



Intent:

Art is the expression of viewpoints in time - past, present, future. Through self-expression it allows you to connect with yourself, others and the wider world. At Ridgmont Lower School we encourage children to think and act like creative practitioners and develop their life-long passion for the arts. Children discuss their own and others' perceptions and responses to a diverse range of artwork. We provide opportunities for children to select and use materials, processes and techniques skilfully and inventively. We want children to explore and invent marks, develop and deconstruct ideas and communicate perceptively.

Implementation:

- The process begins with a stimulus - a picture, sculpture, quality text, a piece of music, something to promote children's questions and observations
- Techniques are taught - colour mixing, shading, line drawing etc
- A range of media is explored - drawing, painting, textiles, photography and digital media, sculpture
- Sketchbooks represent children's reflections and learning
- Creative practitioners such as craft makers, artists and designers are utilised to promote children's passion and inspiration for art
- Learning in art involves planning, creating and evaluation of their own and others' work

Impact:

Ridgmont Lower School will have artists who

- are confident and comfortable with their creativity in whatever form it takes
- have confidence to express themselves creatively
- can demonstrate dexterity, coordination, improved fine motor skills make connections to your inner self, others and the wider world
- appreciate, discuss and evaluate art

National Curriculum Coverage

Early Years	Key Stage 1	Key Stage 2
<p>Expressive Art and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express ideas and feelings • Return to and build on previous learning, refining ideas • Create collaboratively sharing ideas, resources and skills 	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawings, painting and sculpture to develop and share ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<ul style="list-style-type: none"> • To create sketch books to record 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] • To learn about great artists, architects and designers in history

Skills Progression

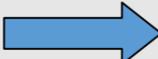
Nursery	Children at the expected level of development will: <ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Use drawing to represent ideas like movement or loud noises • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc • Explore colour and colour mixing • Show different emotions in their drawings – happiness, sadness, fear, etc. <p style="text-align: right;"><i>Development Matters 2021</i></p>			
EYFS	Children at the expected level of development will: <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 • Use what they have learnt about media and materials in original ways, thinking about uses and purposes • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories <p style="text-align: right;"><i>Development Matters 2021</i></p>			
Exploring and Developing Ideas	<p>EYFS skills</p> Children begin to use a wide variety of media to express their ideas including, though not limited to, chalk, paint, clay, playdough	<p>KS1 skills</p> Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve; to produce creative work, exploring their ideas and recording experiences.	<p>Lower KS2 skills</p> Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve; to create sketchbooks to record their observations and use them to review and revisit ideas.	<p>Upper KS2 skills</p> Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practice and share their learning and skills with others, receiving and offering feedback to improve; to create sketchbooks to record their observations and use them to review and revisit ideas.
	Children can: Generate their own ideas ; respond to invitation to learn; seek out support for the execution of their ideas.	Children can: respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and	Children can: use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas;	Children can: review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

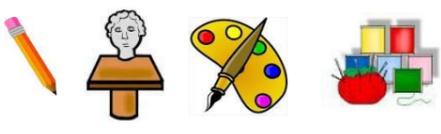
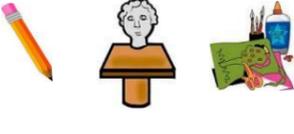
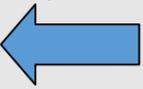
		<p>methods to improve;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>	
<p>Drawing</p> 	<p>Children begin to use marks to represent their ideas.</p>	<p>Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels; to become proficient in drawing techniques and to use drawing to develop and share their ideas, experiences and imagination.</p>	<p>Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin; to become proficient in drawing techniques and to improve their mastery of art and design techniques, including drawing, with a range of materials.</p>	<p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills; to become proficient in drawing techniques and to improve their mastery of art and design techniques, including drawing, with a range of materials.</p>
	<p>Children can:</p> <p>produce a drawing and explain what they have drawn</p>	<p>Children can:</p> <p>draw lines of varying thickness;</p> <p>use dots and lines to demonstrate pattern and texture;</p> <p>use different materials to draw, for example pastels, chalk, felt tips;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Children can:</p> <p>experiment with showing line, tone and texture with different hardness of pencils;</p> <p>use shading to show light and shadow effects;</p> <p>use different materials to draw, e.g. pastels, chalk, felt tips;</p> <p>show an awareness of space when drawing;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Children can:</p> <p>use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</p> <p>depict movement and perspective in drawings;</p> <p>use a variety of tools and select the most appropriate;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>
<p>Painting</p> 	<p>Children begin to explore painting with a range of equipment including sponges and brushes.</p>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours; to become proficient in painting techniques and to use painting to develop and share their ideas, experiences and imagination.</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood; to become proficient in painting techniques and to improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood; to become proficient in painting techniques and to improve their mastery of art and design techniques, including painting with a range of materials.</p>
	<p>Children can:</p> <p>Begin to name primary and secondary colours;</p> <p>Understand that some colours can be made by mixing colours together.</p>	<p>Children can:</p> <p>name the primary and secondary colours;</p> <p>experiment with different brushes (including brushstrokes) and other painting tools;</p> <p>mix primary colours to make secondary colours;</p> <p>add white and black to alter tints and shades;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Children can:</p> <p>use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p>create different textures and effects with paint;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Children can:</p> <p>create a colour palette, demonstrating mixing techniques;</p> <p>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>

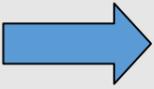
<p>Printing</p> 	<p>Children print with a wide range of media including fruit, vegetables, sponges and solid objects, e.g. bricks.</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges; to become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture.</p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture; to improve their mastery of art and design techniques with a range of materials – printing.</p>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns; to improve their mastery of art and design techniques with a range of materials – printing.</p>
	<p>Children can:</p> <p>Begin to choose for themselves the appropriate media to obtain their chosen outcome.</p>	<p>Children can:</p> <p>copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Children can:</p> <p>use more than one colour to layer in a print; replicate patterns from observations; make printing blocks; make repeated patterns with precision; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p>	<p>Children can:</p> <p>design and create printing blocks/tiles; develop techniques in mono, block and relief printing; create and arrange accurate patterns; use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph.</p>
<p>Textiles</p> 	<p>Children are introduced to sewing using cards and Binca.</p>	<p>Children have the opportunity to look at and practice a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect; to become proficient in other art, craft and design techniques – textiles and to develop a wide range of art and design techniques in using colour, pattern and texture.</p>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2; to improve their mastery of art and design techniques with a range of materials – textiles.</p>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics; to improve their mastery of art and design techniques with a range of materials – textiles.</p>
	<p>Children can:</p> <p>use fabrics available to them to produce their chosen outcome; use a needle and thread to stitch.</p>	<p>Children can:</p> <p>show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>Children can:</p> <p>select appropriate materials, giving reasons; use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; develop skills in stitching, cutting and joining; use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>Children can:</p> <p>experiment with a range of media by overlapping and layering in order to create texture, effect and colour; add decoration to create effect; use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>
<p>Sculpture</p> 	<p>Children are introduced to clay, playdough and tools. They begin to use a variety of materials for sculpting and experiment with joining and constructing.</p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill; to become proficient in sculpting techniques and to use sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail; to become proficient in sculpting techniques and to improve their mastery of art and design techniques, including sculpting with a range of materials.</p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process; to become proficient in sculpting techniques and to improve their mastery of art and design techniques, including sculpting with a range of materials.</p>

	<p>Children can:</p> <p>manipulate clay and playdough using tools;</p> <p>join recyclable materials using scissors, glue and sticky tape, with support if necessary.</p>	<p>Children can:</p> <p>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</p> <p>use a variety of techniques, e.g. rolling, cutting, pinching;</p> <p>use a variety of shapes, including lines and texture;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Children can:</p> <p>cut, make and combine shapes to create recognisable forms;</p> <p>use clay and other malleable materials and practise joining techniques;</p> <p>add materials to the sculpture to create detail;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	<p>Children can:</p> <p>plan and design a sculpture;</p> <p>use tools and materials to carve, add shape, add texture and pattern;</p> <p>develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</p> <p>use materials other than clay to create a 3D sculpture;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p>
<p>Collage</p> 	<p>Children begin to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc.</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work; to become proficient in other art, craft and design techniques – collage and to develop a wide range of art and design techniques in using texture, line, shape, form and space.</p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage; to improve their mastery of art and design techniques with a range of materials – collage.</p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning; to improve their mastery of art and design techniques with a range of materials – collage.</p>
	<p>Children can:</p> <p>begin to use a combination of materials that have been cut, torn and glued;</p>	<p>Children can:</p> <p>use a combination of materials that have been cut, torn and glued;</p> <p>sort and arrange materials;</p> <p>add texture by mixing materials;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Children can:</p> <p>select colours and materials to create effect, giving reasons for their choices;</p> <p>refine work as they go to ensure precision;</p> <p>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</p>	<p>Children can:</p> <p>add collage to a painted or printed background;</p> <p>create and arrange accurate patterns;</p> <p>use a range of mixed media;</p> <p>plan and design a collage;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>

	Autumn 1	Spring 1	Summer1			
National Curriculum	Pupils should be taught: <ul style="list-style-type: none"> ➤ to use a range of materials creatively to design and make products ➤ to use drawing to develop and share their ideas, experiences and imagination ➤ to use painting to develop and share their ideas, experiences and imagination ➤ to use 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 the differences and similarities between different practices and disciplines, and making links to their own work 					
Stimulus	Colour Creations	Andy Goldsworthy	Giuseppe Arcimboldo			
YEAR 1/2 Skills covered						
Vocabulary <i>Technical</i> Topic specific	represent object primary primary artistic style shade technique interpret influence evaluate	Piet Mondrian primary colour secondary colour colour wheel Wassily Kandinsky	natural materials patterns pathways curves circles spirals collage paint pastels mould clay recreate mirrors natural construction materials manipulate	self-portrait style influence compare medium represent materials season elements colour texture pattern facial features oil paints pastels sketching	Arcimboldo <i>Four Seasons</i> painting element portrait collages <i>Flora</i> painting <i>Earth, Water, Air</i> painting <i>The Cook</i> painting <i>The Jurist</i> painting <i>The Librarian</i> painting	
What children will have learnt by the end of the topic	The names of a variety of colours To be able to choose a favourite colour and give reasons for their choices To identify objects that are associated with various colours To know what primary colours are To know who Piet Mondrian is To be able to create artwork in the style of Mondrian using primary colours To know the primary colours To know the secondary colours are To know how to mix primary colours to create secondary colours To know how to create lighter shades of a colour To know how to create darker shades of a colour To know how to create monochrome works of art by mixing shades of one colour To know who Kandinsky is To use their knowledge of colour to create artwork in the style of Kandinsky To know how to evaluate their finished artwork and state what they think and feel about it		The names of some natural materials How to sort items by material How to sort items by colour To make choices when selecting their materials How to talk about their work in a reflective manner How to compare their own work to the work of Andy Goldsworthy How to compare the work of their peers to the work of Andy Goldsworthy How to make choices when moulding and joining their materials How to compare their work to the work of Andy Goldsworthy		Who Arcimboldo was and where he lived Which medium Arcimboldo used for his work To compare Arcimboldo's portraits Which materials Arcimboldo used to represent each season Why Arcimboldo used different materials to represent each season How to make decisions about colour, texture and pattern when creating their representation of an element To explain why Arcimboldo used different flowers for each part of the portrait How to make decisions about texture, colour and size when making their own portraits How to use oil paints effectively How to describe the differences and similarities between the work of Arcimboldo and their own How to describe the differences and similarities between the work of Arcimboldo and another artist	
Cross Curricular Links	❖ Computing	❖ Science ❖ History	❖ Science			
Building on from... 	Exploring, using and refining a variety of artistic effects to express ideas and feelings.					

	Autumn 1	Spring 1	Summer1			
National Curriculum	Pupils should be taught: <ul style="list-style-type: none"> ➤ to use a range of materials creatively to design and make products ➤ to use drawing to develop and share their ideas, experiences and imagination ➤ to use painting to develop and share their ideas, experiences and imagination ➤ to use 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 the differences and similarities between different practices and disciplines, and making links to their own work 					
Stimulus	Self Portrait	Clay Houses	Super Sculptures			
YEAR 1/2 Skills covered						
Vocabulary <i>Technical</i> Topic specific	portrait self-portrait medium shadows experiment explore sketching compare contrast watercolour paint poster paint outcome facial features sculptures clay manipulate	Matisse Kahlo Rembrandt Van Gogh Julian Opie	detail roll smooth flatten score shape surface cut glaze join plaster	casting thumb pot ceramic pinch pot in relief slip impressing negative space sculpture sculptor three dimensional	sculpture mannequin 2D human silhouette lines shapes sculptural spaces kinetic wind-powered	Anthony Gormley Henry Moore Barbara Hepworth Anish Kapoor Alexander Calder Dale Chihuly
What children will have learnt by the end of the topic	How to express what they like or dislike about a portrait or self-portrait How to describe a portrait or self-portrait using simple adjectives How to describe the difference between a portrait and a self-portrait How to describe what a collage is How to create a simple collage self-portrait using shapes for their features How to create shadows using different shades of coloured paper That there are different types of pencils That there are different kinds of paint and be able to name some How to identify shapes in a face How to place facial features fairly accurately How to manipulate clay in simple ways to create desired shapes How to use tools to help them manipulate clay in different ways	How to flatten and smooth their clay, rolling shapes successfully and make a range of marks in their clay How to make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique How to roll a smooth tile surface How to join clay shapes and make marks in the tile surface to create a pattern How to draw a house design and plan how to create the key features in clay How to create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes	How to combine simple 2-D shapes to make a human form How to use found objects and everyday materials to make a sculpture with human form How to create art showing the human form using simple lines and shapes How to create sculptures with contrasting inside/outside spaces How to create kinetic sculptures that move in the wind How to explain their own process and identify ways of improving their own art How to make a colourful, shiny, curvy sculpture inspired by the work of Dale Chihuly			
Cross Curricular Links	❖ History	❖ Design and technology	❖ Science			
What comes next... 	To know that art often symbolises a thought or belief; to know what a 'hot' or warm colour is compared to 'cool' colours; To plan an initial idea to be developed over time culminating in an end product.					

	Autumn 1	Spring 1	Summer1
National Curriculum	Pupils should be taught: <ul style="list-style-type: none"> ➤ to develop their technique, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design ➤ to create sketch books 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 		
Stimulus	Autumn Art	Fruit & Vegetables	Bodies
YEAR 3/4 Skills covered			
Vocabulary <i>Technical</i> Topic specific	line pattern texture form colour shape tone blend mix Cy Twombly John Constable Thomas Cole Claude Monet Henri Matisse Paul Cézanne	line pattern tone smudge blend mark hard soft light heavy jagged smooth texture shape form mix colour self-portrait Braque Claesz Kalf Carl Warner Caravaggio	shape outline colour line pattern tone smudge blend mark hard soft light heavy jagged smooth army form structure pleat fold belt buckle brim cuff sleeve lapel collar waistband hem gusset seam strap buttonhole headband fashion designer Julin Opie Henry Moore Terracotta China Maquette Vivienne Westwood Giacometti
What children will have learnt by the end of the topic	How to draw the shape of the leaf accurately How to draw the stem and veins of a leaf How to record a drawing in their sketchbook How to choose colours appropriately for the drawing How to produce a drawing that shows they have looked many times at the colours on the object The name of at least two 'Autumn' artworks? How to talk about the differences between two 'Autumn' artworks How to draw a leaf design on a printing tile How to cover their tile with ink How to print their own design How to shape paper to resemble leaves How to use bending, cutting or folding techniques to produce the desired outcome The names of at least two pieces of Matisse's artwork Two interesting facts about Matisse's life How to mix and select appropriate colours How to produce a painting that shows they have looked many times at the colours on the object The names of at least two pieces of Cezanne's artwork Two interesting facts about Cezanne's life	How to use charcoal to show light and dark parts of a pepper How to show details such as the seeds and stalk of the pepper in their drawing The names of at least two 'fruit and vegetable' artists To compare the differences between two 'fruit and vegetable' artwork How to soften and roll clay How to use clay tools to make marks and shape How to make a pepper sculpture in clay How to choose colours appropriately for the drawing How to produce a drawing that shows they have looked many times at the colours on the object The names of at least two pieces of Carl Warner's artwork Two interesting facts about Carl Warner's life How to mix and select colours appropriately How to paint an image that shows they have looked many times at the fruit or vegetable The names of at least two pieces of Caravaggio's artwork Two interesting facts about Caravaggio's life How to look back at their drawings and turn them into new ideas How to record a design in their sketchbook The names of at least two pieces of Michael Brennard-Wood's artwork Two interesting facts about Michael Brennard-Wood's life	How to look for shapes in models to help make a drawing How to use appropriate colours for their drawing The names of at least two pieces of Julian Opie's artwork Two interesting facts about Julian Opie's life To draw shapes made by bodies in stockings To use charcoal to show the dark areas of body shape The names of at least two pieces of Henry Moore's artwork Two interesting facts about Henry Moore's life How to draw the details of a person carefully How to draw facial features and clothing details How to produce a drawing that shows they have looked many times at the subject How to make a model that stands up How to draw a person for the maquette How to wrap a wire form in clay to create a body shape The names of at least two pieces of Giacometti's work Two interesting facts about Giacometti's life How to cut and assemble paper to make clothes How to join paper together with glue or sellotape to make clothes To work collaboratively to make a dress or top out of paper How to make clothes suitable for a 'catwalk'
Cross Curricular Links	❖ DT - Food Technology	❖ Geography ❖ Science ❖ DT ❖ French	❖ PE ❖ DT
Building on from... 	A basic knowledge of artist skills.		

	Autumn 1	Spring 1	Summer1			
National Curriculum	Pupils should be taught: <ul style="list-style-type: none"> ➤ to develop their technique, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design ➤ to create sketch books 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 					
Stimulus	Insects	European Art	British Art & Artists			
YEAR 3/4 Skills covered						
Vocabulary Technical Topic specific	Line Texture Pattern Form Shape Tone Colour Shadow Light	Thorax Abdomen Head Antennae Wings Marionette Theatre Voice	Decay Destruction Ruined Damaged Ceiling Grind Plaster Rectangular Concrete Terrace Architect Portrait Light Dark Tone Shadow Brim Peak Buckle Edging Trimming Decorations Moustache Props Events	Anselm Kiefer Sistine Chapel Florence Fresco Michelangelo 2D shapes Le Corbusier Rembrandt Coco Chanel Surrealism Surrealist Salvador Dali	Story telling Portugal Women Folk tales Light Colour Foreground Middle ground Background Pattern Colour Memory Portrait Texture Abstract Emotion Warm Shape Form Touch Taste Hear See Smell Senses Sensory	Suffolk Afro Caribbean Paula Rego Thomas Gainsborough Sonia Boyce Lucian Freud Howard Hodgkin Anish Kapoor
What children will have learnt by the end of the topic	How to draw details showing they have looked many times at the photograph How to draw a thorax, abdomen and head of an insect How to look back at their drawings and discuss their ideas How to record a drawing in their sketchbook How to choose colours appropriately for the drawing How to produce a drawing that shows they have looked many times at the colours on the photograph How to arrange patterns using different 'mosaic' squares How to create different effects by choosing colours carefully The name of at least two pieces of Bourgeois' artwork Two interesting facts about Bourgeois' life How to draw a large insect picture on dark paper How to fix modelled paper into place with tape to make an insect shape The name of at least two pieces of Jennifer Angus' artwork Two interesting facts about Jennifer Angus' life How to roll and scrunch paper How to fix modelled paper into place with tape to make an insect shape How to tear up pieces of coloured tissue paper How to choose appropriate tissue paper colours for their insect model How to cover their insect model with layers of glue and attach the tissue paper pieces	The name of some of Anselm Kiefer's artwork Some facts about Anselm Kiefer's life and work How to draw features of a building, including windows and doors How to produce a drawing that demonstrates they have studied an object carefully The name of some of Michelangelo's artwork Some facts about Michelangelo's life and work What it feels like to paint upside down, in the vein of Michelangelo The name of at least two of Corbusier's buildings Some facts about Corbusier's life How to use shapes to make a house How to use shapes to replicate a house like Corbusier's How to use a rubber to make a portrait How to use a rubber softly and heavily to make light and dark tones The name of some of Rembrandt's artwork Some facts about Rembrandt's life and work How to craft a hat from paper How to describe at least two of Coco Chanel's designs? Some facts about Coco Chanel's life The name of some of Salvador Dali's artwork Some facts about Salvador Dali's life	The name of some of Paula Rego's artwork Some facts about Paula Rego's life and work How to tell a story using pictures How to paint in the style of Gainsborough The name of some of Gainsborough's artwork Some facts about Gainsborough's life and work The name of some of Sonia Boyce's artwork Some facts about Sonia Boyce's life and work How to use any medium to create a face How to make observations to create an accurate portrait The name of some of Lucian Freud's artwork Some facts about Lucian Freud's life and work How to identify and use colours that are 'warm' How to make an abstract composition The name of some of Howard Hodgkin's artwork Some facts about Howard Hodgkin's life and work The name of at least two pieces of Anish Kapoor's artwork Some facts about Anish Kapoor's life and work How to make a sensory box			
Cross Curricular Links	❖ Science	❖ History	❖ History			
What comes next... 	Please refer to your child's chosen middle school.					