













		Autumn	Spring	Summer
	Strand (s) (taken from KKPDs)	Drawing Sculpture Study of great artists, architects and designers (Provision)	Painting Study of great artists, architects and designers Sculpture Analysing and Evaluating (Provision)	Drawing Use colour, pattern, texture, line, form, space and shape Painting Study of great artists, architects and designers
F1	KKPDs (and subject content choices)	<p>Drawing ADN.2 know how to effectively make marks on paper (P) ADN.5 know how to represent a person (P) – family portraits/ self portraits ADN.4 know (S) and practice a range of gross motor movements that support the mechanics of drawing (P) - outdoor play ADN.6 know how to use drawing to represent ideas (P) Tri ADN.7 know that drawing communicate meaning (S)</p> <p>Study of great artists, architects and designers ADN.17 know what an artist is (S) – local portrait artist – Paul Lillie ADN.18 know artists who are in the local community (S) ADN.19 know how to create a piece of artwork (P)</p> <p>Sculpture ADN.15 know how to make snips in paper using scissors (P) - cutting activity in provision</p> <p>Showcase in local community – why children at Mapplewells are special.</p>  <p>Paul Lillie – pencil portraits</p>	<p>Painting ADN.9 know the names of at least five different colours (S) African tribal art ADN.11 know that different resources can be used for painting (S) ADN.8 know paint can be used to capture known experiences (S) ADN.10 know how to explore colour mixing to create different colours. (P) – colour mixing activity in provision</p> <p>Study of great artists, architects and designers ADN.17 know what an artist is (S) ADN.18 know artists who are in the local community (S) – Local sculptor to visit? – Phillip cox Authentic outcome? ADN.19 know how to create a piece of artwork (P)</p> <p>Analysing and Evaluating ADN.20 know and discuss what they have created in their artwork (D)</p> <p>Sculpture ADN.15 know how to make snips in paper using scissors (P) - cutting activity in provision ADN.16 know how to use a rolling pin to alter the appearance of malleable materials (P) - play dough station ADN.14 know how to select one-handed tools for different purposes (P) ADN.13 know how to make cuts in different materials using a range of tools (P) paper and card sculptures of British landmarks – Phillip Cox Nottingham based sculptor. (Visit) ADN.12 know how to explore and select materials (P) expressing their own ideas (D)</p>  <p>African Art – Bill Ainslie. Compare this to the work of local artist Paul Lillie.</p>	<p>Drawing ADN.1 know how to hold a pencil demonstrating, using a developmentally appropriate grip (P) Nancy Azara – leaf rubbing, children to choose what media to use to rub the leaves.</p> <p>Painting ADN.11 know that different resources can be used for painting (S) - sponge painting, rolling etc to create a botanical art piece. Faye Baines/ Caroline Ashwood ADN.8 know paint can be used to capture known experiences (S) – visit to a botanical gallery, children to complete observational drawing here. ADN.10 know how to explore colour mixing to create different colours. (P)</p> <p>Study of great artists, architects and designers ADN.17 know what an artist is (S) Van gogh ADN.18 know artists who are in the local community (S) - Faye Baines/ Caroline Ashwood ADN.19 know how to create a piece of artwork (P)</p> <p>Use colour, pattern, texture, line, form, space and shape ADN.3 know how to use closed shapes with continuous lines (P)</p>  <p>Nancy Azara</p>  <p>Faye Baines</p>  <p>Van Gogh</p>

<p>Rationale for content choices</p>	<p><u>Current Learning</u> Children will begin to explore how to make marks and how the way that they move can affect the marks that they make. They will learn about different ways to make marks when exploring drawing portraits of themselves. The children will explore the work of a local artist when researching portrait art. The children will begin to explore sculpture in art through playdough activities and regular cutting activities in the provision.</p> <p><u>Future Learning</u> In the Autumn term the children will learn the basics needed to create artwork, what is artwork? What can it show? and the different ways that artwork can be created. This will support them later in f1 when they explore famous artists such as Van Gogh. It will also support learning when looking at Local artist Paul Lillie again in F2. This work on local art will be remembered again in Y1/2 when the children explore an art mural in Sutton.</p> <p><u>Curriculum Links</u> During this term children will be introduced to different religious celebrations, this links to the RE curriculum. The children will be learning about artists in their local area which links to Geography work on local area in F1, F2 and Y1/2</p>	<p><u>Current Learning</u> Children will learn what an artist is and then look in more detail about an artist that is local to them. During this term the children will have a go at creating a piece of artwork that is inspired by artwork from Africa and Sculptures of UK landmarks.</p> <p><u>Previous Learning</u> Children will draw on knowledge from the autumn term about how to effectively make marks on paper and create artwork to learn about different artists. They will use skills developed in the playdough area to mold clay when making their sculptures.</p> <p><u>Future Learning</u> The children will learn about sculpture through landmarks in the UK including the Angel of the North, this will be revisited again in Y5/6 when the children look in more detail at the designer of this sculpture. The children’s knowledge of sculpture will be built upon in Y1/2 when the children explore the work of Henry Moore and use clay again to create a sculpture. Children in Y3/4 will develop sculpting skills further when creating Paper Mache volcanoes.</p> <p><u>Curriculum Links</u> During this term, the children will explore tribal art from Africa. This links to the geography curriculum and work on Africa in KS1 when children learn about Cape Town. The work on the UK links to F2 work on England and London and KS1 and KS2 work on England when comparing to other countries.</p>	<p><u>Current Learning</u> Children will learn more about colour and that they can be mixed to create new colours whilst creating a picture inspired by a local botanical artist. They will also be given the opportunity to choose their own resources to express their thoughts and idea through art via a leaf rubbing activity.</p> <p><u>Previous Learning</u> Work on local artists will build on the work of Sutton and our local community in the Autumn Term.</p> <p><u>Future Learning</u> The children in F2 will build upon the knowledge gained around botanical art when they look at Van Gogh and a local artist and they will explore colour mixing in more detail when creating their paintings.</p> <p><u>Curriculum Links</u> During this term the children will be looking at artwork from local artists, this links to Geography work around our local community. Botanical art will link to plant growth and planting, this links to the science curriculum.</p>
<p>Enquiry Question</p>	<p>Who is significant?</p>	<p>What makes Britain great?</p>	<p>Can nature inspire art?</p>
<p>Subject Vehicle</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>
<p>End points F1</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Nursery.</p> <p>Use mark-making or drawing to represent ideas.</p> <p>Talk about colours and how they can be mixed to make different colours.</p> <p>Use paint to capture known experiences.</p> <p>Talk about the tools and materials they used for different purposes.</p> <p>Talk about what an artist is and begin to name artists.</p>		


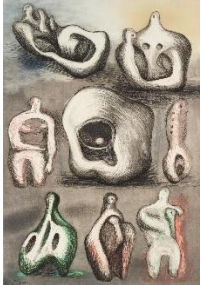

	Share their creations with others.			
	Create simple representations of people and other things.			
	Drawing Sculpture (Provision)	Use colour, pattern, texture, line, form, space and shape Drawing Painting Study of great artists, architects and designers (Provision)	Drawing Study of great artists, architects and designers Painting	
F2	<p>Use Colour, pattern, texture, line, form, space and shape ADR.1 know how to use anti-clockwise and clockwise movements (P) ADR.2 know how to retrace lines on their own artwork (P) ADR.3 know how to hold a pencil using the tripod grip (P) ADR.5 know (S) and securely demonstrate a range of gross motor movements, which underpin the mechanics of drawing (P) outdoor play ADR.6 know how to use the space available (P) to make choices in their drawings (D) ADR.7 know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing) (S) Creative activities set up for children with different media to use ADR.8 know how to create a simple pattern (P)</p> <p>Drawing ADR.11 know how to use drawing to communicate and express ideas and feelings (D) Drawing of people who are special Florence Nightingale, Robin hood, Nelson Mandela ADR.9 know how to draw a person including facial features (P) - Drawing of people who are special</p> <p>Sculpture ADR.21 know how to effectively and safely use simple tools to change materials (P) ADR.22 know how to use and experiment with a variety of materials and techniques (P) ADR.25 know how to select, cut, assemble, tear, stick and collage different materials (P) – cutting activities available in provision ADR.26 know how to manipulate malleable materials that are both soft or rigid (for example clay, plasticine and dough) (P) play dough available in Provision children to mould a sculpture of people who are special Florence Nightingale, Robin hood, Nelson Mandela</p>  <p>Florence Nightingale Statue by Arthur George Walker</p>	<p>Use Colour, pattern, texture, line, form, space and shape ADR.8 know how to create a simple pattern (P) – pattern pop art Andy Warhol</p> <p>Painting ADR.14 know that paint can be used to capture imagination (S) ADR.15 know how to select colour for purpose (P) ADR.19 know how to use a paintbrush to create a desired effect (P) ADR.20 know how to use a variety of tools when painting (e.g. brush, sponges, fingers, hands, sticks, sponge rollers) (P)</p> <p>Drawing ADR.9 know how to draw a person including facial features (P) – drawing portraits then cutting them and rearranging being inspired by Picasso. ADR.13 know what is good about their drawing (D)</p> <p>Study of great artists, architects and designers ADR.27 know how to explore and discuss artwork from the past and present (P) - Picasso & Warhol (comparing Spanish and English artists) ADR.28 know how to create a representation of famous artwork (P)</p>  <p>Picasso - Bust of a Woman</p>  <p>Warhol - Marlin Diptych</p>	<p>Drawing ADR.3 know how to hold a pencil using the tripod grip (P) ADR.4 know how to apply pressure (P) to create different effects (D) ADR.5 know (S) and securely demonstrate a range of gross motor movements, which underpin the mechanics of drawing (P) which underpin the mechanics of drawing Outdoor play ADR.7 know different effects can be made from the way which you use the medium, (e.g. wax crayon for rubbing) (S) Creative activities set up for children with different media to use ADR.10 know how to draw a detailed figure taking shape, form and perspective into consideration (P) ADR.12 know and understand the term observational drawing (S) ADR.13 know what is good about their drawing (D)</p> <p>Analysing and Evaluating ADR.18 know and comment on whether they like and dislike their own work and others work (D)</p> <p>Study of great artists, architects and designers ADR.27 know how to explore and discuss artwork from the past and present (P) ADR.28 know how to create a representation of famous artwork (P) ADR.29 know who artists are within the local community and wider world and how they inspire others (S) – Caroline Ashwood, Local artist ADR.30 know the similarities between artists and illustrators (S) – jack and the beanstalk compare illustrations to local artist.</p> <p>Painting ADR.16 know the names of all primary colours and secondary colours (S) Van Gogh Sunflowers. ADR.17 know how to mix primary colours to create some secondary colours (P) Caroline Ashwood ADR.18 know how to use paint to lighten or darken a colour (P) Van Gogh Sunflowers. ADR.23 know how to manipulate materials to create a desired outcome (P) ADR.24 know how to select (P) and explain their choice of materials (D)</p>  <p>Caroline Ashwood</p>	

	 <p>Robin Hood Sculpture Nottingham</p>  <p>Nelson Mandela Sculpture</p>		 <p>Van Gogh - Sunflowers</p>
<p>Rationale for content choices</p>	<p><u>Current Learning</u> Children will create sculptures inspired by people who are special. Children will have access to a playdough table which will develop their skills and knowledge surrounding sculpture. They will have a go at creating a clay model of a special person.</p> <p><u>Previous Learning</u> The children will be building on knowledge of sculpture from F1 when they created clay sculptures of UK landmarks. Children will reactivate knowledge gained in F1 about what an artist is as they learn about local artists and artists from the wider world.</p> <p><u>Future Learning</u> Work on sculpture will be revisited again in KS1 when children explore the work of Henry more and again in KS2 when the children learn about Greek Vases and make their own using a variety of sculpting tools.</p> <p><u>Curriculum Links</u> Work around famous people will link to the History curriculum. Special people from Nottingham such as Robin Hood links well with Geography and work about the local area.</p>	<p><u>Current Learning</u> Children will learn about art from different famous artists, comparing Spanish to English art. They will be learning about how to select colours for a purpose using inspiration from Warhol and Picasso. They will begin to think about how to evaluate and talk about what they like about their art and the work of others.</p> <p><u>Previous Learning</u> Children will draw on knowledge from F1 about what an artist is and about how to use colour and create colours when creating their paintings.</p> <p><u>Future Learning</u> Children will begin to evaluate their artwork and what is good about it, this will link to comparing similarities and differences between their work and the work of an artist in year 1/2. This knowledge will then be used further in KS2 when the children evaluate their work and use this evaluation to refine their work.</p> <p><u>Curriculum Links</u> Children will learn about comparing countries which links to Geography, The children in Y3/4 will also be comparing England and Spain so this knowledge will be revisited.</p>	<p><u>Current Learning</u> Children will consolidate learning of how to use different tools and techniques in their artwork. The children will explore art from past and present and use this to create a botanical art piece taking form into consideration. The children will use stories and artists to learn the difference between an illustrator and an artist. The children will explore another local artist and be able to compare artwork between 2 artists.</p> <p><u>Previous Learning</u> Children will draw on the knowledge gained in F1 about botanical artwork and about local artists and what an artist is when comparing an artist and illustrator. They will revisit Van Gogh from F1 in the term as well.</p> <p><u>Future Learning</u> The children will learn how to use colours for a purpose and how to mix these appropriately, this will link to KS1 work on mixing colour to create tone when they look at street art. This colour knowledge in painting will be explored further in KS2 when the children create a painting based on a volcanic eruption, they will be mixing colours to create mood in their artwork.</p> <p><u>Curriculum Links</u> Children will learn about Van Gogh who links to the History curriculum as a famous artist.</p>
<p>Enquiry Question</p>	<p>Who is significant?</p>	<p>What makes Britain great?</p>	<p>Can nature inspire art?</p>
<p>Subject Vehicle</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>
<p>End points F2</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Reception.</p> <p>Use mark-making or drawing to communicate ideas and feelings.</p> <p>Talk about how different media can be used to create different effects.</p>		


	<p>Talk about how to draw a person using different features.</p> <p>Talk about how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Discuss how artists inspire others.</p> <p>Recognise and describe key features of their own and others' work</p>
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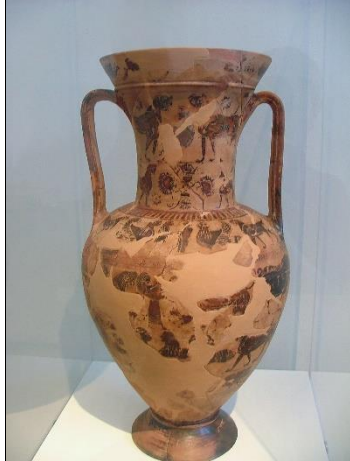
	Strand (s) (taken from KKPDs)	Previous Strands Recapped	Painting Analysing and Evaluating	Sculpture Study of great artists, architects and designers Analysing and Evaluating Use colour, pattern, texture, line, form, space and shape Drawing
<p>Year 1/2 Cycle B</p>	<p>KKPDs (and subject content choices)</p>	<p>No new Art KKPDs are taught during this term. Instead, the art sticky knowledge from this year's KKPDs, along with other sticky knowledge from previous year groups that has been identified as needing to be recapped, is re-covered through our flashcard assessment routine.</p>	<p>Painting AD1.7 know how to use painting to develop and share ideas, using a range of different materials AD1.8 know the name of primary and secondary colours AD1.9 know how to use a variety of tools when painting with increasing control (e.g. brush, sponges, fingers, hands, sticks, sponge rollers) Banksy Nottingham AD2.9 know how to mix paint to create all the secondary colours AD2.11 know how to create tints with paint by adding white AD2.12 know how to create tones with paint by adding black Banksy Nottingham AD2.13 know how to begin to use a range of painting techniques such as dotting, scratching and splashing Zabou Street art</p> <p>Analysing and Evaluating AD1.20 know and describe their artwork linking to the elements of art and suggest how they have been successful (e.g. I used control when I drew my lines) (D) AD1.21 know and say what they like and dislike about their own and others artwork and why. (D) AD2.21 know and describe their artwork linking to the elements of art and chosen artist. (D) AD2.22 know and generate suggestions as to how they were successful in their work and propose development points for the future. (D)</p>	<p>Use colour, pattern, texture, line, form, space and shape AD1.1 know (S) and use lines and geometric shapes to create individual artwork (P) AD1.2 know how lines can take different forms (e.g. curved, wavy, zigzag) (S) AD2.1 know how to use lines and shapes to begin to show movement, contours, and feelings in individual artwork (P) AD2.2 know how to use fine and broad media to develop control of line, shape and pattern (P) Sculpture plans/ drawings – Henry Moore AD2.3 know how to explore and use space for effect in individual artwork (D)</p> <p>Sculpture AD1.10 know how to use sculpture for a purpose and to develop and share ideas, using a range of different materials (P) AD1.11 know how to cut, roll and coil materials (P) AD1.12 know how to select, cut, assemble, tear, stick and collage different materials, with increasing confidence (P) AD1.13 know why we manipulate malleable materials to create a particular effect (S) AD1.14 know how to manipulate malleable materials in a variety of ways including rolling, pinching and kneading (P) Henry Moore Sculpture AD2.14 know how to use own experiences and imagination to create a simple sculpture for a purpose using a range of materials (D) AD2.15 know how to make simple joins when creating a sculpture (for example how to use 'slip' when making joins in clay) (P) Henry Moore Sculpture AD2.16 know how to use simple tools when producing a sculpture (P)</p> <p>Study of great artists, architects and designers AD1.17 know how to describe similarities and differences between their own work and that of an artist, craft maker and / or designer (P) AD2.19 know how to create a piece of art in response to the work of another artist, craft maker and / or designer (P)</p> <p>Drawing AD1.6 know how to experiment with pencils to create lines of different thickness in drawings (P) Sculpture plans/ drawings – Henry Moore AD2.5 know how to produce drawings (P) based on experiences or imagination using a range of different materials (for example pencil, charcoal, ink) (D)</p>



		<p>Banksy – Hula Hoop Nottingham</p>  <p>Zabou Street art Sutton in Ashfield (could the children go and see this?) A new mural in Nottinghamshire inspiring residents to "look to the stars" has been completed. The spray-painted addition in Portland Square, <u>Sutton-in-Ashfield</u>, depicting the town's past and future represents its long history of hosiery manufacturing. – link to community</p>	<p>AD2.6 know how to use pencil to create different tones (P) Sculpture plans/ drawings – Henry Moore</p> <p>AD2.7 know (S) and practice basic drawing techniques (for example hatching, cross-hatching, stippling, blending) (P)</p> <p>Analysing and Evaluating</p> <p>AD1.18 know and articulate the subject or theme of their artwork and link that to the artist in study (D)</p> <p>AD1.19 know and comment on the use of colour in their artwork and link this to the work of the artist and colour properties (D)</p> <p>AD1.20 know and describe their artwork linking to the elements of art and suggest how they have been successful (e.g. I used control when I drew my lines) (D)</p> <p>AD1.21 know and say what they like and dislike about their own and others artwork and why. (D)</p> <p>AD2.20 know and articulate the subject or theme of their artwork and link that to the artist in study, theme or discipline (painter, sculptor, printer etc). (D)</p>  <p>Henry Moore - drawings of sculpture</p>  <p>Henry Moore – Sculpture</p>
<p>Rationale for content choices</p>	<p>See previous content choices.</p>	<p><u>Current Learning</u> Children will use street art as inspiration for their artwork, they will begin to explore famous artist Banksy and how he uses tone to create his work. They will evaluate the artwork and begin to analyse art pieces. The children will also be learning to compare techniques used by artists when looking at a local piece of street art.</p> <p><u>Previous Learning Y1</u> The children will build on knowledge from F1 of using tools to paint such as sponges, brushes, fingers etc. when looking at how street art can be created.</p>	<p><u>Current learning:</u> Children will learn about the artist Henry Moore and develop knowledge of drawing using different pencil and tone when exploring his drawings of sculptures, the children will use these techniques to plan their own sculpture. They will then use their drawings to create a sculpture inspired by British artist Henry Moore.</p> <p><u>Previous learning Y1</u> The children will build on knowledge of British artists that was gained in F1 and F2 when they look at Henry Moore's work, they will use knowledge from using playdough and clay to create sculptures of landmarks and significant people in EYFS when creating their own Sculpture.</p>


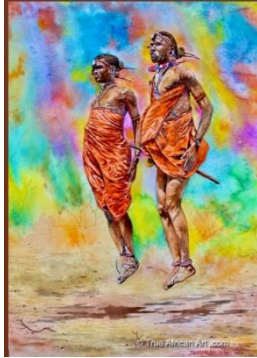


		<p>Children will build on knowledge of primary and secondary colours in F1 and F2 The children will explore artists that build upon the knowledge of British artists in F1 and also artists in the wider world in F2. Children will be deepening their learning about London from F2.</p> <p><u>Previous Learning Y2</u> Children in year 2 will draw on knowledge from year 1 of the secondary colours when they begin to mix colours.</p> <p><u>Future Learning Y1</u> Children in year 1 will move on to add black and white to paint to change the tone and will use knowledge of painting skills to experiment with a range of new painting skills such as scratching and splashing.</p> <p><u>Future Learning Y2</u> Knowledge of how to use tools will be reactivating in KS2 when the children will use different tools and techniques to create a natural disaster painting. This knowledge will then develop when looking at more artists from different countries, cultures and time periods in KS2.</p> <p><u>Curriculum Links</u> Art from the wider world links to the geography curriculum about geographical knowledge of places.</p>	<p><u>Previous knowledge Y2</u> Children will build on their knowledge of creating lines and tone from year 1 when creating their drawings inspired by Henry Moore. They will also draw on previous knowledge of famous British artists from the previous term when they looked at the work of Banksy. m</p> <p><u>Future Learning Y1</u> Children will develop their drawing skills by drawing on knowledge about using different thickness of pencil in Y2 when they experiment with different drawing media such as charcoal and ink.</p> <p><u>Future Learning Y2</u> Children will continue to use a range of tools and techniques in KS2 and they will be looking at more artists from around the world so they will be able to compare and draw on similarities and differences. They will build on their knowledge of sculpture again in KS2 when they create a Greek Vase, a paper Mache volcano and also a wore Poppy.</p> <p><u>Curriculum Links</u> The art that the children are learning links to Henry Moore’s art created during WWII this links to the history curriculum about work on Wars. The artists that are explored are British which links well to the Geography curriculum, particularly linking to the work completed around British and local artists in EYFS and KS1.</p>
Enquiry Question	Who changed the world for me?	What makes the UK unique?	How can art leave a lasting impression?
Subject Vehicle	Dr / En / Dis	Dr / En / Dis	Dr / En / Dis
End points Y1	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 1.</p> <p>Talk about the use of shape, line and pattern in art.</p> <p>Experiment with different media.</p> <p>Use different tools to paint with.</p> <p>Talk about how to manipulate malleable materials.</p> <p>Begin to use sketchbooks to record ideas.</p> <p>Give opinions about the work of others and talk about similarities and differences to their artwork.</p>		

	Can show interest in and describe what they think about the work of others.		
End points Y2	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 2.</p> <p>Make choices about the art elements to show movement, contours and feelings.</p> <p>Use different sketching techniques based on experiences or imagination.</p> <p>Talk about how tints and shades can be created using paint.</p> <p>Create sculptures for a purpose (i.e. use of clay).</p> <p>Use sketchbooks as a space to make mistakes and learn from them.</p> <p>Talk about how artists, craft makers and designers have used colour, pattern and shape for effect.</p> <p>When looking at creative work, can express clear preferences and give some reasons for these.</p> <p>Deliberately choose to use particular techniques for a given purpose.</p>		
Strand (s) (taken from KCPDs)	<p>Use colour, pattern, texture, line, form, space and shape.</p> <p>Drawing</p> <p>Painting</p> <p>Study of great artists, architects and designers</p> <p>Analysing and evaluating</p>	<p>Painting</p> <p>Sculpture</p>	<p>Sculpture</p> <p>Study of great artists, architects and designers</p> <p>Using Sketchbooks</p> <p>Analysing and Evaluating</p>
Year 3/4	<p>Use colour, pattern, texture, line, form, space and shape</p> <p>AD3.1 know how to use line, tint, tone, shape, form and colour to create a sense of dimension (P)</p> <p>AD3.3 know about contrasting and complimentary colours (S) via the creation of a colour wheel (P)</p> <p>AD4.1 know how to use line, tint, tone, shape, form and colour to create a sense of movement in artwork (P) Lascaux cave paintings</p> <p>Drawing</p> <p>AD3.4 know how to produce drawings with increasing control, (P) experimenting with different materials (for example pencil, charcoal, ink) (D)</p> <p>AD3.5 know how to use different grades of pencil to shade and to show different tones and textures (P) Lascaux cave paintings</p> <p>AD3.6 know how to investigate light and dark using shading (D)</p> <p>AD4.3 know how to produce drawings with increased control and accuracy (P), experimenting with different materials (for example pencil, charcoal, ink) (D)</p> <p>Painting</p>	<p>Painting</p> <p>AD3.9 know how to experiment with different types of brush for a purpose (P)</p> <p>AD4.7 know how to use watercolour and use different types of paints to produce washes for backgrounds and add detail (for example water colours, inks) (P) - Eruption of Mount Vesuvius 1770 by Pierre-Jacques</p> <p>AD3.17 know when art is from different cultures (S)</p> <p>Sculpture</p> <p>AD3.11 know how to produce sculpture (P) with increasing control and purpose, experimenting with different materials (D) – Paper Mache volcano</p> <p>AD4.8 know how to produce sculpture (P) with increased control and accuracy, experimenting with different materials (D)</p> 	<p>Sculpture - Phidias/ Sophilos – Greek Sculptors</p> <p>AD3.11 know how to produce sculpture (P) with increasing control and purpose, experimenting with different materials (D)</p> <p>AD3.12 know how to use techniques to create a sculpture (for example, coiling, pinching, slab construction etc) (P) Greek vase sculpture</p> <p>AD4.8 know how to produce sculpture (P) with increased control and accuracy, experimenting with different materials (D) Greek vase sculpture</p> <p>AD4.10 know how to add finer detail to enhance the purpose and aesthetics of the sculpture using appropriate tools (P)</p> <p>Using Sketchbooks</p> <p>AD3.13 know how to use a sketchbook to record basic observations (P) to inform a final piece of art using different tools and techniques (D)</p> <p>Study of great artists, architects and designers</p> <p>AD3.14 know (S) and identify the techniques used by different artists, architects and / or designers (D) Phidias/ Sophilos – Greek Sculptors</p> <p>AD3.16 know when art is from different historical periods (S) Ancient Greece</p> <p>AD4.12 know (S) and experiment with the styles used by other artists, architects and / or designers (D)</p>

	<p>AD3.8 know how to produce paintings with increasing control (P) experimenting with different materials (D) sponge, watercolour background for Lascaux cave paintings</p> <p>AD4.6 know how to produce paintings with increased control and accuracy (P) experimenting with different materials (D)</p> <p>AD4.7 know how to use watercolour and use different types of paints to produce washes for backgrounds and add detail (for example water colours, inks) (P) sponge, watercolour background for Lascaux cave paintings</p> <p>Study of great artists, architects and designers</p> <p>AD3.16 know when art is from different historical periods (S)</p> <p>AD4.14 know how art provides a viewpoint about the past (S)</p> <p>Analysing and Evaluating</p> <p>AD3.21 know and describe how their artwork links to the elements of art and explain why they have chosen such elements in their work. (D)</p> <p>AD3.22 know and generate suggestions as to how they were successful in their work, proposing development points for the future. (D)</p> <p>AD4.19 know and make valid suggestions on how their work could be completed using a variety of disciplines which may impact their work. (D)</p>  <p>Lascaux cave paintings (children to draw the animals but use painting techniques for the background of the artwork.)</p>	<p>Eruption of Mount Vesuvius 1770 by Pierre-Jacques</p>  <p>Paper Mache volcano</p>	<p>Analysing and Evaluating</p> <p>AD3.18 know and articulate the purpose of their artwork and link that to the artist in study and other artists working within this discipline. (D)</p> <p>AD3.19 know and comment and explain the use of colour in their artwork and the chosen artist, referring to prior colour theory learnt. (D)</p> <p>AD3.20 know and discuss how their work may be influenced by that of the artist, suggesting how successful and apparent these links are. (D)</p> <p>AD3.22 know and generate suggestions as to how they were successful in their work, proposing development points for the future. (D)</p> <p>AD4.17 know and explain how their artwork links to the elements of art and its impact (D)</p> <p>AD4.18 know and explain how they were successful in their work and independently generate developmental targets for the future with reference to the artist's practice. (D)</p> <p>AD4.19 know and make valid suggestions on how their work could be completed using a variety of disciplines which may impact their work. (D)</p>  <p>Sophilos Greek vase</p>
<p>Rationale for content choices</p>	<p><u>Current Learning</u> The children will explore artwork of Lascaux cave paintings to explore different art styles and to create artwork with a viewpoint, they will use this inspiration to learn more about using line, tone and tint. They will also develop their knowledge painting as they use different materials to create the background for their art.</p> <p><u>Previous Learning Y3</u> Children will draw on knowledge of art from different historical periods from year 1/2 work on Henry Moore to understand more about how art can provide a viewpoint about the past. They will draw on the knowledge gained regarding using line and tone in drawing when adding detail to their cave paintings.</p> <p><u>Previous Learning Y4</u> Children will draw on knowledge gained in year 3 about using different materials when drawing to increase accuracy when using line, tone and shape to convey movement in their art.</p> <p><u>Future Learning Y3</u> Knowledge about using materials when drawing will be built upon again in year 4 when the children experiment with new drawing techniques such as</p>	<p><u>Current Learning</u> The children will explore a French artist who created a painting of a volcanic eruption in Italy. The children will learn about using different types of washes in their painting. The children will also explore sculpture when creating paper Mache volcanoes to link to their work on natural disasters.</p> <p><u>Previous Learning Y3</u> Children will be drawing on knowledge from the Autumn term different washes when creating their paintings this term.</p> <p>Children will build upon knowledge from year 1/2 around colours and using colour for purpose when creating their painting.</p> <p>The children will build on knowledge from year EYFS and KS1 about sculpting and sculpting techniques when creating their volcanoes.</p> <p><u>Previous Learning Y4</u> Children will draw on previous knowledge gained in year 3 around how to use watercolour and washes when creating their painting.</p> <p><u>Future Learning Y3</u> Children will revisit knowledge gained in year 3 about using complimentary colours when creating mood in their natural disaster painting in Y4.</p> <p><u>Future Learning Y4</u></p>	<p><u>Current Learning</u> Children will be exploring art from different time periods, they will look at an ancient sculpture to inspire their own sculptures. They children will explore how to use different tools to create sculpture.</p> <p><u>Previous Learning Y3</u> The children will use knowledge and skills gained in early years from molding playdough to create a sculpture.</p> <p>The children will be drawing on knowledge about manipulating materials like clay from year 1/2 to create a sculpture.</p> <p><u>Previous Learning Y4</u> The children will draw on knowledge gained in year 3 about using a range of tools in art when creating a sculpture using tools in year 4.</p> <p><u>Future Learning Y3</u> Children will use knowledge of artists such as art from different cultures and time periods to be able to explain some of the features of the sculptures in year 4.</p> <p><u>Future Learning Y4</u></p>

	<p>cross hatching and smudging.</p> <p><u>Future Learning Y4</u> Knowledge about tone and perspective will be built upon again in year 3/4 when the children will learn more about how art conveys meaning. The Children will build on knowledge of painting techniques when they paint a natural disaster scene in KS2.</p> <p><u>Curriculum Links</u> The children will learn about artwork form different historical periods; this will link to the history curriculum. Children will be looking at French artwork which links to a French artist that is explored in KS1.</p>	<p>The work of sculpture will be revisited again next term when children create a sculpture of a Greek vase. They will also explore other sculpting methods on Y5/6 when they use wire to create a poppy.</p> <p><u>Curriculum Links</u> The children will explore art relating to natural disasters. this links to work completed during the geography curriculum. Work on Italy will be revisited in Y5/6.</p>	<p>Sculpting techniques will then be used and built upon in year 6 when children will combine techniques and different materials to create a sculpture.</p> <p><u>Curriculum Links</u> The children will learn about artwork form different historical periods; this will link to the history curriculum. This will link to history and Geography as the sculptures will be an ancient Greek vase. Links to DT knowledge when making a sculpture.</p>
Enquiry Question	How far have we come?	How can our planet show us anger?	How can we tell stories through art?
Subject Vehicle	Dr / En / Dis	Dr / En / Dis	Dr / En / Dis
End points Y3	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 3.</p> <p>Talk about how the art elements can be used to create a sense of dimension (i.e. use of proportion).</p> <p>Use different grades of pencil for effect (i.e. tone, texture, atmosphere and shadow).</p> <p>Talk about a range of painting tools and techniques.</p> <p>Use different techniques to create sculptures.</p> <p>Use a sketchbook as a learning journey.</p> <p>Talk about art from different cultures and historical periods.</p> <p>Compare and contrast different pieces of art.</p> <p>Reflect upon what they like and dislike about their work in order to improve it.</p>		
End points Y4	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 4.</p> <p>Talk about how the art elements can be used to create a sense of movement, proportion and scale.</p> <p>Develop a range of further sketching techniques.</p>		

	<p>Talk about the use of watercolour and washes in painting.</p> <p>Talk about a range of joining techniques and how they can enhance a sculpture.</p> <p>Document the use of different tools and techniques in sketchbooks.</p> <p>Talk about how artists, designers and architects have developed their style.</p> <p>Talk about the links between art and history.</p> <p>Reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve.</p> <p>Apply the technical skills they are learning to improve the quality of their work</p>		
	<p>Study of great artists, architects and designers</p> <p>Using Sketchbooks</p> <p>Sculpture</p> <p>Analysing and Evaluating</p>	<p>Previous Strands Recapped</p>	<p>Use colour, pattern, texture, line, form, space and shape</p> <p>Drawing</p> <p>Using Sketchbooks</p> <p>Analysing and Evaluating</p>
<p>Year 5/6</p>	<p>Strand (s) (taken from KCPDs)</p> <p>Study of great artists, architects and designers AD5.17 know what a specific artist, architect and / or designer is trying to achieve in any given situation (D) AD5.18 know why artists, designers and / or architects are / were considered influential (S) AD6.11 know (S) and explain how their own artwork has been influenced by a famous artist, architect and or designer (D) Antony Gormley – Angel of the North Designer</p> <p>Sculpture AD6.6 know how to combine techniques and different materials, (P) according to purpose and aesthetics, to create a sculpture (for example combining wire work with papier mache etc) (D) AD6.7 know how to join different materials (P) both for strength and aesthetics (D) – poppies made from metal wires.</p> <p>Using Sketchbooks AD6.8 know how to use sketchbooks to record observations (P) and develop own techniques, commenting on the effectiveness of these (D)</p> <p>Analysing and Evaluating AD6.13 know and confidently articulate the purpose and rationale behind their artwork with reference to its place in history. (D) Remembrance Day AD6.14 know how to critique their artwork against that of the artist in study or other artists irrespective of movement or time within art history. (D) AD6.16 know and explain how, why and to what extent they have used an artist’s influence in their own work. (D) AD6.19 know and critique their (and other’s work) with emphasis on theory. (D) AD6.20 know and develop clear strategies on how their work could be completed using a variety of disciplines that would further enhance the purpose and rationale of their artwork. (D)</p>	<p>No new Art KCPDs are taught during this term. Instead, the art sticky knowledge from this year’s KCPDs, along with other sticky knowledge from previous year groups that has been identified as needing to be recapped, is re-covered through our flashcard assessment routine.</p>	<p>Use colour, pattern, texture, line, form, space and shape AD5.1 know how to use form to create the illusion of 3-dimensional art (P) AD5.2 know how to create perspective in art using one point of perspective (P) AD5.3 know how to create a surface pattern by repeat printing a motif or simulate a repeating pattern (potentially using digital technology) (P) AD5.4 know and identify natural and manmade patterns (S) AD5.5 select colours to create mood (D) water colour African art. AD6.1 know how to apply knowledge of proportion, depth, perspective, form and space to create effective pieces of art (including digital art) (D) AD6.2 know how to create perspective in art using two points of perspective (P) AD6.3 know how to over print to create patterns (P)</p> <p>Painting AD5.7 know how to use previously taught drawing techniques to create mood (D) Rafiy Okefolahan – abstract art. AD5.8 know how to produce paintings with control, accuracy and close observation, (P) experimenting with different materials (D) AD5.9 know (S) and explore wash and transparency, marks and strokes when painting (P) AD5.10 know and experiment with a variety of tools (other than paint brushes) to create effects in painting (D) for example sponges AD5.11 how to develop layers in paintings (for example through the use of acrylics) (P) Rafiy Okefolahan – abstract art. AD6.5 know how to make inventive choices as to paint type and technique to create a desired outcome (D)</p> <p>Using Sketchbooks AD6.8 know how to use sketchbooks to record observations (P) and develop own techniques, commenting on the effectiveness of these (D) AD6.9 know how to think critically about ideas, captured from a range of sources, (P) in sketchbooks to justify decisions in their own artwork (D)</p>

	 <p>Wire poppy art – inspiration.</p>		<p>AD6.10 know (S) and explain why different tools and techniques have been used to create art when capturing ideas in the sketchbooks (D)</p> <p>Analysing and Evaluating</p> <p>AD6.15 know and explain how and why colour has been used in their artwork and link this to the work of artists working in differing time periods / movements.. (D)</p> <p>AD6.17 know and explain how and why their artwork links to the elements of art and clarify their impact with reference to a range of artists, movements or periods. (D)</p> <p>AD6.18 know and characterise or omit their artwork within an art movement or period of art history based on these elements. (D)</p>  <p>Watercolour painting – Joseph Thiongo (African artist)</p>   <p>Rafiy Okefolahan – abstract art.</p>
<p>Rationale for content choices</p>	<p><u>Current Learning</u> The children will look at the work of Andy Gormley who created the Angel of the North sculpture to inform their knowledge of sculpture. They will then be using wire to create a sculpture of a poppy whilst learning about remembrance and the War.</p> <p><u>Previous Learning Y5</u> Children will draw on knowledge of sculpture, particularly that of the Angel of the North from F1 when they learned about British landmarks. They will draw on knowledge from KS1 and Y3/4 around sculpture and manipulating materials with increased control when creating their wire poppies. They will draw on previous learning about Remembrance when</p>	<p>See previous content choices.</p>	<p><u>Current Learning</u> Children will be learning about African art, they will explore how to use colour and pattern effectively in art. The children will create a painting using different washes and techniques inspired by African artists.</p> <p><u>Previous Learning Y5</u> Children will use knowledge of patterns gained in F2 to create patterns through print. Children will use knowledge gained in Y3/4 around using colours for mood and watercolour washes when creating watercolour African art. Children will use knowledge from EYFS about art from African culture. Children will also build on knowledge gained in KS1 about abstract art.</p>

	<p><u>Previous Learning Y6</u> Children in Y6 will draw on knowledge from Y5 about what sculpting to explore how they can develop their sculptures for aesthetics and also for strength and stability.</p> <p><u>Future Learning Y5</u> Children will use knowledge of how to create a sculpture when adding strength and stability to their sculptures in Y6.</p> <p><u>Future Learning in Year 6 (learning in year 7)</u> The children will use their knowledge of how to evaluate and explore artists gained in KS2 when looking at artists in year 7.</p> <p>The children will build on knowledge gained in Y6 when becoming more adventurous with the sculpting and combining different methods to design their own sculptures in Y7.</p> <p><u>Curriculum Links</u> Work on remembrance links to History curriculum Work on British landmark sculpture links to Geography, in particular the geography taught in EYFS.</p>		<p><u>Previous Learning Y6</u> Children in Y6 will use knowledge gained in Y5 surrounding tools and techniques used to create painting when making inventive choices about materials and techniques to use.</p> <p><u>Future Learning Yr 5</u> Children will build on knowledge of painting techniques again in Y6 when they use different materials and techniques such as watercolour, ink, sponges to create watercolour and abstract art. They will have the opportunity to combine techniques in their artwork.</p> <p><u>Future Learning Y6 (learning in Year 7)</u> Children will use the knowledge of colour mixing gained throughout their time in school in Y7 when they use colour mixing with a range of tools and materials. They will build on knowledge of analysing and evaluating their own and others artwork in Y7 when they develop and use creative, critical and technical language, using quality talk and speaking like an artist</p> <p><u>Curriculum Links</u> Children's work on Africa links to the Geography curriculum, specifically the Geography learned in EYFS.</p>
Enquiry Question	Is Conflict Necessary?	Is human need greater than others?	What Does African Art Teach Us?
Subject Vehicle	Dr / En / Dis	Dr / En / Dis	Dr / En / Dis
End points Y5	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 5.</p> <p>Talk about how the art elements can be used to create the illusion of 3D art.</p> <p>Talk about how to create mood in artwork.</p> <p>Talk about transparency and layers in painting and how different brushes create different effects (i.e. texture).</p> <p>Talk about the difference between natural and manmade materials.</p> <p>Use a range of sculpting techniques.</p>		

	<p>Use sketchbooks to capture the development of ideas and processes.</p>
<p>End points Y6</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 6.</p> <p>Apply knowledge of the art elements.</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>Explain how to make inventive choices when painting to create a desired outcome.</p> <p>Combine techniques and materials when producing sculptures, considering aesthetics and strength.</p> <p>Use sketchbooks to capture and justify ideas and decisions, demonstrating critique.</p> <p>Explain how their artwork has been influenced by artists, designers, architects, cultures or periods in history.</p> <p>Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.</p> <p>Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.</p> <p>Produce artwork that explores political, social or environmental context.</p>