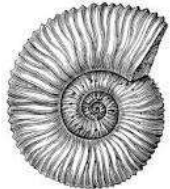

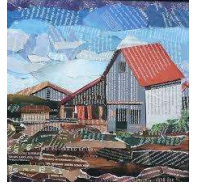







Art Overview

Year Group & Term	Skill Focus	Disciplinary Knowledge	Substantive Knowledge	Language	Artist
EYFS					
All Year Drawing		<ul style="list-style-type: none"> What happens when I press hard or soft with my pencil? How can I use shapes to draw something I can see? How can I make my drawing better? 	<ul style="list-style-type: none"> I know I can use pencils, crayons, and chalk to make marks. I know I can draw lines, shapes, and patterns. I know I can use drawing to show what something looks like. 	Line Shape Hard Soft draw	Various in line with topic
All Year Paint and Colour		<ul style="list-style-type: none"> How can I mix colours? How do colours make me feel? What happens when I add white or black to a colour? 	<ul style="list-style-type: none"> I know the names of some colours. I know I can mix colours to make new ones. I know how to use a paintbrush to put paint on paper. 	Mix Change Light Dark Colour names	Various in line with topic
All Year Sculpture and Collage		<ul style="list-style-type: none"> What materials can I use to make my collage or sculpture? How can I change the shape of my material? What do I want my artwork to look like? 	<ul style="list-style-type: none"> I know I can stick different materials to make a picture. I know I can roll, pinch or squash materials to change their shape. I know sculptures are things I can touch and walk around. 	Stick Build Shape Tear Cut	Various in line with topic
Year Group & Term	Skill Focus	Disciplinary Knowledge	Substantive Knowledge	Language	Artist
Year 1					
Autumn – Drawing	Drawing/tool control Observing	<ul style="list-style-type: none"> How do I make marks? How can I draw accurate shapes to represent an object? How can I position an object or group of objects on a piece of paper effectively? I am beginning to control lines to create simple observational drawings. I am beginning to position objects appropriately on a surface. 	<ul style="list-style-type: none"> I know how to hold and control different tools to form marks (pencil, chalk, charcoal, pen) 	Line Accurate Position Control Observe	Fossils – Natural Shapes 




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Spring – Colour and Paint	Hot and cold colours	<ul style="list-style-type: none"> How can we make new colours in paint? How can we represent mood through different colours? How do I create various effects using paint? 	<ul style="list-style-type: none"> To know and name the primary colours and mix the secondary colours. To identify warm and cold colours. To begin to show control over types of marks made with a paintbrush (brushstrokes, stippling). To experiment with a range of tools for painting. 	Primary Secondary Colour Wash Mixing Warm/cool Shades	Paul Klee 
Summer - Collage	Collage Layering of textures and colour Observing	<ul style="list-style-type: none"> How do I create effects in my collage? How do different materials and how I prepare them affect my art? 	<ul style="list-style-type: none"> To know how to use paper to create a collage. Explore choosing the correct materials to represent pattern and texture, light and dark. To explore effective collage techniques (layering, use of shape, tearing). 	Collage Shape Cut Tear Rip Scrunch Twist Layer Overlap	Susan Schenk 
Year Group & Term	Skill Focus	Disciplinary Knowledge	Substantive Knowledge	Language	Artist
Year 2					
Autumn – Drawing	Drawing, tool control, shading, observing, expression	<ul style="list-style-type: none"> How do I create texture in my drawing? How do I add depth to my drawing using light and dark? How do I scale up and down my drawing? Plan and explore simple ideas Begin to suggest improvements to their own work. 	<ul style="list-style-type: none"> I can create texture using a variety of methods (cross-hatching, scribbling, stippling). I can use shading to introduce light and dark. I know how to make a drawing larger and smaller using a grid. 	Line Accurate Position Observe Grid Scale Proportion	Illustration John Tenniel 
Spring – Colour and Paint	Colour mixing, Brush/Tool control, Observation Creating effects using paint	<ul style="list-style-type: none"> How can colour create mood? How can I use paint and brushes/tools in different ways to create an effective picture? Plan and explore simple ideas Begin to suggest improvements to their own work. 	<ul style="list-style-type: none"> To know and understand the colour wheel and identify colours associated with mood. Begin to show control over the types of marks made using paint. For example; mixed media, texture, layering. To use a range of tools and brushes to create an effect. 	Texture Washes Blending Blocking Effective Layering	African animals  Edward Tinga Tinga


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Summer - Sculpture	3D design, Sculpting, recycled materials	<ul style="list-style-type: none"> How do I create a 3D sculpture? What is a sculpture? (Although this is a factual question, its phrasing invites discussion and exploration — making it disciplinary in this context.) How do I improve my own work? Plan and explore simple ideas Begin to suggest improvements to their own work. 	<ul style="list-style-type: none"> To shape and model a variety of mixed media for a purpose (papier-mâché, dough, clay, cardboard). To use tools and equipment safely in the correct way. To know what a sculpture is. 	Form Technique 3D Model Sculpture Materials Join	Animals  Michelle Reader
Year Group & Term	Skill Focus	Disciplinary Knowledge	Substantive Knowledge	Language	Artist
Year 3					
Autumn – Drawing	Drawing, tool control, shading, observing, expression	<ul style="list-style-type: none"> Can I choose the appropriate tool to create a desired effect? How can I use light, shadow, form and shape to create shading? How can I add facial expressions to my portrait? 	<ul style="list-style-type: none"> I know the different grades of pencil and can choose the appropriate tool to create the desired effect. I can use shading to use light, shadow, form and shape. I can begin to know how to draw a portrait in proportion and explore different facial expressions. 	Line Accurate Position Control Observe Proportion Expression	Face Proportion/ Expression  Rembrandt
Spring – Colour and Paint	Colour mixing, Sketching, tints and tones, observation	<ul style="list-style-type: none"> Can I mix colours including tints and tones with increasing confidence? How do I create the effects and textures I want using a variety of tools/brushes? How do I order the stages to create a painting? Make notes about styles and techniques used by artists (This sits nicely in disciplinary knowledge as it supports learning how artists work, think, and reflect.) 	<ul style="list-style-type: none"> I know how to use black and white to create tints and tones of colour. I can choose and use a range of brushes and tools with increasing control to create different effects and textures (washes, blocking colour and textural effects). I know there are stages to creating an effective painting. 	Tint Tone Texture Washes Blending Blocking Effective Impressionist	Landscapes  Monet
Summer - Collage	Light and Dark, Colour matching, Recycled art materials, observing.	<ul style="list-style-type: none"> How do I create an effective collage using found and recycled items? What is the process of creating an original collage? (While this overlaps with substantive knowledge, the question form encourages enquiry and sequencing of steps — making it disciplinary too.) 	<ul style="list-style-type: none"> To combine and arrange materials to create a collage with texture, pattern, shape and depth (fabrics, foils, magazines, natural materials, recycled). 	Collage Sustainable Manipulate Inspiration	Collage Plants/local area

Art Overview

		<ul style="list-style-type: none"> Observe, record, explore and experiment with materials Annotate ideas for improving their work 	<ul style="list-style-type: none"> To know a range of collage techniques to create a desired effect (layering, use of shape, tearing, light and dark). To know the process of creating an original collage. 		 <p>Jane Perkins/Kate Slater</p>
Year Group & Term	Skill Focus	Disciplinary Knowledge	Substantive Knowledge	Language	Artist
Year 4					
Autumn – Drawing	Drawing/tool control Observing	<ul style="list-style-type: none"> How can I use line, tone and shape to represent figures in forms of movement? How can I draw a figure in proportion? How does drawing lightly before confirming help me when I'm sketching? How can I use tonal contrast (light and dark) to develop my own sketching? 	<ul style="list-style-type: none"> I can organise line, tone and shape to represent figures in forms of movement. I know how to draw a figure in proportion. I know how to sketch a drawing lightly before confirming. I am starting to develop my own style using tonal contrast and exploration of light and dark. 	Tone Contrast Line Shape Figures Movement Proportion	<p>Figures in Movement</p>  <p>LS Lowry/ Edgar Degas</p>
Spring – Colour and Paint	Painting Colour mixing Observation Sketching, tints and tones, shades	<ul style="list-style-type: none"> How do I build my repertoire of painting techniques and styles? How did changes in artists and their art change over time? What are the stages of creating an original piece of artwork inspired by Van Gogh? I can give an opinion on various artwork and give a justification for my opinion. 	<ul style="list-style-type: none"> I can mix colours, shades and tones with increasing confidence. I know how to control marks made, and achieve different effects using a range of tools and brushes. I know how to plan and apply the stages of creating an effective painting. I can compare and contrast the work of different artists. I can recognise features of different artistic styles (history, culture, religion etc). 	Tint Tone Texture Washes Blending Blocking Effective Post-Impressionist	<p>Post-Impressionism</p>  <p>Van Gogh</p>

Art Overview

<p>Summer - Sculpture</p>	<p>Sculpture Line Form Shape</p>	<ul style="list-style-type: none"> • How can I plan and create a 3D sculpture inspired by Alberto Giacometti? • How can I design a sculpture that shows a figure in movement? • Collect and record information from a variety of sources. • Collect a variety of source material to inspire work. • Express preferences through annotated images. 	<ul style="list-style-type: none"> • I can explore and develop the use of mediums such as papier-mâché, mod roc and clay. • I know sculptures have a shape and are 3D. • I can use knowledge of figures in movement as a stimuli to create a sculpture. • I can select materials for a purpose and style. 	<p>Sculpture Line Form Shape Dimension Surreal</p>	<p>Figurative Sculpture</p>  <p>Alberto Giacometti</p>
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