



## Art Progression

### KS1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing different practices and disciplines, and making links to their own work.

### KS2:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of the difference kinds of are, craft and design.

Pupils should be taught to:

- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ( for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history.

### Spirituality:

Children in primary school can develop their spirituality through Art by expressing their thoughts, emotions, and sense of wonder in creative and personal ways. Through drawing, painting, sculpting, and other artistic activities, they explore ideas about identity, belonging, beauty, and the world around them. Art encourages reflection and imagination, helping children to connect with their inner selves and to appreciate different perspectives and cultures. This process can nurture empathy, mindfulness, and a deeper awareness of the intangible aspects of life—key elements of spiritual growth. By creating and interpreting art, children begin to make sense of their experiences and their place in the wider world.

## Foundation Stage



|                                                                                                                             |                             | <i><b>Autumn 1</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i><b>Autumn 2</b></i>                                                                                                                                                                                       | <i><b>Spring 1</b></i>                                                                                                                                                                                                | <i><b>Spring 2</b></i>                                                                                                                                                             | <i><b>Summer 1</b></i>                                                                                                                                                                                                                 | <i><b>Summer 2</b></i>                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EYFS</b>                                                                                                                 | <b>TOPIC</b>                | Super Me!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Let's Celebrate!                                                                                                                                                                                             | Dress to Impress                                                                                                                                                                                                      | Once upon a time...                                                                                                                                                                | Amazing Animals                                                                                                                                                                                                                        | All Aboard!                                                                                                                                                                                 |
| <b>Expressive Arts and Design</b><br><br>This consists of two strands: Exploring Media and Materials, and Being Imaginative | <b>Outcome</b>              | <ul style="list-style-type: none"> <li>· Superhero crafts</li> <li>· Self-portraits TED: outside art - pebbles</li> <li>· Skeletons-straws/moving</li> <li>· Handa fruit artwork.</li> <li>· Photography-themselves ( super me!)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>· Bonfire/firework/Diwali art</li> <li>· Rain sticks</li> <li>· Autumn leaf art/bark rubbing</li> <li>· Paper snowflakes</li> <li>· Christmas crafts/cards</li> </ul> | <ul style="list-style-type: none"> <li>· Special clothes collages</li> <li>· Threading/sewing/weaving</li> <li>· Joseph's technicolour coat</li> <li>· Clothes patterns</li> <li>· Chinese New Year crafts</li> </ul> | <ul style="list-style-type: none"> <li>· Clay gingerbread men</li> <li>· Observational paint flowers</li> <li>· Seed pattern collages</li> <li>· Fruit and veg printing</li> </ul> | <ul style="list-style-type: none"> <li>· Butterfly symmetry paintings</li> <li>· Spider webs</li> <li>· Dear Zoo animals -lift the flap</li> <li>· Animal patterns &amp; camouflage</li> <li>· Rosseau's Tiger watercolours</li> </ul> | <ul style="list-style-type: none"> <li>· Marbling - space collages</li> <li>· Model rockets, trains, boats</li> <li>· Wax resistant watery pictures</li> <li>· Seaside collages.</li> </ul> |
|                                                                                                                             | <b>Knowledge and Skills</b> | <p>Children develop investigate and explore various medias in all areas of the Art curriculum. They work independently at EYFS creative area and construction area, but also with adult support. Sometimes they work on the above specific adult-initiated challenge, or inspiration from an Artist but the rest of the time they have free choice to create whatever they can imagine!</p> <p>Physical development- hold a pencil correctly (tripod in most cases) use a range of small tools including paintbrushes, scissors, sticks/ found objects and cutlery. Begin to show accuracy and care when drawing.</p> <p>Expressive arts and design- safely explore and use a variety of materials, tools and techniques. Experiment with colour, design, texture, form and function. Share their creations with each other and other adults. Explain the process they have used</p> |                                                                                                                                                                                                              |                                                                                                                                                                                                                       |                                                                                                                                                                                    |                                                                                                                                                                                                                                        |                                                                                                                                                                                             |



## Year 1

|      |                                     | <i>Autumn</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Spring</i>                                                                                                                                                                                                                                                                                                                                              | <i>Summer</i>                                                                                                                                                                                                                          |
|------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YR 1 | TOPIC                               | This Old House<br>People who help us                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Watch out, dinosaurs about<br>All creatures great and small                                                                                                                                                                                                                                                                                                | Happily ever after<br>In the Garden- What difference can we make?                                                                                                                                                                      |
|      | Outcome                             | Colour mixing- primary, secondary and tertiary colours<br><br>Collage & printing (acrylic)- own houses from drawings<br><br>Christmas- The Christmas story told through oil pastel – hard blending techniques and silhouettes.                                                                                                                                                                                                                                                                                                                                   | Sketching dinosaurs using shapes<br>Shading using sketching pencils<br>Artist study various sculptors<br>Clay dinosaurs- attaching, making slip, following plans<br>Stained glass windows (RE) Animal pictures and skin pattern – printing, collage and oil pastels<br>Hedgehogs- independent creating hedgehogs using skills above and natural materials. | Artist study- Vincent Van Gogh<br><br>Experimenting with textured painting- acrylics and sawdust/ sand and sgraffito.<br><br>(textiles) Weaving- using natural and man-made materials to create spider webs.<br><br>Nature photography |
|      | Aspect of Art                       | Painting- name the primary and secondary colours and know how to make them. Use of thick and thin paint brushes<br><br>Collage & printing – explore the textures and form different materials make. Explore manmade and natural objects to print with and select for purpose.                                                                                                                                                                                                                                                                                    | Drawing/Sketching including sketching pencils<br>Sculpture- clay including tools and making slip.<br>Mixed media (natural) sculpture<br>Combining media used before on a new way- oil pastel, collage and printing.<br>Exploring a new way to paint on a different surface- glass pens.                                                                    | Exploring textiles<br>Painting- experimentation different textures of paint. Painting indoors and outdoors.<br><br>Exploring and mixing cool and warm colours.<br>Exploring how colours make you feel                                  |
|      | Focus                               | Colour mixing- primary, secondary and tertiary colours<br><br>Oil pastel techniques- hard and light blending                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Mixed media                                                                                                                                                                                                                                                                                                                                                | combining and applying the painting and tool techniques learned over the year                                                                                                                                                          |
|      | Knowledge, Skills and Understanding | <ul style="list-style-type: none"> <li>Children develop investigate and explore various medias in all areas of the Art curriculum. They work both adult led and independently in Art lessons and develop, improve, investigate and challenged through continuous provision. The children are taught skills in different areas of Art and have multiple opportunities throughout the year to practice, explore and hone skills. Sometimes they work on the above specific adult-initiated challenge, or inspiration from an Artist or child initiated.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                        |



## Year 2

| YR 2 | TOPIC                                      | Fire and Fever                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Animals Vs Humans                                                                                                                                        | World Party                                                                                                                                                                                                                                                                                                     |
|------|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | <b>Outcome</b>                             | Artist study American Stephanie Peters- fire and natural disaster artist. Mixed media artist. Looks at art as a way of telling a story.<br>Creating fire of London scenes using paper to collage and layer and oil pastels to mix yellows, reds and oranges to create fire and silhouettes in charcoal/ chalk.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Illustrate animals in their natural habitats. Using shapes to sketch and shade. Develop techniques to create texture when sketching.                     | Create a carnival float the uses contrasting colours and mixed medias sculpting. (Link with D& T)<br>Create a portrait of themselves for Transition – photography and manipulation using I.C.T art apps.                                                                                                        |
|      | <b>Aspect of Art</b>                       | Mixed media<br>Collage<br>Inspiration from an Artist- Stephanie Peters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Drawing- developing skills from Year 1                                                                                                                   | Sculpture & collage<br>Painting<br>Inspiration from various Artists<br>Photography and ICT                                                                                                                                                                                                                      |
|      | <b>Focus</b>                               | Use of chalk pastels- different blending techniques- build on from year 1 oil pastels<br>Acrylic pouring, marbling exploration<br>Using knowledge of colour mixing to create blends of colour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Explore and develop sketching and shading techniques (hatching & cross-hatching, stippling, blending and feathering techniques) using sketching pencils. | Exploring and experimenting with complimentary and contrasting colours.<br>Mixed media sculpture using tissue paper, pastels, straws and fabric. Identifying hues and mixing colours into darker and lighter tones (chiaroscuro)<br>Experimenting and exploring manipulating photography for artistic purposes. |
|      | <b>Knowledge, Skills and Understanding</b> | <b>Developing, Planning and Communicating ideas</b> <ul style="list-style-type: none"> <li>Can they use the media in various ways?</li> <li>Can they use knowledge of other media to support new skills?</li> <li>Can they say how they intend their piece to look?</li> <li>Can they describe how an artist has influenced their thinking or ideas?</li> </ul> <b>Working with tools, equipment, materials and components to make quality products</b> <ul style="list-style-type: none"> <li>Can they join things (materials/components) together in different ways? ( see D&amp;T)</li> <li>Can they select and use different tools or techniques for a specific purpose? Can they reason their choice?</li> </ul> <b>Evaluating processes and products (own ideas and products and existing products)</b> <ul style="list-style-type: none"> <li>Are you happy with the media you use? Would you use another? What could you use this media for in the future?</li> <li>What do you like/dislike about the Artists work?</li> <li>What went well with their work?</li> <li>If they did it again, what would they want to improve?</li> </ul> |                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                 |



## Year 3

|      |                                     | <i>Autumn</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Spring</i>                                                                                                                                                                                         | <i>Summer</i>                                                                                                                                |
|------|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| YR 3 | TOPIC                               | Place Invaders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The Great Food Debate                                                                                                                                                                                 | Fashion Forward                                                                                                                              |
|      | Outcome                             | Viking broaches- exploring engraving and relief printing as an artforms.<br><br>Sculpture techniques of modelling and carving to create a broach inspired by Viking/ Celtic broaches explored through History topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Still life drawings and paintings of fruit and veg<br><br>Artist study Andy Warhol- Packaging design. Colour blocking (building on Year2 complimentary/ contrasting colour)                           | Weaving and basics of knitting and teasing<br><br>Artist study Paul Smith-Clothes designing- looking at designers to influence own planning. |
|      | Aspect of Art                       | Printing- relief<br>Sculpture- modelling, carving & mark making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sketching and drawing and coloring<br>ICT- photography of packaging for inspiration                                                                                                                   | Textiles<br>Artist/ designers studies                                                                                                        |
|      | Focus                               | Exploring mark making and impressions using 'sunography' on textiles.<br>Printing with natural materials onto canvas<br>Clay sculpture and applying paint and varnish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Drawing from still life- shape, proportion and line. Then shadow, reflection, tone and space.<br>Using a board/ ease<br>Development of Art-Thin glazes of colour to build up tone using watercolours. | Exploring mixed textile medias.<br>How textiles can be used as an art form.                                                                  |
|      | Knowledge, Skills and Understanding | <b>Developing, Planning and Communicating ideas</b> <ul style="list-style-type: none"> <li>Can they use the media in various ways?</li> <li>Can they use knowledge of other media to support new skills?</li> <li>Can they say how they intend their piece to look?</li> <li>Can they describe how an artist has influenced their thinking or ideas?</li> </ul> <b>Working with tools, equipment, materials and components to make quality products</b> <ul style="list-style-type: none"> <li>Can they join things (materials/components) together in different ways? (see D&amp;T)</li> <li>Can they select and use different tools or techniques for a specific purpose? Can they reason their choice?</li> </ul> <b>Evaluating processes and products (own ideas and products and existing products)</b> <ul style="list-style-type: none"> <li>Are you happy with the media you use? Would you use another? What could you use this media for in the future?</li> <li>What do you like/dislike about the Artists work?</li> <li>What went well with their work?</li> <li>If they did it again, what would they want to improve?</li> </ul> |                                                                                                                                                                                                       |                                                                                                                                              |

| YR 4 | TOPIC                               | Cities at War – Second World War                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Story of a River – Trent and Mississippi                                                                                                                                                                                                                                                                                                | Breaking down barriers- Refugees                                                                                                                                                                                                                       |
|------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | Outcome                             | <p>Art – The Blitz - Building up a picture using layers – pastels &amp; charcoal and explore positive and negative spaces.</p> <p>Shelters – Green screen digital art and photography-manipulations of photos from the war.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Artist study of Monet and impressionism.</p> <p>Acrylic canvas painting of the river Trent “en plein air” (link back to en plein air artist Van Gogh studied in Year 1)</p>                                                                                                                                                          | <p>Exploration of Syrian Artist Mamdouh Kashlan and the artist and refugee Parmis Vard- Iranian portraitist and painter.</p> <p>Learning to sketch a self-portrait.</p> <p>Self-portrait that expresses symbolism of emotion through use of colour</p> |
|      | Aspect of ART                       | <p>Charcoal and Pastels</p> <p>Building upon silhouettes from year 1 &amp; 2 by exploring negative/ positive spaces.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Painting –</p> <p>Water colour exploration</p> <p>Using acrylics and a pallet outside</p>                                                                                                                                                                                                                                            | <p>Sketching, tone &amp; and form- portraits</p> <p>Exploring symbolism in art linked to colour.</p>                                                                                                                                                   |
|      | Focus                               | <p>Learning, practicing and applying the techniques in soft pastels of: drawing, blending, cross- hatching, scumbling, feathering, dusting and fixing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Look closely at some of the River Thames series of paintings by Claude Monet thinking particularly about his use of light and colour to create an impression.</p> <p>Investigate the effect of light on water in the style of Monet.</p> <p>Develop skills and techniques in painting “en plein air” in the impressionist style.</p> | <p>Strong link with Oxfam and Global citizenship.</p> <p>Learn to sketch portraits and draw themselves.</p> <p>Use the style of Parmis Vard to create a unique self-portrait, exploring colours and line to express feeling and emotion.</p>           |
|      | Knowledge, Skills and Understanding | <p><b>Developing, Planning and Communicating ideas</b></p> <ul style="list-style-type: none"> <li>Can they use the media in various ways?</li> <li>Can they use knowledge of other media to support new skills?</li> <li>Can they say how they intend their piece to look?</li> <li>Can they describe how an artist has influenced their thinking or ideas?</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Can they join things (materials/components) together in different ways? ( see D&amp;T)</li> <li>Can they select and use different tools or techniques for a specific purpose? Can they reason their choice?</li> </ul> <p><b>Evaluating processes and products (own ideas and products and existing products)</b></p> <ul style="list-style-type: none"> <li>Are you happy with the media you use? Would you use another? What could you use this media for in the future?</li> <li>What do you like/dislike about the Artists work?</li> <li>What went well with their work?</li> <li>If they did it again, what would they want to improve?</li> </ul> |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                        |



|      |                                     | <i>Autumn</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Spring</i>                                                                                                                                                                                                      | <i>Summer</i>                                                                                                                                                                                      |
|------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| YR 5 | TOPIC                               | The Space Race                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Fragile Earth                                                                                                                                                                                                      | The Stereotype Challenge                                                                                                                                                                           |
|      | Outcome                             | Paper Mache and paper pulp planets<br>Chalk pastel planets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Henry Goldsworthy - an artist study.<br>Natural sculptures & site-specific sculpture.<br>Photography                                                                                                               | Designing and making a cushion/ quilt/ tapestry to represent themselves.<br>Expressing yourself- am I an artist? What does an artist look like?<br>Fashion and design                              |
|      | Aspect of ART                       | Sculpture- mixed media to create form and texture<br>Pastels- blending techniques to create 3d effect                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sculpture- exploring a new form of non-representational sculpture (art that may simply depict shape, colours, lines or express things that are not visible like emotions or feelings)<br>Photography               | Applies knowledge of different painting and fabric techniques as a form of expression<br>Painting- use of Posca/ fabric pens and fabric dyes<br>Learning techniques of batik, tie-dye and printing |
|      | Focus                               | Sculpture- form, structure and texture<br>Line, tone and shade using chalk to recreate images in 3D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Techniques, colours and tools and effects to represent things seen, remembered or imagined<br>Use natural environment or townscape as a stimulus.<br>Develop and manipulate photographs they have taken using ICT. | Learning techniques of batik, tie-dye and printing<br>Designing and applying techniques already gained.                                                                                            |
|      | Knowledge, Skills and Understanding | <b>Developing, Planning and Communicating ideas</b> <ul style="list-style-type: none"> <li>Can they use the media in various ways?</li> <li>Can they use knowledge of other media to support new skills?</li> <li>Can they say how they intend their piece to look?</li> <li>Can they describe how an artist has influenced their thinking or ideas?</li> </ul> <b>Working with tools, equipment, materials and components to make quality products</b> <ul style="list-style-type: none"> <li>Can they join things (materials/components) together in different ways? ( see D&amp;T)</li> <li>Can they select and use different tools or techniques for a specific purpose? Can they reason their choice?</li> </ul> <b>Evaluating processes and products (own ideas and products and existing products)</b> <ul style="list-style-type: none"> <li>Are you happy with the media you use? Would you use another? What could you use this media for in the future?</li> <li>What do you like/dislike about the Artists work?</li> <li>What went well with their work?</li> <li>If they did it again, what would they want to improve?</li> </ul> |                                                                                                                                                                                                                    |                                                                                                                                                                                                    |

Year 6



| YR 6 | TOPIC                                      | Digging for Treasure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Oceans Apart                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | We all Matter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | <b>Outcome</b>                             | <p>Sculpture of a Spartan or Athenian warrior- Wire and mod-roc</p> <p>Develop their ability to observe and record by selecting and recording the form, line, shape and pattern of a figure from different viewpoints.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Artist study- Michael Hoffman</p> <p>Watercolour Painting inspired by Michael Hoffman.</p>                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Photography and Nature Creating art using nature or observing 'natural art' and photographing it</p> <p>Aware that there are famous or specialist photographers.</p>                                                                                                                                                                                                                                                                                                                                                    |
|      | <b>Aspect of art</b>                       | Mixed media 3d sculpture- Modrok and wire                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Painting- watercolour techniques and wax resist.                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Photography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|      | <b>Focus</b>                               | <p>Shows an awareness of texture, form and shape by recreating an image in 3D form.</p> <p>Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, line &amp; shape of a figure. Looks at 3D work from a variety of genres and cultures and develops own response through experimentation- photographs and sketches. Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Represents things observed, remembered (Trip to The Deep) or imaginedIntroduces different types of brushes for specific purposes</p> <p>Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes and wax resistUses different methods, colour and a variety of tools and techniques to express mood Investigates symbols, shapes, form and composition Uses techniques, colours, tools and effects to represent things seen, remembered or imagined</p> | <p>Looking at the artists work: Ansel Adams 1902-1984 (American black and white photographer and environmentalist) Michael Kenna (English photographer) and Takeshi Mizukoshi (Japanese photographer)Develops an awareness of scale, perspective, movement and colour in photography Develops an awareness of mood, emotions and feelings in photography.Alters images through collage, jigsaws, positive and negative shapes.Develop and manipulate an image/ own photograph using ICT Explores negative and positive</p> |
|      | <b>Knowledge, Skills and Understanding</b> | <p><b>Developing, Planning and Communicating ideas</b></p> <ul style="list-style-type: none"> <li>Can they use the media in various ways?</li> <li>Can they use knowledge of other media to support new skills?</li> <li>Can they say how they intend their piece to look?</li> <li>Can they describe how an artist has influenced their thinking or ideas?</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>Can they join things (materials/components) together in different ways? ( see D&amp;T)</li> <li>Can they select and use different tools or techniques for a specific purpose? Can they reason their choice?</li> </ul> <p><b>Evaluating processes and products (own ideas and products and existing products)</b></p> <ul style="list-style-type: none"> <li>Are you happy with the media you use? Would you use another? What could you use this media for in the future?</li> <li>What do you like/dislike about the Artists work?</li> <li>What went well with their work?</li> <li>If they did it again, what would they want to improve?</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Key Questions:

**Factual** – What media are you using? Which artist painted this? Who is this artist? What are the primary colours?

**Conceptual** – Can you name some mediums you could use? How did you select which tool to use? What did you learn about this media- what it can and cannot do? Could you improve it? How?

**Procedural** – What do you need to remember when working with clay? What process did that artist use? How did you create that effect? What are the steps to developing the layers?

**Metacognitive** - What are you trying to achieve with your art? Is there a way of helping you achieve your idea? What media would suit this best? What have you learned about in other Art lessons that could help you? What Art skills do you already have? What did you learn about this media- what it can and cannot do what methods did you use?

METACOGNITIVE questions have the greatest impact on pupil progress.