
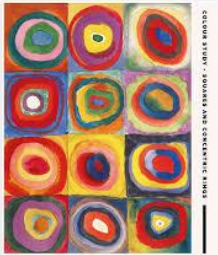



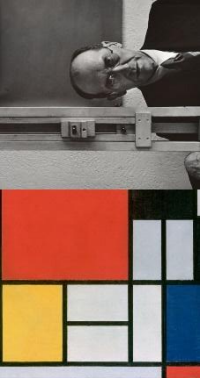




Art - Saint Peter's Hinckley
End of Year Expectations









	Block	National Curriculum	Key Knowledge	Key concepts Line Shape and form Colour and Tone Pattern and texture
<p>EYFS</p>	<p>Expressive Arts and Design Creating with Materials.</p>   <p>— Wassily Kandinsky</p> 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • To use a pen, pencil, chalk, pastel to draw a self-portrait. • To use a camera to take photos of myself and my friends. • To name all of the colours and use them for a purpose. • To create patterns using shapes and colours. • can mix colours and create different shades. • To know what a silhouette is and how to create one. • To say what my creation is and talk about it with support. • To create a collage using scissors, glue and colours effectively. • To say what my creation is. • To create prints using a variety of techniques. • To use my observation to draw in more detail. • To talk about my creation and say what I like about it. • To know where different materials come from. • To mix materials to create different textures. • To explain my creative choices. • To recognise the way patterns are made in different cultures. 	<p>Kandinsky: Drawing</p> <p>Mark making using different materials to draw lines. Explore how to hold and control a ruler to draw straight lines. Drawing around an object or stencil. Create a drawing using rulers and stencils.</p> <p>Mark making using different materials to create different tones. Making lighter and darker marks by using different pressure. Create a drawing using rulers and stencils using different tones.</p> <p>Jackson Pollock: Painting</p> <p>Explore the different textures that the paint can create using different implements e.g. fingers, brushes, splattering using brushes or toothbrushes, twigs, feathers and printing using a range of objects (natural e.g. leaves, or manmade e.g. Numicon tiles)</p> <p>Tony Cragg: Sculpture</p>


			<ul style="list-style-type: none"> • To use patterns to inspire my own work. • To say how I could improve my work. • To use watercolours to create a still life picture. • To design and make my own sculpture. • To explain the creative choices of others. 	<p>Explore junk modelling and how to join the junk together. Talk about what they want to make as a sculpture by discussing what fits together and creates an interesting form/shape.</p>
<p>Year 1</p>	<p>Drawing Monochromatic (one colour) art Zaria Forman 'Wilhelmina Bay Antarctica'</p> 	<ul style="list-style-type: none"> • To use drawing to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using 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 know how to control the pencil. • To know that tone can be light, dark and various stages in between. • To know that tone can be created in different ways (pressing harder with the pencil, going over shading, adding more hatches) • To know that hatching is filling in tone by using lines (and that cross hatching is doing this in two different directions). • To know that stippling is dotting the pencil and the more stipples the darker the tone. • To know that a darker tone is used in an area of shadow (where light doesn't reach). • To know that varying the tone makes an object look 3D 	<p>Zaria Forman: Drawing Create tonal strips exploring the different tones possible using different pencil techniques.</p> <p>Create an image of 3D shapes using pressure shading techniques to define and enhance their forms.</p> <p>*Lots of experimenting with tone in this unit in the sketch books – but end piece to be the use of pressure on pencils (one colour) to create tone inspired by the piece attached.</p>


	<p>Painting Piet Mondrian Composition II in Red, Blue and Yellow 1930.</p> 	<ul style="list-style-type: none"> • To use a range of materials Creatively to design and make products • To use painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, line, shape • To learn about the work of a range of artists 	<ul style="list-style-type: none"> • To know how to apply paint to paper with brush strokes. • To know how to achieve consistent layer of paint of the same tone • To know how to wash brushes between colours to ensure that the colours do not mix • To know how to control the paint and brush to paint within the lines. • To know how to draw lines with a ruler. • To know how to draw horizontal and vertical lines 	<p>Mondrian: Painting Use the primary colours to block fill different shapes. Use the rulers to draw vertical and horizontal lines. Use different sized brushstrokes to go over the lines to produce different thicknesses. Painting within the lines.</p>
	<p>Sculpture Printing on ceramic tiles – leaves</p> 	<p>To use a range of materials creatively</p> <ul style="list-style-type: none"> • to design and make products • 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 • To learn about the work of a range of craft makers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of 	<ul style="list-style-type: none"> • To know that tiles are made with clay. • To know that clay comes from the ground • To know that clay dries to become hard (or is fired in a kiln) • To know that tiles can be used in different places (bathrooms, kitchens, fireplaces, etc) • To know that dried clay can smash • To know the properties of wet clay • To know how to roll and mould clay. 	<p>Ceramic tiles Understanding that both pattern and texture can be the main focus of a design by experimenting with rolling the clay over different textured materials and imprinting the clay to create different designs.</p>



		<p>art and design techniques, including sculpture with a range of materials (clay)</p> <ul style="list-style-type: none"> Learn about great designers in history 		
Year 2	<p>Drawing Van Gogh Starry Night</p> 	<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 develop a wide range of art and design techniques in using pattern, texture 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"> How to control a variety of drawing implements. That pattern and texture can show tone. That tone can be created in different ways (pressing harder with the pencil, going over shading, adding more hatches) That hatching is filling in tone by using lines (and that cross hatching is doing this in two different directions) That stippling is dotting the pencil and the more stipples the darker the tone. That a darker tone is used in an area of shadow (where light doesn't reach). That varying the tone makes an object look 3D That varying the texture can differentiate between one area of a picture and another. 	<p>Van Gogh: Drawing</p> <p>Use pencil and pen to explore how simple patterns and textures can be created using different types of lines (such as hatching, cross hatching, scribbling, stippling etc) to represent different areas within a landscape.</p> <p>Explore how simple Zentangle patterns and textures (such as cross hatching) created in pencil or pen can be used to represent different areas within a landscape.</p>
	<p>Painting Georges Seurat The River Seine at La Grand Jatte</p>	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use painting to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> To know the primary colours To know the secondary colours To know how colour mixing works using a colour wheel To know about colour mixing To know what Impressionism is 	<p>Georges Seurat: Painting</p> <p>Look at the colour wheel and mix their own colours to create their own colour wheel. Explore creating different tones using black and white to make lighter and darker tones of a single</p>



		<ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour. • 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 know what Pointillism is 	<p>colour. Create a piece of work depicting optical colour mixing.</p>
	<p>Sculpture Andy Goldsworthy</p>   	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using line, shape, form and space • To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work. • 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 sculpture with a range of materials • Learn about great artists in 	<ul style="list-style-type: none"> • To know that a sculpture is a 3D artwork that can be created from any material (clay, bronze, stone, wood, etc) • To know that some materials are natural and others are man-made. • To know that natural materials can change and decay. 	<p>Andy Goldsworthy: Sculpture Go outside and explore the natural materials we have available onsite. Create a sculpture in the style of Andy Goldsworthy using the materials sourced.</p>

<p>Year 3</p>	<p>Drawing Da Vinci Mona Lisa</p> 	<p>history</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using line, shape, form and space To learn about the work of a range of artists and making links to their own work. 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, with a range of materials [pencil] Learn about great artists in history 	<ul style="list-style-type: none"> To know that portraits are pictures of people To know that portraits had an important role in history before photography To know that portraits don't have to be realistic. To know that paper positioned vertically is 'portrait'. To know that the majority of human faces have the same proportions and positions. To know that pencils vary in grade and harder pencils produce a lighter tone and softer (B) pencils produce a darker tone. To know key facts about Da Vinci. 	<p>Da Vinci: Drawing Sketch studies of each part of the face in isolation, focusing on the shapes and tones. Create a Van Gogh style portrait using copies of their sketches.</p> <p>Sketch studies of each part of the face in isolation, focusing on the shapes and tones. Create a Da Vinci style portrait using copies of their sketches. Draw a correctly proportioned facial portrait focusing on tone.</p> <p>Sketch studies of each part of the face in isolation, focusing on the lines creating the shapes of the facial features. Draw a correctly proportioned facial portrait focusing on the facial features.</p>
	<p>Painting Willie Bester Township scene</p> 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices 	<ul style="list-style-type: none"> To understand that the vibrancy of the painting comes from the influence of South Africa. To recall knowledge of mixing primary colours to create new ones. To use black and white to create tone. To also use DIGITAL ART to create different textures to depict different areas within a digital landscape e.g. water, grass, tree bark etc. 	<p>Willie Bester: Painting Mixing watercolour paints to match camouflage given colours in a landscape.</p> <p>David Hockney: Digital Art Explore how to create different textures to depict different areas within a digital landscape e.g. water, grass, tree bark etc.</p>



		<p>and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> • 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 painting with a range of materials [for example, water colour]. • Learn about great artists in history 	<ul style="list-style-type: none"> • Explore the use of digital tools within paint e.g. flood fill, spray can etc to create different patterns and textures. 	<p>Explore the use of digital tools within paint e.g. flood fill, spray can etc to create different patterns and textures.</p>
	<p>Sculpture Giacometti</p> 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using 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. • 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 sculpture with a range of materials 	<ul style="list-style-type: none"> • That Giacometti experimented with drawing, painting and sculpture, • To know that he is most famous for tall, thin, bronze figures • An understanding of the proportions of the human figure • To know that sculptures need a strong, stable base in order to stand upright 	<p>Giacometti: Sculpture Plan a figurative pose using pipe cleaners focusing on different shapes and forms. Create a figurative foil sculpture.</p>


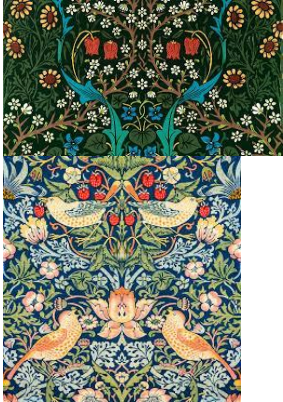

		<ul style="list-style-type: none"> • Learn about great artists in history 		
Year 4	<p>Drawing Paul Cezanne Still Life 1877</p> 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To develop a wide range of art and design techniques in using line, shape, form and space • To learn about the work of a range of artists 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 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 [pencil, charcoal] • Learn about great artists in history 	<ul style="list-style-type: none"> • To know how to use charcoal (not smudging with fingers). • To know who Cezanne was and when and where he was in history. • To know that a still life is a group of inanimate objects • To know that a viewfinder can be used to isolate a small section of something to draw. • To know that negative space is the spaces between forms and that it forms an important part of a composition. • To know that objects need to be looked at in relation to each other in order to get correct proportions. 	<p>Cezanne: Drawing Create an observational still life drawing using charcoal focusing on the tones.</p> <p>Create an observational still life drawing using charcoal focusing on the shapes and lines created in the negative spaces</p> <p>Create an observational still life drawing using charcoal focusing on the shapes, composition and negative spaces.</p>
	<p>Painting + Collage Robert Rauschenberg Factum I 1957</p>	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use painting to develop and share their ideas, experiences and imagination • To develop a wide range 	<ul style="list-style-type: none"> • To understand the term 'mixed media' and 'collage'. • To understand that an artwork can represent a journey or a moment (Rauschenberg often depicted his travels by collecting tickets, brochures, pictures, 	<p>Robert Rauschenberg: Collage and Painting Use collage to create a varied textured surface to paint on. Understanding and exploring that the paint will react differently on different surfaces and in different ways</p>

		<p>of art and design techniques in using colour, pattern, texture</p> <ul style="list-style-type: none"> • To learn about the work of a range of artists • 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 painting with a range of materials • Learn about great artists in history 	<p>receipts from a trip and incorporating them into his final artwork.</p> <ul style="list-style-type: none"> • To know that abstract art does not need to look like the thing it represents but achieves its effect and mood by using shape, colour, line and texture. • To understand that paint can be applied to a variety of surfaces • To understand that things can be added to paint to create texture. • To understand how to effectively compose a range of materials and incorporate paint. 	<p>depending on how thickly or thinly it is applied.</p>
	<p>Sculpture Michael Bolus</p> 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using line, shape, form and space • To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. • to create sketch books to record their 	<ul style="list-style-type: none"> • To know that 2D forms can be used to create 3D shapes • To know how to join pieces of paper using slots and bends • To know how to manipulate using folding 	<p>Michael Bolus: Sculpture Create an abstract sculpture using paper and card focusing on different forms by bending, folding, connecting, twisting and attaching/joining.</p>

		<p>observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including sculpture with a range of materials Learn about great artists in history 		
Year 5	<p>Drawing Frank Lloyd Wright – architect Falling Water</p> 	<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 develop a wide range of art and design techniques in using, line, shape, form and space To learn about the work of a range of designers and making links to their own work. 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 Learn about great architects in history 	<ul style="list-style-type: none"> To know that Frank Lloyd Wright is an example of an architect and architects design buildings. To know that architectural drawing is more precise than sketching (rulers can be used). To know that perspective allows us to tell what is closest to the viewer and what is further away. To know that lines of perspective disappear towards a vanishing point. 	<p>Frank Lloyd: Drawing Explore the technique of how to draw using line perspective.</p> <p>Observational drawing of the school buildings using line perspective.</p> <p>Using different materials to create different tones. Making lighter and darker marks by using different pressure. Create a drawing using rulers using different tones.</p>

	<p>Painting Mark Rothko</p> 	<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 develop a wide range of art and design techniques in using colour, • To learn about the work of a range of artists, • 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 with a range of materials • Learn about great artists 	<ul style="list-style-type: none"> • To know that abstract art does not need to look like the thing it represents but achieves its effect and mood by using shape, colour, line and texture. • To understand that art provokes an emotional response and that this may be different for different people. • To understand that art can be interpreted in different ways. • To know that colours are traditionally associated with different feelings and meanings in different cultures. • To have some understanding of the work of Mark Rothko. 	<p>Rothko: Painting</p> <p>Look at a range of <u>emotions</u> and explore which <u>colours</u> used during the drawing process would best <u>convey</u> each feeling.</p> <p>Pick one emotion and create an abstract piece to convey that emotion using dynamic movement and <u>colour</u>.</p>
	<p>Sculpture Historical</p> 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using shape and form • To learn about the work of a range of craft makers and making links to their own work. 	<ul style="list-style-type: none"> • To know that a vessel is a container used to hold liquids or solids • To know that ceramic is something made of baked clay • To know that clay is dug out of the earth • To know that there are different types of clay/ceramic including earthenware, stoneware and porcelain • To recognise the importance of ceramic pots throughout 	<p>Greek Urns: Sculpture</p> <p>Explore the processes of forming a thumb pot, coil pot and a slab pot to create different shaped ceramic vessels.</p> <p>Greek Urns: Sculpture</p> <p>Explore the processes of forming a thumb pot, coil pot and a slab pot to create different shaped</p>

		<ul style="list-style-type: none"> • 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 sculpture with a range of materials [clay] 	<p>history.</p> <ul style="list-style-type: none"> • To examine how ceramic pots have changed and evolved. • To spot how pots may have been made and glazed. • To know how to make a pinch pot • To know how to slab build a vessel • To know how to make a coil pot. • To create a design and etch it into a pot. • To fix pieces of clay together using a score and slip technique • To paint a pot with a design. 	<p>ceramic vessels. Then etch patterns into the finished pots.</p>
<p>Year 6</p>	<p>Drawing Giacomo Balla Dog on a leash and Rhythms of the bow</p> 	<ul style="list-style-type: none"> • Use a range of materials • To draw to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques using line, shape, form and space • To learn about the work of a range of artists. • To make links to their own work • 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 with a range of materials. 	<ul style="list-style-type: none"> • To know and experiment with the proportions of the human body. • To know how to depict movement through stages of movement, layered sketches. • To know how to use a variety of media to create line and tonal drawing. 	<p>Giacomo Balla:</p> <p>Drawing</p> <p>Use a variety of lines to create a drawing depicting figurative movement.</p>

				
<p>Painting/Print William Morris Decorative Art</p>		<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To develop a wide range of art and design techniques in using colour, pattern, texture • To learn about the work of a range of designers • 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, with a range of materials • Learn about great artists, architects and designers in history 	<ul style="list-style-type: none"> • To understand that William Morris prints focused on flora and fauna. • To recognise the features of William Morris patterns • To know how to transfer an image using tracing paper to print block. • To understand how to press onto polystyrene safely. • To understand that a print is transferred in reverse. • To understand that a piece of collaborative artwork is created when artists work together towards a final piece. 	<p>William Morris: printing Using texture to create their own intricate, decorative pattern inspired by William Morris on a polystyrene tile that can then be printed to create a repeating pattern in various rotations.</p>
<p>Sculpture Louise Bourgeois Maman</p>		<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design 	<ul style="list-style-type: none"> • To know that Bourgeois is a contemporary artist • To know that known forms can be represented in a highly simplified abstract form • To know that negative space is the space outside of or between shapes. 	<p>Sculpture: Bourgeois Explore different shapes and forms using wire to create an abstract wire sculpture.</p>



- techniques in using line, shape, form and space
- To learn about the work of a range of artists, and making links to their own work.
 - 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 sculpture with a range of materials
 - Learn about great artists

- To bend, cut and shape wire safely.