

Expressive arts and design

EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



	Expressive Art and Design		Elements of Communication and Language
Nursery	Checkpoint 1	<ul style="list-style-type: none"> Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas 	Understands and uses simple questions about 'who', 'what' and 'where'
	Checkpoint 2	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	Use a wider range of vocabulary
	Checkpoint 3	<ul style="list-style-type: none"> Join different materials and explore different textures. Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features 	Understand 'why' questions Understand a question or instruction that has two parts, Learns lots of new words and use them in play
	Checkpoint 4	<ul style="list-style-type: none"> Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something. Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. Beginning to add more detail and show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 	Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver" Uses longer sentences of four to six words when talking.

	Expressive Art and Design		Elements of Communication and Language		
	Creating with Materials	Being Imaginative and Expressive	Listening, Attention and Understanding	Speaking	
Reception	Checkpoint 1	<ul style="list-style-type: none"> Enjoy mark-making opportunities. Create closed shapes with continuous lines and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> 		
	Checkpoint 2	<ul style="list-style-type: none"> Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Talk about what they like or could improve about what they have created. Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait. 	<ul style="list-style-type: none"> Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. 	<ul style="list-style-type: none"> Begins to use some active listening skills; face the speaker, body still, paying attention. Learn (and use) new words from familiar texts 	<ul style="list-style-type: none"> Offer their ideas in small group contexts. Ask questions when they don't understand instructions. Uses simple connectives in speech, e.g. and, but.
	Checkpoint 3	<ul style="list-style-type: none"> Produce more detailed representations (drawings, paintings, models) and discuss the features they have included. Return to and extend their creative learning, Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose. 	<ul style="list-style-type: none"> Organise themselves into collaborative creative opportunities (role play, performance, artwork). 	<ul style="list-style-type: none"> Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. Ask questions when they don't know what a word means. Can offer small explanations that demonstrate their understanding on a topic/story Begins to answer "Why" questions 	<ul style="list-style-type: none"> Speaks in whole class situations. Use recently-modelled language independently, across everyday contexts and all areas of learning. Use newly learnt vocabulary in different contexts. Ask questions in a variety of contexts. Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. Uses more detail in conversation. Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)
	EOY incl. ELG	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

					<ul style="list-style-type: none"> Express their ideas and feelings about their experiences
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Vocabulary; fabric, glue, textures, rough, smooth, shiny, cut, stick, decorate, draw, mark making, pattern, self-Portrait, expression features, repeating, thick, thin, wavy, line, shape, straight, observational, imagination, material, tools, match, mix, squeeze, primary colours, red, blue & yellow, secondary colours, orange, green purple, brush, bright, dark, light, change, ready mixed, powder paint, material, rubbing, tool, texture, patterns, pictures, print, paint, shape, colours, model, tools, clay, draw, modelling, moulding, shaping, roll /rolling, press, construct, join, sculpture, shape, decorate, mod-roc, texture, natural, man-made, pattern, weaving, material, fabric

Characteristics of effective learning		
Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go.' 	<ul style="list-style-type: none"> Keeping trying Being involved and concentrating Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things

Art – Year 1						
Year	Term	Unit	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
1	Aut	Mark-Making	<ul style="list-style-type: none"> • explore ways of drawing lines between two points • experiment with how I hold a pencil when sketching • discuss what a line is • use adjectives to describe lines • experiment with pressure when drawing pencil lines • experiment with different kinds of pencils and observe the different marks they make • create different repeated line patterns • discuss and comment on the texture in artwork • I can use rubbing to recreate texture <p>Line, pattern, pressure, texture, rubbing, material, medium, lead, graphite, repeating mark</p>	<ul style="list-style-type: none"> • hold a paintbrush correctly when painting • know what 'loading' the paintbrush is • know how to create a smooth sweeping brushstroke • use paint to create differently shaped lines • use a paintbrush to create lines of different thicknesses • I can experiment with different ways to make marks using a paintbrush <p>Brushstrokes, loading, thickness, technique, print, sweeping, scraping,</p>		<ul style="list-style-type: none"> • explore how Kandinsky used different lines in his artwork • discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds • discuss the artworks of Paul Klee and say what I like and dislike about them • spot different mark making techniques in Klee's work • attempt to recreate some of the mark making in Klee's artwork <p>Imitate, masterpiece,</p>
1	Spr	Colour Creations		<ul style="list-style-type: none"> • name a variety of colours • choose a favourite colour and give reasons for my choices • know what primary colours and secondary colours are • mix primary colours to make secondary colours • know how to create lighter shades of colour • know how to create darker shades of colour • use a paintbrush to make basic marks using paint • use paint to create artwork in the style of an artist studied <p>Shades, tones, primary colours, abstract, composition, oil paints</p>	<ul style="list-style-type: none"> • use collage to create artwork inspired by Piet Mondrian • use collage and mixed media to create artwork inspired by Wassily Kandinsky <p>Collage</p>	<ul style="list-style-type: none"> • say if they like or dislike Piet Mondrian's art • spot similarities and differences between different pieces by Mondrian • create a piece of art inspired by Mondrian • comment on Kandinsky's use of colour to create effects • create a piece of art inspired by Kandinsky

1	Sum	Self portrait	<ul style="list-style-type: none"> • discuss how artists create different effects • investigate how to make different marks using sketching pencils • comment on how different grades of sketching pencil make different marks • make a choice about which pencil I need to use for a purpose • use a variety of media to create different effects • apply a variety of techniques when drawing • evaluate my work and the work of others and identify strengths and weaknesses <p>Subject, sketch, self-portrait, portray, hard lead, tracing,</p>	<ul style="list-style-type: none"> • experiment with different kinds of paint and what effects I can create with them. • comment on the effects different paints create • say which kind of paint I prefer <p>Poster powder acrylic oil spray watercolour, 'chalky' finish, water based, layers, waterproof, portable, activated, pale washes, paler, technique, wash, drag, dab, light, heavy, printing, finger painting</p>	<ul style="list-style-type: none"> • use clay to create a selfportrait • show an understanding and use of some basic clay skills • begin to use tools to help me manipulate clay • use coloured paper to create a collage self-portrait <p>Sculpture, collage, mixed media, pop-art, raised 3D effect, carve, chisel, mould, clay,</p>	<ul style="list-style-type: none"> • explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more • comment on how portraits by different artists make me feel • understand that portraits can tell you about the person in them • make decisions about what I want my self-portrait to say about me • discuss likes and dislikes about different portraits <p>Dislike, decision, features, silhouette,</p>
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Art – Year 2

Year	Term	Unit	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
2	Aut	Yayoi Kusama	<ul style="list-style-type: none"> • experiment with different materials to make marks • make attempts to mimic the art of a famous artist • experiment with different mediums to create a polka dot pattern • experiment with the kind of polka dot patterns I am making • follow instructions to create the basis for my sketching • make visual observations to inform my sketches <p>Stippling, circling, blotting, stroking, dabbing, twisting,</p>	<ul style="list-style-type: none"> • experiment with different mediums to create a polka dot pattern • experiment with the kind of polka dot patterns I am making • describe and make observations on a piece of artwork's colour and pattern • make choices about the tools I will use when painting <p>Pastel, printing</p>	<ul style="list-style-type: none"> • develop my scissor/cutting skills when cutting out circles • use paper art to recreate an installation piece by Yayoi Kusama • comment on the shape/form of 3-D objects and sculptures • use the rolling technique effectively to manipulate clay • recreate the form of a pumpkin, inspired by Kusama's sculptures <p>Fashion, sculpture, mirrored installation, gallery, technique, collage, cut out, negative, technique, surface, Obliteration Room, rolling technique, mould, blur, enhance,</p>	<ul style="list-style-type: none"> • join in discussions about a famous artist's work • remember and give some facts about Yayoi Kusama • respond appropriately to a piece of art by Yayoi Kusama • say if I like or dislike a piece of artwork <p>Similarity</p>
2	Spr	Earth Art	<ul style="list-style-type: none"> • identify repeating patterns in rangoli patterns • identify repeating patterns in mandala patterns • spot the symmetry in mandala patterns <p>Pattern, Rangoli, natural pattern, texture, Mandalas, traditional Mandala, four quarters, modern Mandala, symmetrical, tool, outline</p>	<ul style="list-style-type: none"> • know that natural materials can be used to make different mark making materials, including paints • experiment with different ways to paint a rock • comment on the colours of natural materials and how this can add to my artwork • use given colours to finish a mandala Pattern <p>Pictographs, coloured paste, pre-made (paint)</p>	<ul style="list-style-type: none"> • describe what a sculpture is and comment on what different sculptures are made from • use natural materials such as twigs and sticks to create a sculpture • recreate rangoli patterns using natural materials such as leaves • use clay to create imprints of natural materials such as leaves • describe what weaving is and create a simple loom • weave using interesting natural materials • recreate a mandala using natural materials • use natural materials to create a collage scene 	<ul style="list-style-type: none"> • I can name ways that rocks were used in ancient artworks • I understand what is meant by 'abstract' artwork • I can comment on the patterns created in woven rugs and tapestry • I can discuss and explore mandalas with the class • I can comment on the shapes, colours and patterns I can see in a mandala

					Sculpture, materials, natural materials, technique, abstract sculpture, weave, interlaced, woven, loom, warp threads, weft threads, loom weaving, assembled,	
2	Sum	Henri Rousseau	<ul style="list-style-type: none"> sketch and draw plants and flowers in the style of Rousseau sketch and create a 'portrait-landscape' use my imagination to generate ideas for my sketch <p>Self-portrait, outlines</p>	<ul style="list-style-type: none"> use natural materials to create prints create prints inspired by Rousseau's paintings <p>Strong colours, foreground, shades, portrait, landscape paintings, portrait landscape</p>	<ul style="list-style-type: none"> use paper to create a shoebox model of one of Rousseau's paintings use paper and other materials to create a mask use glue to help me attach different parts to my mask and/or model 	<ul style="list-style-type: none"> say who Henri Rousseau was and recall facts about his life discuss and explain how I feel when looking at a Rousseau painting discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape' <p>Nonrealistic scale, dramatic, popular, critic, childish, landscapes, inspiration, exhibited, similarities, differences, features, images, imagination</p>

Art – Year 3

Year	Term	Unit	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
3	Aut	William Morris	<ul style="list-style-type: none"> recreate a wallpaper pattern in the style of William Morris explain what still life sketching is use soft, light sketching techniques to create a still life sketch adjust my pencil grip when sketching use careful observation skills to create a still life sketch make observations about different sketching mediums understand how shading is linked to the light source in a drawing identify repeating patterns in wallpaper designs <p>Asymmetrical, natural forms, still life pictures, inanimate objects, observation, pressure, smudge, continuous repeating pattern,</p>	<ul style="list-style-type: none"> describe the process of block printing explain how different colours are achieved when using block printing to create a design design and create a relief printing tile to be used for block printing use a printing tile I have made to create a repeating pattern identify why a print may not have come out correctly create a half drop pattern with my printing <p>Natural colours, printing press, vegetable dyes, printing block</p>	Architect, architecture, textile designer, Arts and Craft movement, craftspeople, craftspeople, carve	<ul style="list-style-type: none"> find similarities and differences between the different works of William Morris analyse an existing piece of artwork using language associated with Art and Design describe what the Arts and Crafts movement was and explain why it was founded comment on why I had to make changes to my design <p>Inspired, movement, quantity, quality,</p>

3	Spr	Famous Buildings	<ul style="list-style-type: none"> • create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling • vary shading further through use of pressure • comment on the patterns created in the architecture of St Basil's Cathedral • recreate patterns using oil pastels and ink • spot symmetry in the designs of famous buildings • use tracing to create a symmetrical piece of art • create texture in my artwork to reflect real-life Buildings <p>Technical drawings, aesthetics, textures (in relation to buildings), sketches, shading, hatching, scumbling, crosshatching, stippling, parallel lines, mesh-like lines, patterns in cathedrals, tracing symmetry, symmetry contrasts</p>	<ul style="list-style-type: none"> • comment on the colours in the design of St Basil's Cathedral and the effect is has on the design • change the value of a colour by creating tints and shades • create colour blocks using oil pastels <p>Oil pastels, colour value, colour combinations</p>	<ul style="list-style-type: none"> • choose materials I think would be suitable to make a sculpture or collage of a famous building • use my folding and cutting skills to recreate a simplified sculpture of a building <p>Architectural, architect, landmark features, marble mausoleum, symmetrical design, media and techniques, simplified sculpture</p>	<ul style="list-style-type: none"> • understand the role of an architect • discuss the shapes and structures of famous buildings around the world • say if I like or dislike the design of a building • explore the work of Sir Christopher Wren and his design of St Paul's Cathedral • choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building <p>Recreate, complement</p>
3	Sum	Seurat and Pointillism	<ul style="list-style-type: none"> • give a good description of what pointillism is • experiment with a range of pointillism techniques • apply pointillism techniques using different mediums • evaluate techniques and mediums and say which one I prefer 	<ul style="list-style-type: none"> • use a variety of tools to create a pointillism painting • use a variety of mediums to create a pointillism painting • identify primary and secondary colours and explain how secondary colours are made • identify tertiary colours on the colour wheel • identify complementary colours on the colour wheel • mix colours using the pointillism method • make decisions about the subjects and colours of my artwork, giving reasons for my choices <p>Impressionism, light brushstrokes, dabs, luminous, neo-impressionism, Divisionism, Pointillism, vivid, mixed optically, complementary colours, colour wheel, illusion, neo-impressionists, landscape</p>		<ul style="list-style-type: none"> • explain who George Seurat was and why he was famous • state how I feel about a piece of artwork and justify my thoughts • experiment with a range of techniques and methods for creating Pointillism • state which method I prefer and why • name some Pointillist artists and identify Pointillism in pieces of art • give reasons for my choices of colour and subject in my artwork • apply what I have learnt about Pointillism to create my own piece of artwork • evaluate my finished artwork and compare it to that of my peers

Art – Year 4

Year	Term	Unit	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
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4	Aut	Plant Art	<ul style="list-style-type: none"> • use observational skills to create a detailed sketch of part of a plant • understand that constant observation is important when creating a detailed sketch of a plant • understand that attention to detail and patience is important when creating a detailed sketch of a plant • discuss how to represent a plant as a piece of art • follow simple instructions to create a more realistic sketch of a tree • compare a sketch from my imagination, and a visually informed sketch and evaluate the differences <p>Strong outlines, portrait</p>	<ul style="list-style-type: none"> • understand the difference between tints, shades and tones • create tints, shades and tones to match a given colour • use tints, shades and tones to create a piece of artwork • transfer a sketching method into the medium of painting effectively • understand what depth in an artwork is • use colour and size to create the illusion of depth in my artwork <p>Intense colours, contrasted, rich, vibrant, foreground, exotic landscape, tints, shade, tone, enlarged paintings, scale, soothing, hue, depth, functional, decorative</p>	<ul style="list-style-type: none"> • understand what a sculpture is and what different materials they can be made from • define the differences between decorative and functional sculpture • understand how slip can be used to join two pieces of clay • use tools to make marks in the clay for decorative purposes • add or remove bits of clay to create detail • make a simple sculpture from clay • use layers of different colour paper to create a collage with depth <p>Overlapped, three dimensional, laminated fabric, score and slip, shallow marks, sculpting</p>	<ul style="list-style-type: none"> • identify an artwork that is visually pleasing to me • give my personal opinion of different artwork • listen to others' opinions of artworks, and try to see their point of view • describe what a botanical illustration is and why they were first created • I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones • I understand how artists create the illusion of depth in their artwork • I can design my artwork and give reasons for my choices • I can use my previous experience of different mediums to make decisions about my artwork <p>Realistic, least realistic, impressionist style, viewpoint, reasoning, point of view, mood, atmosphere, version, comparison, decorative, functional</p>
4	Spr	Sonia Delaunay	<p>Optical art</p>	<ul style="list-style-type: none"> • explain the difference between complementary and harmonious colours • experiment with the use and effect of colours in their own artwork • choose colours to use in my artwork based on if they are complementary or harmonious <p>Vivid, non-naturalistic colours, Fauvism, abstract art, Orphism, colour illusions, interpretation of colour, complementary colours,</p>	<ul style="list-style-type: none"> • experiment with coloured paper to create a collage • make careful choices of the colours they use in collage to create a complementary or harmonious effect <p>Geometric shapes</p>	<ul style="list-style-type: none"> • remember facts about Sonia Delaunay • express my opinion about an artist or artwork • discuss and answer questions about an artist and their artwork • describe what Orphism art is • discuss and explain how Sonia Delaunay created a feeling of movement in her artwork • explain my opinion of Sonia Delaunay's fashion designs • create my own designs in the style of Sonia Delaunay • recognise the influence Sonia Delaunay's work has had on both fashion and modern art <p>Confident, shy, reasoning, influenced, inspired, unique, depiction, mood, rhythm, movement, motion, interpretation, legacy, modern art</p>
4	Su m	Recycled Art	<ul style="list-style-type: none"> • be inspired by a material's texture and pattern 	<ul style="list-style-type: none"> • be inspired by a material's colours • experiment with and observe how different paints create different effects in my artwork • select a suitable type of paint to decorate and finish my Artwork <p>Water based paints</p>	<ul style="list-style-type: none"> • experiment with different ways I can join materials to make a 3-D piece of art • select a suitable joining method when working with different materials • look at different materials and make suggestions about how I could use them in my artwork • use a material's existing shape to inspire my artwork • create a simple animal sculpture from recycled materials <p>Junk modelling, recycled art, securely join, polyvinyl acetate, porous materials, non-</p>	<ul style="list-style-type: none"> • explore different pieces of recycled art • comment on the message that a piece of art might be portraying • say if like or dislike a piece of art and why <p>Inspired, joining methods, convey a message,</p>

					porous, water based, duct tape, flange, L-brace slot, tabs slot and tab, layered sculpture, medium, gallery plaque	
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Art – Year 5

Year	Term	Unit	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
5	Aut	Chinese Art	<ul style="list-style-type: none"> • use visual information to make sketches of different styles of traditional Chinese art • explain the importance of lines in Chinese art in relation to the Four Gentlemen • use drawing and shading skills to recreate a terracotta warrior • identify patterns, images and styles associated with Ming porcelain • follow simple instructions to draw a Chinese dragon • use construction lines to map out the basic shape of my sketches • understand what a light source is and how this affects shading • practise my shading in relation to a light source Linear art, depth, shading, Chinese calligraphy, linear art form, horizontal stroke, horizontal line, portrait	<ul style="list-style-type: none"> • identify some colours commonly used in Chinese art • discuss and describe different brushstrokes used in artwork and how they might have been created • practise a variety of brushstrokes to improve technique • apply my brush control when creating artwork • understand the importance of line and brushstrokes in Chinese Art • I can create Chinese calligraphy characters using the correct brushstroke sequence • begin to use different paints and inks for different purposes Rhythmic brushstrokes, harmonious composition, expressive brushstrokes,	<ul style="list-style-type: none"> • use simple rolling and pinching techniques to manipulate salt dough • form simple shapes to create the base of my model • attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins • add pieces of salt dough to my base to create relief details • use tools to create details in my salt dough or clay model • carve a piece of clay to create the shape of a terracotta warrior • use tools to help shape and manipulate clay • add clay to a model to get the correct shape Prehistoric clay pots, distinct theme, traditional Chinese art, artefacts, supple, recreate porcelain of the Ming dynasty, Ming vases	<ul style="list-style-type: none"> • identify and record sketches of some themes commonly used in traditional Chinese art • discuss traditional Chinese artwork and say what I think and feel about it • understand the significance of the dragon in Chinese culture • explain what the Terracotta Army is and why it is famous • know when the Ming dynasty was in power and why their porcelain is famous Significant theme

5	Spr	Frida Kahlo	<ul style="list-style-type: none"> describe the general proportions of a face use my knowledge of proportions to complete a self-portrait understand that light guidelines can be used to help structure sketches use light sketching lines to create a portrait <p>Self-portraits, striking self portraits, exaggerate features, strong features, proportional, proportion, guidelines, geometric patterns, express identity, Mexican heritage, community, Surrealism, Automatism, automatistic art</p>	<ul style="list-style-type: none"> analyse aspects of a painting including mood and colour add paint to a sketched self-portrait to add colour and detail choose colours to express aspects of my personality choose colours to express aspects of communities I belong to <p>Autobiographical, portray</p>	Embroidered, woven	<ul style="list-style-type: none"> describe who Frida Kahlo is and give a brief summary of her work give an opinion of a painting or artist, giving reasons for ideas describe the differences between a portrait and a self-portrait describe aspects of Mexican folk art identify aspects of the Mexican culture in Kahlo's artwork describe the aspects of the surrealist movement express opinion of surrealism in paintings apply aspects of surrealism to own artwork <p>Analyse, similarities, inspired</p>
5	Sum	Street Art	<ul style="list-style-type: none"> use sketching and shading to add details to my designs <p>Stylised graffiti lettering, tag, throw up, 'throwies', highlights, shadows, distort, street art, satirical work of art, political message, memorial, mural, satirical, humorous art, logo</p>	<ul style="list-style-type: none"> select contrasting colours using the colour wheel choose colours to create the biggest 'standout' effect use impression printing to create a piece of repeated printed artwork create a stencil and use to create a piece of artwork use more than one stencil to create a layered effect <p>Spray paint, stencil, stencilled art, liquid paint, surface, excess paint</p>	Ceramic mosaic tiles, art software, spray adhesive	<ul style="list-style-type: none"> take part in a discussion about graffiti and if it is an art form or not design own tag reflecting what I have seen in existing artwork experiment with the size, value and shape of designs in my sketchbook use my sketchbook to create designs for street art in a specific area discuss the messages that are portrayed in some pieces of art create my own piece of satirical artwork explore the work of Banksy <p>Polarised opinion, identify, vandalism, distinctive, discourage, complex, interesting, enhancing</p>

Art – Year 6

Year	Term	Unit	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
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6	Aut	Landscape Art	<ul style="list-style-type: none"> • use vanishing points, horizon lines and construction lines to create perspective • sketch a landscape using linear perspective. • use lines and patterns to create abstract Artwork <p>Vanishing point, horizon line, construction lines, linear perspective, atmospheric perspective, aerial perspective, less defined, patterns, sketching,</p>	<ul style="list-style-type: none"> • experiment with different watercolour techniques to create effects • paint a landscape using watercolours • experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape • create tints and shades using a variety of different mediums • use tints and shades to create atmospheric Perspective Landscape, depth, sense of distance, watercolours, semi-transparent properties, cakes of watercolour, consistency, diluted, gradient wash, bleed, merge smoothly, wet on wet technique, foreground, background, tints, shades, base colour, abstract, abstract landscape, abstract colours 	<ul style="list-style-type: none"> • explain what collage is and how tearing paper can be used to create different effects • create a torn paper collage of a landscape scene • use different parameters to create torn paper collages, e.g. by altering the size of the paper used <p>Perspective, collage, effect, paper collage, medium</p>	<ul style="list-style-type: none"> • identify vanishing points and horizon lines in landscape paintings • explain how artists use linear and atmospheric perspective in their artwork • comment on abstract landscapes and explain what I feel about them • create a selection of lines and patterns in my sketchbook to inform my artwork • discuss landscape artwork by famous artists, saying what I think and feel about them • identify which medium has been used to create a piece of art • make decisions about how to create a piece of landscape artwork based on the ideas gathered and techniques experimented with <p>Realistic, abstract, freedom, portray, recreate, surprised, impressed</p>
6	Spr	Sculpting	<ul style="list-style-type: none"> • sketch designs to build up a portfolio of ideas • take the light sources into account when sketching vases • use my preferred shading technique to include dark areas in my sketches • include the patterns and shapes in sketches of vases • make detailed observations to sketch vases from different viewpoints <p>Geometric design</p>	<ul style="list-style-type: none"> • make appropriate choices when decorating vases • understand how to create different effects using materials • make decorative colour and pattern choices to fit a given theme 	<ul style="list-style-type: none"> • practise techniques and the effects they create before attempting a final design • choose and use appropriate techniques in clay work • choose appropriate tools to add details to a design • add clay to create details for a design • experiment and develop control of tools and techniques • choose tools, techniques and details which are most appropriate for my design • use slabs of clay to create a container • use the pinching technique to create a container • work with control and accuracy • follow a design to create a vase <p>Lacquer, ceramic, marble, Missoni fabric, plasticine, flat sheets, manipulate, imprinted decorations, embellishments, pinch pot, Neolithic</p>	<ul style="list-style-type: none"> • identify different features of a vase's design • describe and assess vases made by designers • gather ideas for use in my own work • incorporate design ideas or themes into my own designs • identify ways in which I could improve my work • evaluate and adjust my designs <p>Inspiration, function, effective design, modifying, technique</p>
6	Sum	Express yourself	<ul style="list-style-type: none"> • use sketching to represent different illustrated facial expressions • make careful and precise observations to inform sketching • describe how lines and fonts can express an idea • make choices based on different lines and fonts to create a desired effect • use different pressures and thicknesses to create a desired effect • use grids to help me achieve the correct proportions in my sketches based on photographs 	<ul style="list-style-type: none"> • explain how colour can help to express different aspects of someone's personality • identify emotions they feel, linked to a colour • use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory • experiment with using my fingerprints to create a unique piece of artwork • vary the pressure and amount of paint used when printing using fingers to create different effects • use overlapping and layering to create shadow in my painting <p>Expressionism</p>	<ul style="list-style-type: none"> • use wire to create a sculpture of a person • convey an emotion or specific body language in a wire sculpture <p>Wire model, human wire sculpture, manipulate</p>	<ul style="list-style-type: none"> • respond and comment on different pieces of artwork • discuss and comment on Kandinsky's colour theory • discuss and give my opinions on Chuck Close's painting techniques <p>Expressing, personality, emotions, memories</p>

		Neutral face, neutral expression, animator, portraying, graphology, graphologists, technique of micrography, synaesthesia, photorealistic portraits, shadows, highlights, proportions, photorealism			
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