Year 4 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>analyse</li> <li>visual texture</li> <li>compare</li> <li>artworks</li> <li>evaluate</li> <li>annotations</li> <li>effective</li> <li>techniques</li> <li>elements of art vocabulary</li> </ul>
<p><b>National Curriculum Aim      *Know about great artists, craft workers &amp; designers, and understanding the historical and cultural development of their art forms</b></p>		

<p><b><i>outcomes / knowledge end points - Year 4 children will:</i></b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>• interpret era of history and culture in which artworks were created</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>• analyse how exhibited art in galleries and other venues contributes to communities</li> </ul>	<p><b><i>assessment / impact / evidence The Year 4 children have:</i></b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>• interpreted era of history and culture in which artworks were created – instruction/discussion</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>• analysed how exhibited art in galleries and other venues contributes to communities - discussion</li> </ul>	<p><b><i>Year 4 vocabulary / visual language:</i></b></p> <ul style="list-style-type: none"> <li>• analyse</li> <li>• exhibited</li> <li>• art galleries</li> <li>• contribute</li> <li>• communities</li> <li>• artworks</li> <li>• compared</li> <li>• techniques</li> </ul>
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YEAR 5

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



	<p style="text-align: center;"><b>Sequence of techniques / methods</b></p> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• stippling</li> <li>• barrier drawing</li> <li>• colour quality - atmospheric perspective</li> <li>• carving forms</li> </ul> <p style="text-align: center;"><b>High quality media</b></p> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• fineliners</li> <li>• cartridge pens</li> <li>• watercolour palettes</li> <li>• clay</li> </ul> <p style="text-align: center;"><b>Respect for media, tools and materials</b></p> <p><u>Respect for media</u></p> <ul style="list-style-type: none"> <li>• demonstrate respect of the procedures when taking care of media and tools</li> </ul> <p style="text-align: center;"><b>Fine motor control</b></p> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>
<b>Produce creative work, exploring their ideas and recording their experiences</b>	
<p style="text-align: center;"><b>Component knowledge for produce creative work</b></p> <ul style="list-style-type: none"> <li>• Using primary sources</li> <li>• First-hand experiences</li> <li>• Refine own artwork</li> </ul>	<p style="text-align: center;"><b>Using primary sources</b></p> <p><u>Primary sources</u></p> <ul style="list-style-type: none"> <li>• record observations from primary sources across art practices</li> <li>• explore ideas from primary sources across art practices</li> </ul> <p style="text-align: center;"><b>First-hand experiences</b></p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms, annotate using visual language and feelings</li> </ul>

	<ul style="list-style-type: none"> <li>• explore ideas from the local area and our city 'London'</li> <li>• explore ideas of 'self-portrait' from the Wembley Primary School community and compare</li> </ul> <p style="text-align: center;"><b>Refine own artwork sequence</b></p> <p><i>Refine</i></p> <ul style="list-style-type: none"> <li>• identify a strength and an area for improvement using visual language to reason why, suggest a change – make the change</li> </ul>
<b>Evaluate and analyse creative works using language of art, craft and design</b>	
<p style="text-align: center;"><b>Component knowledge for evaluating</b></p> <ul style="list-style-type: none"> <li>• Identify / interpret</li> <li>• Express an opinion</li> <li>• Evaluate own artwork</li> </ul>	<p style="text-align: center;"><b>Identify and interpret sequence</b></p> <p><i>Identify and interpret</i></p> <ul style="list-style-type: none"> <li>• analyse stippling and atmospheric perspective in artworks</li> </ul> <p style="text-align: center;"><b>Express an opinion sequence</b></p> <p><i>Express an opinion</i></p> <ul style="list-style-type: none"> <li>• compare their own interpretation of an artwork with others</li> </ul> <p style="text-align: center;"><b>Evaluate own artwork sequence</b></p> <p><i>Evaluate own artwork</i></p> <ul style="list-style-type: none"> <li>• record what went well and why – technique used / is effective because / next step might be</li> </ul>
<b>Know about great artists, craft workers &amp; designers, and understand the historical and cultural development of their art forms</b>	
<p style="text-align: center;"><b>Component knowledge for know about art</b></p> <ul style="list-style-type: none"> <li>• Knowledge of artists</li> <li>• Knowledge of art movements</li> </ul> <p style="text-align: center;"><b>Disciplinary knowledge</b></p> <ul style="list-style-type: none"> <li>• What art is</li> </ul>	<p style="text-align: center;"><b>Art movements sequence</b></p> <p><i>Art movements sequence</i></p> <ul style="list-style-type: none"> <li>• know what the influences and inspirations to a great artist were</li> </ul> <p style="text-align: center;"><b>Disciplinary knowledge sequence</b></p> <p><i>Disciplinary knowledge sequence</i></p> <ul style="list-style-type: none"> <li>• identify and explain how and where different cultures record and illustrate stories and history of life through art</li> </ul>
<b>Knowledge of artists sequence</b>	

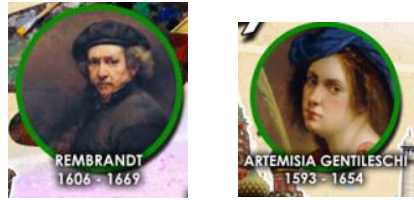
**Ancient Art**

Suggested artists:



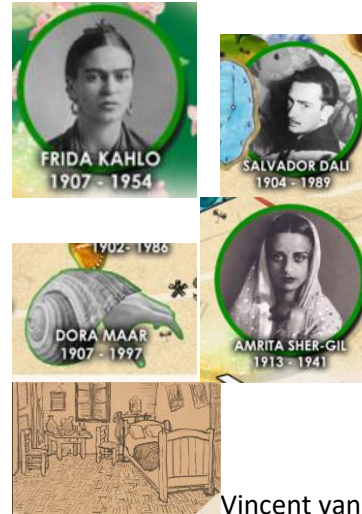
**Traditional Art**

Suggested artists:



**Modern Art**

Suggested artists:



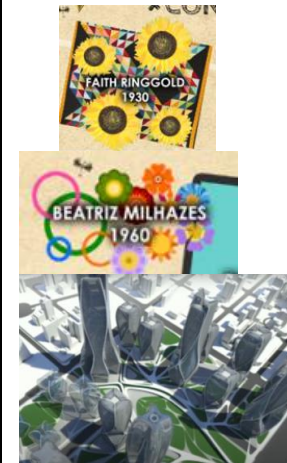
Vincent van Gogh



Edvard Munch

**Contemporary Art**

Suggested artists:



Zaha Hadid

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

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

<ul style="list-style-type: none"> <li>• know objects are smaller in the distance/background (cityscapes topic)</li> <li>• know the appearance of distance/atmospheric perspective can be created with colour and tone (cityscapes topic)</li> <li>• paint atmospheric perspective using colour and tone (cityscapes topic)</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• know that the use of colour gives the illusion of atmospheric perspective/ distance (cityscapes topic)</li> <li>• explore using tints, tones and shades to create distance (cityscape topic)</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• know tonal gradient can create linear perspective/distance (cityscapes topic)</li> <li>• create tonal gradient using tints, tones and shades (cityscapes topic)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• colour quality - atmospheric perspective</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• watercolour palettes</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<ul style="list-style-type: none"> <li>• knows objects are smaller in the distance/background through instruction/discussion</li> <li>• knows the appearance of distance/atmospheric perspective can be created with colour and tone through instruction/discussion</li> <li>• sketchbook demonstrates a painted atmospheric perspective using colour and tone</li> </ul> <p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• knows that the use of colour gives the illusion of atmospheric perspective/ distance through instruction/discussion</li> <li>• sketchbook shows the exploring of using tints, tones and shades to create distance</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• knows tonal gradient can create linear perspective/distance through instruction/discussion</li> <li>• sketchbook shows the creation of tonal gradient using tints, tones and shades</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• colour</li> <li>• atmospheric perspective</li> <li>• tint, tone, shade</li> <li>• distance</li> <li>• symbolic</li> </ul> <p><u>Element of Tone</u></p> <ul style="list-style-type: none"> <li>• gradient</li> <li>• linear</li> <li>• perspective</li> <li>• distance</li> <li>• tints</li> <li>• tones</li> <li>• shades</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• painting</li> <li>• atmospheric</li> <li>• perspective</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• watercolour</li> <li>• palettes</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• muscles</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
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Area of specialism / making / proficiency: Sculpture		
<p><b><i>Sculpture outcomes / knowledge end points - Year 5 children will:</i></b></p> <p><u><i>Element of Form</i></u></p> <ul style="list-style-type: none"> <li>• know that carving is the taking away/subtracting of the material (clay topic)</li> <li>• sculpt a carved form – subtracted form (clay topic)</li> </ul> <p><u><i>Element of Texture</i></u></p> <ul style="list-style-type: none"> <li>• create surface texture on form using coils (clay topic)</li> </ul> <p><u><i>Techniques / methods</i></u></p> <ul style="list-style-type: none"> <li>• carving forms</li> </ul> <p><u><i>High quality media</i></u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u><i>Fine motor control</i></u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<p><b><i>Sculpture - assessment / impact / evidence The Year 5 children have:</i></b></p> <p><u><i>Element of Form</i></u></p> <ul style="list-style-type: none"> <li>• knows that carving is the taking away/subtracting of the material through instruction/discussion</li> <li>• sculpture demonstrates a carved form – subtracted form, photographic evidence</li> </ul> <p><u><i>Element of Texture</i></u></p> <ul style="list-style-type: none"> <li>• sculpture shows the creation of surface texture on form using coils, photographic evidence</li> </ul> <p><u><i>Techniques / methods</i></u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u><i>High quality media</i></u></p> <ul style="list-style-type: none"> <li>• evidenced through photography</li> </ul> <p><u><i>Fine motor control</i></u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><b><i>Sculpture – Year 5 art specific vocabulary / visual language:</i></b></p> <p><u><i>Element of Form</i></u></p> <ul style="list-style-type: none"> <li>• form</li> <li>• carved</li> <li>• subtracted</li> </ul> <p><u><i>Element of Texture</i></u></p> <ul style="list-style-type: none"> <li>• texture</li> <li>• surface texture</li> <li>• coils</li> </ul> <p><u><i>Techniques / methods</i></u></p> <ul style="list-style-type: none"> <li>• sculpt</li> <li>• sculpture</li> <li>• carving</li> <li>• form</li> </ul> <p><u><i>High quality media</i></u></p> <ul style="list-style-type: none"> <li>• clay</li> </ul> <p><u><i>Fine motor control</i></u></p> <ul style="list-style-type: none"> <li>• muscles</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<b>National Curriculum Aim * Produce creative work, exploring their ideas and recording their experiences</b>		
<p><b><i>outcomes – Year 5 children will:</i></b></p> <p><u><i>Primary sources</i></u></p> <ul style="list-style-type: none"> <li>• record observations from primary sources across art practices</li> </ul>	<p><b><i>assessment / impact / evidence The Year 5 children have:</i></b></p> <p><u><i>Primary sources</i></u></p> <ul style="list-style-type: none"> <li>• recorded observations from primary sources across art practices - sketchbook</li> </ul>	<p><b><i>Year 5 vocabulary / visual language:</i></b></p> <ul style="list-style-type: none"> <li>• observation</li> <li>• history</li> </ul>



<ul style="list-style-type: none"> <li>• explore ideas from primary sources across art disciplines</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• record observations of everyday forms, annotate using visual language and feelings</li> <li>• explore ideas from the local area and our city 'London'</li> <li>• explore ideas of 'self-portrait' from the Wembley Primary School community and compare</li> </ul> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>• identify a strength and an area for improvement using visual language to reason why, suggest a change – make the change</li> </ul>	<ul style="list-style-type: none"> <li>• explored ideas from primary sources across art disciplines – sketchbook</li> </ul> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>• recorded observations of everyday forms, annotate using visual language and feelings – sketchbook</li> <li>• explored ideas from the local area and our city 'London' – sketchbook</li> <li>• explored ideas of 'self-portrait' from the Wembley Primary School community and compared - sketchbook</li> </ul> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>• identified a strength and an area for improvement using visual language to reason why, suggest a change – make the change - discussion/sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>• ideas</li> <li>• disciplines</li> <li>• first-hand</li> <li>• select</li> <li>• resources</li> <li>• improvement</li> <li>• change</li> <li>• elements of art vocabulary</li> </ul>
<b>National Curriculum Aim      *Evaluate and analyse creative works using the language of art, craft and design</b>		
<p><b>outcomes / knowledge end points –</b> <u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>• analyse stippling and atmospheric perspective in artworks</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>• compare their own interpretation of an artwork with others</li> </ul> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>• record what went well and why – technique used / is effective because / next step might be</li> </ul>	<p><b>assessment / impact / evidence</b> <b>The Year 5 children have:</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>• analysed stippling and atmospheric perspective in artworks – instruction/discussion</li> </ul> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>• compared their own interpretation of an artwork with others – discussion</li> </ul> <p><u>Evaluate own artwork</u></p>	<p><b>Year 5 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>• analyse</li> <li>• stippling</li> <li>• atmospheric perspective</li> <li>• artworks</li> <li>• influences</li> <li>• inspirations</li> <li>• compare</li> <li>• interpretation</li> <li>• technique</li> </ul>

	<ul style="list-style-type: none"> <li>recorded what went well and why – technique used / is effective because / next step might be – sketchbook</li> </ul>	
<b>National Curriculum Aim</b> <b>*Know about great artists, craft workers &amp; designers, and understanding the historical and cultural development of their art forms</b>		
<p style="text-align: center;"><b>outcomes / knowledge end points - Year 5 children will:</b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>know what the influences and inspirations to a great artist were</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>identify and explain how and where different cultures record and illustrate stories and history of life through art</li> </ul>	<p style="text-align: center;"><b>assessment / impact / evidence The Year 5 children have:</b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>knows what the influences and inspirations to a great artist were – instruction/research</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>identified and explained how and where different cultures record and illustrate stories and history of life through art – instruction/discussion</li> </ul>	<p style="text-align: center;"><b>Year 5 vocabulary / visual language:</b></p> <ul style="list-style-type: none"> <li>identify</li> <li>explain</li> <li>cultures</li> <li>illustrate</li> <li>history</li> <li>determine</li> <li>messages</li> <li>communicated</li> <li>artworks</li> <li>compared</li> <li>styles</li> </ul>

YEAR 6

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

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

	<p style="text-align: center;"><b>First-hand experiences</b></p> <p><u>First-hand experiences</u></p> <ul style="list-style-type: none"> <li>record observations of everyday objects, annotate using visual language, thoughts and feelings</li> <li>explore ideas from the local area and our city 'London'</li> <li>explore ideas using the whole Wembley Primary School community</li> </ul> <p style="text-align: center;"><b>Refine own artwork sequence</b></p> <p><u>Refine</u></p> <ul style="list-style-type: none"> <li>identify strengths and areas for improvement, make relevant changes</li> <li>identify how their artwork could be developed further</li> </ul>
<b>Evaluate and analyse creative works using language of art, craft and design</b>	
<p style="text-align: center;"><b>Component knowledge for evaluating</b></p> <ul style="list-style-type: none"> <li>Identify and interpret</li> <li>Express an opinion</li> <li>Evaluate own artwork</li> </ul>	<p style="text-align: center;"><b>Identify and interpret sequence</b></p> <p><u>Identify and interpret</u></p> <ul style="list-style-type: none"> <li>analyse perspective and proportion/size in artworks</li> <li>interpret/analyse artworks by contextual information to identify ideas and messages conveyed</li> </ul> <p style="text-align: center;"><b>Express an opinion sequence</b></p> <p><u>Express an opinion</u></p> <ul style="list-style-type: none"> <li>compare responses to an artwork before and after working in same media</li> </ul> <p style="text-align: center;"><b>Evaluate own artwork sequence</b></p> <p><u>Evaluate own artwork</u></p> <ul style="list-style-type: none"> <li>record what went well and why – technique used / is effective because / this was inspired by / next step might be</li> </ul>
<b>Know about great artists, craft workers &amp; designers, and understand the historical and cultural development of their art forms</b>	
<p style="text-align: center;"><b>Component knowledge for know about art</b></p> <ul style="list-style-type: none"> <li>Knowledge of artists</li> <li>Knowledge of art movements</li> </ul>	<p style="text-align: center;"><b>Art movements sequence</b></p> <p><u>Art movements</u></p> <ul style="list-style-type: none"> <li>determine messages communicated by an artwork in a particular style</li> </ul>

**Disciplinary knowledge**

- What art is

**Disciplinary knowledge sequence**

Disciplinary knowledge

- identify how an art exhibition in a gallery or other venue has changed the values of an individual or society

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

<p>and cross hatching (still life, people topics)</p> <ul style="list-style-type: none"> <li>• know that ballpoint pen ink lines can be repeatedly drawn on top of each other – layered - to create tone (still life, people topics)</li> <li>• create a tonal scale using layering of ballpoint pen ink (still life topic)</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• know that implied texture/visual texture is the illusion of actual texture (people topic)</li> <li>• explore creating implied/visual texture using wet media lines– fur/hair, scales, stone, fabric weave (people topic)</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• know that single point perspective creates the illusion of depth in a two-dimensional drawing (cityscapes topic)</li> <li>• know that single point perspective is where lines meet at one point called the vanishing point (cityscapes topic)</li> <li>• draw a scene using single point perspective (cityscapes topic)</li> <li>• 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, cityscapes topics)</li> <li>• draw an object/human in proportion/disproportion/exaggeration to compare (people topic)</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• draw geometric shapes using single point perspective (cityscapes topic)</li> </ul>	<p>and dip pen – hatching and cross hatching</p> <ul style="list-style-type: none"> <li>• knows that ballpoint pen ink lines can be repeatedly drawn on top of each other – layered - to create tone through instruction/discussion</li> <li>• sketchbook shows the creation of a tonal scale using layering of ballpoint pen ink</li> </ul> <p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• knows that implied texture/visual texture is the illusion of actual texture through instruction/discussion</li> <li>• sketchbook demonstrates the exploring of creating implied/visual texture using wet media lines– fur/hair, scales, stone, fabric weave (people topic)</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• knows that single point perspective creates the illusion of depth in a two-dimensional drawing through instruction/discussion</li> <li>• knows that single point perspective is where lines meet at one point called the vanishing point through instruction/discussion</li> <li>• sketchbook demonstrates a drawn scene using single point perspective</li> <li>• 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</li> <li>• sketchbook demonstrates a drawn object/human in</li> </ul>	<p><u>Element of Texture</u></p> <ul style="list-style-type: none"> <li>• texture</li> <li>• implied</li> <li>• fur/hair</li> <li>• scales</li> <li>• stone</li> <li>• fabric weave</li> </ul> <p><u>Element of Space</u></p> <ul style="list-style-type: none"> <li>• space</li> <li>• single point</li> <li>• perspective</li> <li>• depth</li> <li>• vanishing point</li> <li>• proportion</li> <li>• disproportion</li> <li>• exaggeration</li> <li>• size</li> </ul>
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<ul style="list-style-type: none"> <li>• apply perspective to draw different angles of a 3D/solid object on a two-dimensional surface (cityscapes topic)</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• hatching and cross hatching using ballpoint pens</li> <li>• making marks using dip pen and ink</li> <li>• timed thumbnail drawings</li> <li>• single point perspective</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• dip pen with medium and superfine nibs</li> <li>• ballpoint pens</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<p>proportion/disproportion/exaggeration to compare</p> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• sketchbook demonstrates drawn geometric shapes using single point perspective</li> <li>• sketchbook shows the applying of perspective to draw different angles of a 3D/solid object on a two-dimensional surface whilst making</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• shape</li> <li>• perspective</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• timed</li> <li>• thumbnail</li> <li>• dip pen</li> <li>• ink</li> <li>• single point</li> <li>• perspective</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• dip pen</li> <li>• nib</li> <li>• medium</li> <li>• superfine</li> <li>• ballpoint</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• muscles</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
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**Area of specialism / making / proficiency: Painting**

<p><b>Painting outcomes / knowledge end points - Year 6 children will:</b></p>	<p><b>Painting - assessment / impact / evidence The Year 6 children have:</b></p>	<p><b>Painting – Year 6 art specific vocabulary / visual language:</b></p>
<p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• know a tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour (cityscapes topic)</li> <li>• name the six tertiary colours: (cityscapes topic) yellow-orange / amber red-orange / vermilion red-purple / magenta blue-purple / violet blue-green / turquoise or teal yellow-green / chartreuse or spring green</li> <li>• explore mixing the tertiary colours (cityscapes topic)</li> <li>• paint with the tertiary colours (cityscapes topic)</li> <li>• know that translucent paint (watercolour) allows some light through to the paper (cityscapes topic)</li> <li>• know that opaque paints (acrylic) reflect the light, so you are unable to see the paper (cityscapes topic)</li> <li>• explore and compare translucent / opaque effects (cityscapes topic)</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• know that abstract shapes are created by distorting the perspective of representational shapes (cityscapes topic)</li> <li>• paint abstract shapes (cityscapes)</li> </ul>	<p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• knows a tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour through instruction/discussion</li> <li>• named the six tertiary colours during instruction / whilst creating art: yellow-orange / amber red-orange / vermilion red-purple / magenta blue-purple / violet blue-green / turquoise or teal yellow-green / chartreuse or spring green</li> <li>• sketchbook shows the exploring of mixing the tertiary colours</li> <li>• sketchbook demonstrates painting with the tertiary colours</li> <li>• knows that translucent paint (watercolour) allows some light through to the paper through instruction/discussion</li> <li>• knows that opaque paints (acrylic) reflect the light, so you are unable to see the paper through instruction/discussion</li> <li>• sketchbook demonstrates the exploring and comparing of translucent / opaque effects</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• knows that abstract shapes are created by distorting the perspective of</li> </ul>	<p><u>Element of Colour</u></p> <ul style="list-style-type: none"> <li>• colour</li> <li>• tertiary</li> <li>• amber</li> <li>• vermilion</li> <li>• magenta</li> <li>• violet</li> <li>• turquoise / teal</li> <li>• chartreuse / spring green</li> <li>• translucent</li> <li>• opaque</li> <li>• watercolour</li> <li>• acrylic</li> </ul> <p><u>Element of Shape</u></p> <ul style="list-style-type: none"> <li>• shape</li> <li>• abstract</li> <li>• representational</li> </ul>

<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• colour quality – tertiary colours</li> <li>• colour quality – translucent/opaque</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• acrylic paints</li> <li>• watercolour palettes</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• use hand and arm muscles to control movement</li> <li>• soft pressure, strong pressure</li> </ul>	<p>representational shapes through instruction/discussion</p> <ul style="list-style-type: none"> <li>• sketchbook shows the painting of abstract shapes</li> </ul> <p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• recorded in sketchbook</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• evidenced through sketchbook</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• demonstrated whilst creating art</li> </ul>	<p><u>Techniques / methods</u></p> <ul style="list-style-type: none"> <li>• painting</li> <li>• tertiary</li> <li>• translucent</li> <li>• opaque</li> </ul> <p><u>High quality media</u></p> <ul style="list-style-type: none"> <li>• acrylic</li> <li>• watercolour</li> <li>• palette</li> </ul> <p><u>Fine motor control</u></p> <ul style="list-style-type: none"> <li>• muscles</li> <li>• soft pressure</li> <li>• strong pressure</li> </ul>
<p><b>Area of specialism / making / proficiency: Sculpture</b></p>		
<p><b><i>Sculpture outcomes / knowledge end points - Year 6 children will:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• sculpt a coil construction (built form) using a variety of coils (clay topic)</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• recognise graduation of a pattern (clay topic)</li> <li>• create a graduation of a pattern (clay topic)</li> </ul>	<p><b><i>Sculpture - assessment / impact / evidence</i></b></p> <p><b><i>The Year 6 children have:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• Sculpture demonstrates a coil construction (built form) using a variety of coils, photographic evidence</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• recognised graduation of a pattern during instruction / whilst making</li> <li>• sculpture demonstrates the creation of a graduation of a pattern, photographic evidence</li> </ul>	<p><b><i>Sculpture – Year 6 art specific vocabulary / visual language:</i></b></p> <p><u>Element of Form</u></p> <ul style="list-style-type: none"> <li>• form</li> <li>• coil</li> <li>• construction</li> <li>• built</li> </ul> <p><u>Concept of Pattern</u></p> <ul style="list-style-type: none"> <li>• pattern</li> <li>• graduation</li> </ul>

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

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

<p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>• identify how an art exhibition in a gallery or other venue has changed the values of an individual or society</li> </ul>	<ul style="list-style-type: none"> <li>• determined messages communicated by an artwork in a particular style – instruction/discussion</li> </ul> <p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> <li>• identified how an art exhibition in a gallery or other venue has changed the values of an individual or society – instruction/discussion</li> </ul>	<ul style="list-style-type: none"> <li>• venue</li> <li>• beliefs</li> <li>• values</li> <li>• behaviours</li> <li>• individual</li> <li>• society</li> <li>• idea</li> <li>• theme</li> <li>• communicated</li> <li>• disciplines</li> <li>• eras</li> <li>• cultures</li> <li>• compared</li> <li>• styles</li> </ul>
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