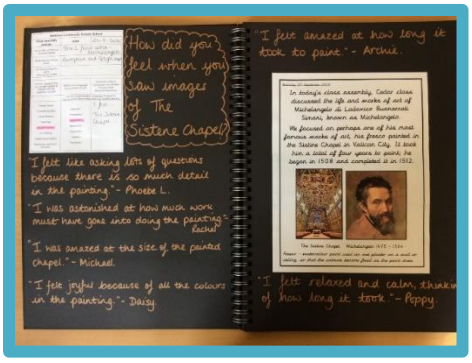
Art and Design at Newtown Community Primary School

Excellence in Learning for Excellence in Life

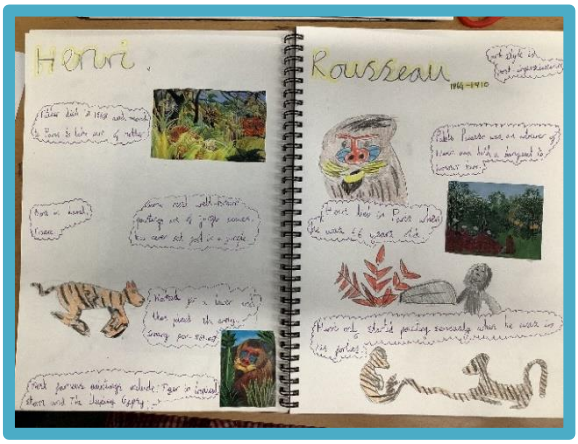












Intent: What we want for children at Newtown

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The Newtown Curriculum enables children to develop art and design knowledge, understanding and skills though an explicit approach to a four-stage learning process.

At all ages children develop their ability to:

- Ask relevant questions about what they are learning.
- Find out information that will help them answer their questions.
- Make sense of the information that they find out.
- Use and apply the information they have found within Art and Design but also within the broader curriculum.

Think and Work Like an Artist

Implementation: How do we deliver the Art and Design and what it looks like in practice at Newtown

Curriculum planning	The national curriculum and EYFS is the starting point for the art curriculum. Our translation of these starting points is through a progressively sequenced curriculum that builds towards explicit, age-appropriate yearly end points. Each unit sequence of Art learning is planned to build coherently across a series of sessions, where children learn the component knowledge, skills and understanding necessary to build towards composite outcomes.
For example:	*In year 2 the children learn about the process of sculpture through exploration and teaching, ending with the children creating models of people in the style of Alberto Giacometti using tinfoil and wire.* *In year 3 they gain further understanding of colour mixing and layering materials through experimentation and exploration, leading to the children creating outcomes which are inspired by Claude Monet's pieces – both recreations and their own versions.*
Build on prior learning, embedding most useful content	'Golden Threads'; the most useful content within art and design has been identified and the curriculum is structured to enable regular revisiting of this content throughout the curriculum progression and within other subject areas.
For example:	*Children will learn different art techniques throughout the years, sketching will be practised in every year group whereas other techniques such as printing are focused on in specific year groups' year 5 printing with polystyrene and then year 6 with lino.* *All year groups will learn how to comment on the work of others and their own to share their opinions and suggest improvements of their work.*
Relevant contexts for learning	Contexts for art learning are identified and planned for as they are purposeful, relevant and engaging for children.
For example:	*Each year group learn about a different artist, building up the children's knowledge of different art periods and styles.* *Year 6 study Henry Moore which makes links back to their WW2 topic. Year 4 learn about Henri Rousseau after studying the Amazon rainforest.*
Teaching	Children learn how to: comment on work, explore the artist and experiment with the media, recreate famous pieces, design and create an original, inspired piece, evaluate and apply their skills in a different medium. Art at Newtown is a practical subject and children learn how to use the mediums and resources from reception year onwards. All Art sequences of learning work towards a final product being created.
For example:	*In year 4 when painting rainforest images, they research Henri Rousseau and his style, then they experiment with paints and recap colour mixing before recreating some of his work. Following this, they then design and create a painting with similar element and style to Rousseau's. Finally they evaluate and create their piece with an alternative medium.*
Vocabulary and language use	Children learn relevant vocabulary because it is explicitly included within the sequenced curriculum end points, unit learning sequences and through knowledge organisers used to deepen children's disciplinary knowledge.
For example:	*In year 1 the children learn about Wassily Kandinsky and create a clay, painted tile. They learn the definitions and use words such as: colour, mix, primary colours, line, carve, join, shape.*
Assessment	Authentic assessment is used to enable both children and teachers to understand success. In all year groups a blend of product self-assessment criteria and low stakes quizzes are used.
For example:	*In year 5 the children evaluate against the golden threads, and the teacher also uses the skills progression to identify skills mastered. Success criteria for art techniques such as sketching are also used. Self-assessment of their work is paramount to the development of the next piece.*
Reading culture	Where possible teachers capitalise on opportunities to embed reading as a technical skill and for enjoyment within the Art curriculum.
For example:	*In Year 4 children read 'The Explorer' by Katherine Rundell, alongside creating work in the style of Henri Rousseau.* *In year 3 children read 'Katie and the Water Lily Pond' by James Mayhew, alongside creating work linked to Claude Monet.*

Think and work like an artist at EYFS

Linking to our expressive arts and design: children explore a variety of materials and mediums, having the opportunity to experiment with colour and colour mixing. The children have constant access to creative materials in the environment and are given opportunities to develop their own imagination and skills with these (sometimes supported by adults). Children share their creations with their peers, explain what they did to create them and celebrate each other's successes. This gives them to chance to review skills that they have learnt and demonstrate these to others. Across the year the children are exposed to different artists through the provision in the classroom and expressive arts and design focus sessions. The children begin to ask and answers questions e.g. How was this created? What do you like about this piece of art? Why might the artist have chosen _____?

Year 1 Knowledge, Understanding and Skills for Art

Focus artist: Wassily

Learning skills: Think and work like an artist

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
<u>What is art and what is its purpose?</u> **Design and create simple questions to investigate.** ***How do artists communicate their understanding of the world?*** Why did Wassily Kandinsky choose to paint concentric circles? How did he create each colour? **Identify potentially good ways to answer the question.** What can you find out about the artist and the art movement of the time (expressionism/abstract art)? Can you create similar work by experimenting with materials? **Know that there are opinions and interpretations in art.** What type of words/phrases can we use to describe our own and others work? (Think about literal, lateral – **metaphors** and emotional responses)	**Learn how to use the medium and develop skills.** Practise skills related to the topic and artist (Kandinsky – painting nonfigurative art). **Study the artist's work and style.** Create sketchbook pages about Kandinsky and his style. Use his ideas to inspire a developmental journey through the topic. Identify similar artists and compare with the work of other artists around the same time. **Learn how to mix colours.** Understand colour – relationships between the colours, which are the primary colours, feelings associated with certain colours. Explore the colour wheel and how to mix colours of their own, including what happens when white or black is added. **Observe closely.** Use observation skills to comment on the artist's work and mark making.	**Recreate the work of the artist and compare.** Using the skills learnt, try to recreate examples of the artist's work. Evaluate success of skills. **Experiment again with the medium, practising skills.** Compare the likeness of their recreations and the differences, use these to practise improving their techniques with the media. **Design own artwork linked to artist's style.** Use knowledge of the artist and the media to design artwork of their own, in the style of Kandinsky.	**Create a final piece using the medium that has been developed.** Using their design, complete a piece of work in the style of Kandinsky using paint. **Evaluate final piece and draw connections.** Evaluate their final Kandinsky inspired piece. **Apply the skills and knowledge using a different medium.** Use the same design and image for the final painted piece, but now give children another medium to create this with (e.g. oil pastels, water colours, sculpture, pencils). Comment on the differences and the effectiveness of each medium.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Artist, perseverance, determination, individual, unique, style, interpretation, opinion. Key question stems: How…? Why…? Language of opinion: In my opinion, I believe/think… because…	observe, notice, structure, texture, difference, describe, medium, artist, style, painting, brushes, colour wheel, primary, secondary, mixing, tone, hues, shades, sketchbook.	Recreate, artist, style, identify, evaluate, design, media, paint, skills, sketchbook.	Evaluate, compare, improve, success, effectiveness, differences, similarities, medium.

Year 1 Knowledge, Understanding and Skills for Art

Essential art knowledge and understanding

Drawing	Painting	Surface Treatment	3D Form
Observational/noticing skills	***Observational/noticing skills***	***Printing, Pattern, Texture, Digital***	***Concept***
Notice and identify standard geometric shapes in images and life and use these to help **composition** and drawing accuracy. Use a variety of mediums. Draw a face and put features in the correct places. Observe and draw landscapes.	Paint a picture using observation. Use a variety of paint types and use a range of applicators (e.g. brushes, sponges, rollers). Name the primary and secondary colours. Develop a vocabulary to discuss the colours (e.g. hot/cold, happy/sad). Create different textures (e.g. sand or PVA).	Digitally create patterns (e.g. Bridget Riley). Use a variety of printing techniques (e.g. block, relief, monoprint, resist printing). Print onto paper and textile. Create patterns and tessellations. Design own block with card and print using rollers.	Create a concept before trying to create in 3D.
Line	***Line***	***Line***	***Construction***
Draw different types of lines – wavy, straight, thick, thin etc. Change the pressure of my pencil to draw varying thickness and density outlines.	Sketch a picture in pencil before beginning painting. Identify foreground, midground and background (begin to introduce perspective).	Make marks in print with a variety of objects, including natural objects. Create a simple stencil. Draw the printing design. Make rubbings.	Construct models using a range of materials. Make a model of a known object, e.g. bowl. Manipulate clay in a variety of ways using hands and tools to explore shape and form (rolling, kneading, shaping). Make simple joins.
Tone	***Tone***	***Tone***	***Surface finish***
Identify shadows in still life compositions, using a pencil to show darker and lighter areas. Experiment holding the media at different angles for the desired effect (side=softer, wider marks, end=sharper, thinner).	Experiment with materials and media, including the effect of black or white.		Carve into clay and other malleable media. Add texture to the model. Protect the product using a coating or glaze.
Colour	***Colour***	***Colour***	***Colour***
Look closely and notice the colours. Recognise there are different hues of colours (paint charts are good to explain).	Mix increasingly accurate colours, including skin tones.	Print colours on top of each other in layers and comment on the outcome.	Add colour to the product using appropriate media (e.g. glazes).
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Pencil, shade, tone, colour, outline, line, shadow, light, rubber, dry media, pressure, angle of pencil, marks.	Paint, colour, primary, secondary, tone, line, colour, mix, observation, experiment, texture, sketch, layers.	Patterns, texture, printing, marks, stencil, repeat, block, rubbings, layers, line, tone, colour.	Concept, construction, building, making, model, surface finish, colour, carve, join, roll, knead, shape.

Year 2 Knowledge, Understanding and Skills for Art

Focus artist: Alberto Giacometti

Learning skills: Think and work like an artist

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
<u>What is art and what is its purpose?</u> **Design and create simple questions to investigate.** ***How do artists communicate their understanding of the world?*** Why did Alberto Giacometti choose to make the figures so elongated? How did he create the sculptures? **Identify potentially good ways to answer the question.** What can you find out about the artist and the art movement of the time (surrealism)? Can you create similar work by experimenting with materials? **Know that there are opinions and interpretations in art.** What type of words/phrases can we use to describe our own and others work? (Think about literal, lateral – **metaphors** and emotional responses)	**Learn how to use the medium and develop skills.** Practise skills related to the topic and artist (Giacometti – creating 'stick thin', elongated figures). **Study the artist's work and style.** Create sketchbook pages about Giacometti and his style. Use his ideas to inspire a developmental journey through the topic. Identify similar artists and compare with the work of other artists around the same time. **Learn how to mix colours.** Understand colour – relationships between the colours, which are the primary colours, feelings associated with certain colours. Explore the colour wheel and how to mix colours of their own, including what happens when white or black is added. **Observe closely.** Use observation skills to comment on the artist's work and mark making.	**Recreate the work of the artist and compare.** Using the skills learnt, try to recreate examples of the artist's work. Evaluate success of skills. **Experiment again with the medium, practising skills.** Compare the likeness of their recreations and the differences, use these to practise improving their techniques with the media. **Design own artwork linked to artist's style.** Use knowledge of the artist and the media to design artwork of their own, in the style of Giacometti.	**Create a final piece using the medium that has been developed.** Using their design, complete a piece of work in the style of Giacometti (using tinfoil or something similar). **Evaluate final piece and draw connections.** Evaluate their final Giacometti inspired piece. **Apply the skills and knowledge using a different medium.** Use the same design and image for the final tinfoil piece, but now challenge the children to use another medium to create this with (e.g. scrap materials to sculpt, clay). Comment on the differences and the effectiveness of each medium.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Artist, perseverance, determination, individual, unique, style, interpretation, opinion. Key question stems: How…? Why…? Language of opinion: In my opinion, I believe/think… because…	observe, notice, structure, texture, difference, describe, medium, artist, style, painting, brushes, colour wheel, primary, secondary, mixing, tone, hues, shades, sketchbook.	Recreate, artist, style, identify, evaluate, design, media, paint, skills, sketchbook.	Evaluate, compare, improve, success, effectiveness, differences, similarities, medium.

Year 2 Knowledge, Understanding and Skills for Art

Essential art knowledge and understanding

Drawing	Painting	Surface Treatment	3D Form
Observational/noticing skills	***Observational/noticing skills***	***Printing, Pattern, Texture, Digital***	***Concept***
Notice and identify standard geometric shapes in images and life and use these to help **composition** and drawing accuracy. Use a variety of mediums and surfaces. Draw a face and put features in the correct places. Observe and draw landscapes. Draw both grouped and single objects. Draw from observation, memory and imagination.	Paint a picture using observation. Use a variety of paint types and use a range of applicators (e.g. brushes, sponges, rollers). Name the primary and secondary colours. Develop a vocabulary to discuss the colours (e.g. hot/cold, happy/sad). Create different textures (e.g. sand or PVA). Experiment with tools and techniques, including layering, mixing media, scraping through.	Digitally create patterns (e.g. Bridget Riley). Take own picture and edit using ICT. Use a variety of printing techniques (e.g. block, relief, monoprint, resist, fabric printing). Print onto paper and textile. Create patterns and tessellations of increasing detail. Create prints by pressing, rolling, rubbing and stamping.	Create a concept before trying to create in 3D. Awareness of manmade and natural materials. Think of media and the purpose of model, experience junk modelling – learn how to join items together. Understand the safety and care needed of the materials and tools.
Line	***Line***	***Line***	***Construction***
Draw different types of lines – wavy, straight, thick, thin etc. Change the pressure of my pencil to draw varying thickness and density outlines. Begin to show pattern and texture in drawing.	Sketch a picture in pencil before beginning painting. Identify foreground, midground and background (begin to introduce perspective).	Make marks in print with a variety of objects, including natural objects. Create a stencil. Draw the printing design.	To shape and form from direct observation, with malleable and rigid materials. Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.
Tone	***Tone***	***Tone***	***Surface finish***
Identify and discuss the use of shadows in still life compositions, using a pencil to show darker and lighter areas. Hold media at the angle for the desired effect (side=softer, wider, end=sharper, thinner).	Experiment with materials and media. Make as many tones of one colour as possible (using white). Darken colours without using black.	Create a pattern of prints with one colour, using as many different tones as possible.	Carve into clay and other malleable media. Use decorative techniques on the model. Protect the product using a coating or glaze. Replicate patterns and textures of sculptors.
Colour	***Colour***	***Colour***	***Colour***
Look closely and notice the colours. Recognise there are different hues of colours (paint charts are good to explain). Layer different materials.	Mix increasingly accurate colours, including skin tones. Mix a range of secondary colours. Use contrasting colours.	Print colours on top of each other in layers and comment on the outcome. Experiment by arranging repeating patterns in different ways (e.g. overlapping, irregular).	Add colour to the product using appropriate media (e.g. glazes).
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Pencil, shade, tone, colour, outline, line, shadow, light, rubber, dry media, pressure, angle of pencil, marks, geometric shapes, accuracy, hues, layer.	Paint, colour, primary, secondary, tone, line, colour, mix, observation, experiment, texture, sketch, layers, perspective, foreground, midground, background, contrast.	Patterns, texture, printing, marks, stencil, repeat, block, rubbings, layers, line, tone, colour, tessellations, repeat.	Concept, construction, building, making, model, surface finish, colour, carve, join, roll, knead, shape, glaze, replicate.

Year 3 Knowledge, Understanding and Skills for Art

Focus artist: Claude Monet

Learning skills: Think and work like an artist

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
<u>What is art and what is its purpose?</u> **Design and create simple questions to investigate.** ***How do artists communicate their understanding of the world?*** What inspired Claude Monet to create series of paintings? How did the pieces in a series vary? (e.g. haystacks) **Identify potentially good ways to answer the question.** What can you find out about the artist and the art movement of the time (impressionism)? Can you create similar work by experimenting with materials? **Know that there are opinions and interpretations in art.** What type of words/phrases can we use to describe our own and others work? (Think about literal, lateral – **metaphors** and emotional responses)	**Learn how to use the medium and develop skills.** Practise skills related to the topic and artist (Monet – using light as a focus for the paintings). **Study the artist's work and style.** Create sketchbook pages about Monet and his style. Use his ideas to inspire a developmental journey through the topic. Identify similar artists and compare with the work of other artists around the same time. **Learn how to mix colours.** Understand colour – relationships between the colours, which are the primary colours, feelings associated with certain colours. Explore the colour wheel and how to mix colours of their own, including what happens when white or black is added. **Observe closely.** Use observation skills to comment on the artist's work and mark making.	**Recreate the work of the artist and compare.** Using the skills learnt, try to recreate examples of the artist's work. Evaluate success of skills. **Experiment again with the medium, practising skills.** Compare the likeness of their recreations and the differences, use these to practise improving their techniques with the media. **Design own artwork linked to artist's style.** Use knowledge of the artist and the media to design artwork of their own, in the style of Monet.	**Create a final piece using the medium that has been developed.** Using their design, complete a piece of work in the style of Monet (using paint, watercolours or oils). **Evaluate final piece and draw connections.** Evaluate their final Monet inspired piece. **Apply the skills and knowledge using a different medium.** Use the same design and image for the final painted piece, but now challenge the children to use another medium to create the same image (e.g. oil pastels, pencils). Comment on the differences and the effectiveness of each medium.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Artist, perseverance, determination, individual, unique, style, interpretation, opinion. Key question stems: How…? Why…? Language of opinion: In my opinion, I believe/think… because…	observe, notice, structure, texture, difference, describe, medium, artist, style, painting, brushes, colour wheel, primary, secondary, mixing, tone, hues, shades, sketchbook.	Recreate, artist, style, identify, evaluate, design, media, paint, skills, sketchbook.	Evaluate, compare, improve, success, effectiveness, differences, similarities, medium.

Year 3 Knowledge, Understanding and Skills for Art

Essential art knowledge and understanding

Drawing	Painting	Surface Treatment	3D Form
Observational/noticing skills	***Observational/noticing skills***	***Printing, Pattern, Texture, Digital***	***Concept***
Notice and identify standard geometric shapes in images and life and use these to help **composition** and drawing accuracy. Draw a face and correctly place features, show facial expression. Observe and draw landscapes. Make initial sketches before a final piece. Use different media to achieve variations in line, tone, colour, shape, texture and pattern.	Paint a picture using observation. Select appropriate brush style, size and type for desired outcome. Know where colours are on the colour wheel. Explore links between colours and feelings. Be able to identify different types of paint. Experiment with different effects and textures including washes, blocking in colour, thickened paint, adding sand etc.	Digitally create patterns (e.g. Bridget Riley). Take own picture and edit using ICT, create a series using one image. Use printed image as part of mixed media piece. Print using a variety of materials, objects and techniques including layering. Print onto paper and textile. Create designs, print using tessellations.	Create a concept before creating in 3D. Investigate, analyse and interpret manmade and natural forms and environments. Decide on the media most appropriate for the purpose of the model. Learn how to join items together (e.g. slip for clay, nets and tabs for card, adhesives). Understand the safety and care needed of the materials and tools.
Line	***Line***	***Line***	***Construction***
Use different pressures to create lines of varying thickness and density. Begin to show pattern and texture in drawing.	Sketch a picture in pencil before beginning painting. Identify foreground, midground and background (discuss perspective).	Make marks in print with a variety of objects, including natural objects. Create an increasingly detailed stencil. Draw the printing design.	To shape and form from direct observation, with malleable and rigid materials. Manipulate clay for a variety of purposes, including thumb pots, coil pots and models.
Tone	***Tone***	***Tone***	***Surface finish***
Use shading to create tone. Experiment with different grades of pencils and use to scribble and shade (e.g. cross hatch, stipple).	Experiment with materials and media. Make as many tones of one colour as possible (using white). Darken colours without using black.	Create a pattern of prints with one colour, using as many different tones as possible. Use the computer to create series of images with varying tone.	Experiment with surface patterns/textures. Carve into clay and other malleable media. Add onto work to add texture. Protect the product using a coating or glaze.
Colour	***Colour***	***Colour***	***Colour***
Look closely and notice the colours. Identify different hues of colours and create own hues. Layer different materials.	Mix accurate colours, including skin tones and secondary colours. Use contrasting colours. Create a background using a wash.	Colour mixing through overlapping colour prints. Experiment by arranging repeating patterns in different ways (e.g. overlapping, irregular).	Add colour to the product using appropriate media (e.g. glazes). Use decorative techniques on the model.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Pencil, shade, tone, colour, outline, line, shadow, light, rubber, dry media, pressure, angle of pencil, marks, geometric shapes, accuracy, hues, layer, composition, thickness, density.	Paint, colour, primary, secondary, tone, line, colour, mix, observation, experiment, texture, sketch, layers, perspective, foreground, midground, background, contrast, wash.	Patterns, texture, printing, marks, stencil, repeat, block, rubbings, layers, line, tone, colour, tessellations, repeat, digital, mixed media.	Concept, construction, building, making, model, surface finish, colour, carve, join, roll, knead, shape, glaze, replicate, safety, decoration.

Year 4 Knowledge, Understanding and Skills for Art

Focus artist: Henri Rousseau

Learning skills: Think and work like an artist

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
<u>What is art and what is its purpose?</u> **Design and create simple questions to investigate.** ***How do artists communicate their understanding of the world?*** What inspired Henri Rousseau to paint jungle scenes? How did he create the layers in the paintings? **Identify potentially good ways to answer the question.** What can you find out about the artist and the art movement of the time (post-impressionism)? Can you create similar work by experimenting with materials? **Know that there are opinions and interpretations in art.** What type of words/phrases can we use to describe our own and others work? (Think about literal, lateral – **metaphors** and emotional responses)	**Learn how to use the medium and develop skills.** Practise skills related to the topic and artist (Rousseau – rougher marks with layers of the jungle). **Study the artist's work and style.** Create sketchbook pages about Rousseau and his style. Use his ideas to inspire a developmental journey through the topic. Identify similar artists and compare with the work of other artists around the same time. **Learn how to mix colours.** Understand colour – relationships between the colours, which are the primary colours, feelings associated with certain colours. Explore the colour wheel and how to mix colours of their own, including what happens when white or black is added. **Observe closely.** Use observation skills to comment on the artist's work and mark making.	**Recreate the work of the artist and compare.** Using the skills learnt, try to recreate examples of the artist's work. Evaluate success of skills. **Experiment again with the medium, practising skills.** Compare the likeness of their recreations and the differences, use these to practise improving their techniques with the media. **Design own artwork linked to artist's style.** Use knowledge of the artist and the media to design artwork of their own, in the style of Rousseau.	**Create a final piece using the medium that has been developed.** Using their design, complete a piece of work in the style of Rousseau (using paint). **Evaluate final piece and draw connections.** Evaluate their final Rousseau inspired piece. **Apply the skills and knowledge using a different medium.** Use the same design and image for the final painted piece, but now challenge the children to use another medium to create the same image (e.g. oil pastels, pencils, collage). Comment on the differences and the effectiveness of each medium.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Artist, perseverance, determination, individual, unique, style, interpretation, opinion. Key question stems: How…? Why…? Language of opinion: In my opinion, I believe/think… because…	observe, notice, structure, texture, difference, describe, medium, artist, style, painting, brushes, colour wheel, primary, secondary, mixing, tone, hues, shades, sketchbook.	Recreate, artist, style, identify, evaluate, design, media, paint, skills, sketchbook.	Evaluate, compare, improve, success, effectiveness, differences, similarities, medium.

Year 4 Knowledge, Understanding and Skills for Art

Essential art knowledge and understanding

Drawing	Painting	Surface Treatment	3D Form
Observational/noticing skills	***Observational/noticing skills***	***Printing, Pattern, Texture, Digital***	***Concept***
Use geometric shapes to help **composition** and drawing accuracy. Draw a face and correctly place features, show facial expression. Use scale and proportion accurately. Draw landscapes with reflections. Make initial sketches before a final piece. Use different media to achieve variations in line, tone, colour, shape, texture and pattern.	Paint a picture using observation. Select appropriate brush style, size and type for desired outcome. Know where colours are on the colour wheel. Reflect mood using the colours. Be able to identify different types of paint. Experiment with different effects and textures including washes, blocking in colour, thickened paint, adding sand etc.	Digitally create patterns (e.g. Bridget Riley). Take own picture and edit using ICT, create a series using one image. Use printed image as part of mixed media. Print using a variety of materials, objects and techniques including silkscreen. Print onto paper and textile. Create designs, print using tessellations.	Create a concept before creating in 3D. Investigate, analyse and interpret manmade and natural forms and environments. Decide on the media most appropriate for the purpose of the model. Learn how to join items together (e.g. slip for clay, nets and tabs for card, adhesives). Understand the safety and care needed of the materials and tools.
Line	***Line***	***Line***	***Construction***
Use different pressures to create lines of varying thickness and density. Begin to show pattern and texture in drawing. Draw both positive and negative spaces.	Sketch a picture in pencil before beginning painting. Create paintings with foreground, midground and background and use perspective.	Make marks in print with a variety of objects, including natural objects. Create an increasingly detailed stencil. Draw the printing design.	To shape and form from direct observation, with malleable and rigid materials. Create a simple slab pot and begin to sculpt clay in other shapes.
Tone	***Tone***	***Tone***	***Surface finish***
Use shading to create tone. Experiment with different grades of pencils and use to scribble and shade (e.g. cross hatch, stipple). Identify and draw the effect of light.	Experiment with materials and media. Work in monochrome (as many shades of one colour). Darken colours without using black. Use tints and shades to create tone.	Create a pattern of prints with one colour, using as many different tones as possible. Use the computer to create series of images with varying tone.	Experiment with surface patterns/textures. Carve into clay and other malleable media. Add onto work to add texture. Protect the product using a coating or glaze.
Colour	***Colour***	***Colour***	***Colour***
Look closely and notice the colours. Identify different hues of colours and create own hues. Layer different materials.	Make and match accurate colours, including skin tones and secondary colours. Create a background using a wash.	Colour mixing through overlapping colour prints, aim to use 4 colours. Experiment by arranging repeating patterns in different ways (e.g. overlapping, irregular).	Add colour to the product using appropriate media (e.g. glazes). Use decorative techniques on the model. Consider light, shadows, form and space.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Pencil, shade, tone, colour, outline, line, shadow, light, rubber, dry media, pressure, angle of pencil, marks, geometric shapes, accuracy, hues, layer, composition, thickness, density, positive/negative space.	Paint, colour, primary, secondary, tone, line, colour, mix, observation, experiment, texture, sketch, layers, perspective, foreground, midground, background, contrast, wash, tint, shade, mood.	Patterns, texture, printing, marks, stencil, repeat, block, rubbings, layers, line, tone, colour, tessellations, repeat, digital, mixed media, overlap.	Concept, construction, building, making, model, surface finish, colour, carve, join, roll, knead, shape, glaze, replicate, safety, decoration, sculpt, light, shadow, form, space.

Year 5 Knowledge, Understanding and Skills for Art

Focus artist: Andy Warhol

Learning skills: Think and work like an artist

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
<u>What is art and what is its purpose?</u> **Design and create simple questions to investigate.** ***How do artists communicate their understanding of the world?*** Why did Andy Warhol use advertisements and comic strips in his paintings? How did he use recreate iconic photos through printing techniques? **Identify potentially good ways to answer the question.** What can you find out about the artist and the art movement of the time (pop art)? Can you create similar work by experimenting with materials? **Know that there are opinions and interpretations in art.** What type of words/phrases can we use to describe our own and others work? (Think about literal, lateral – **metaphors** and emotional responses)	**Learn how to use the medium and develop skills.** Practise skills related to the topic and artist (Warhol – repeat printing the same image, using different bold colours). **Study the artist's work and style.** Create sketchbook pages about Warhol and his style. Use his ideas to inspire a developmental journey through the topic. Identify similar artists and compare with the work of other artists around the same time. **Learn how to mix colours.** Understand colour – relationships between the colours, which are the primary colours, feelings associated with certain colours. Explore the colour wheel and how to mix colours of their own, including what happens when white or black is added. **Observe closely.** Use observation skills to comment on the artist's work and mark making.	**Recreate the work of the artist and compare.** Using the skills learnt, try to recreate examples of the artist's work. Evaluate success of skills. **Experiment again with the medium, practising skills.** Compare the likeness of their recreations and the differences, use these to practise improving their techniques with the media. **Design own artwork linked to artist's style.** Use knowledge of the artist and the media to design artwork of their own, in the style of Warhol.	**Create a final piece using the medium that has been developed.** Using their design, complete a piece of work in the style of Warhol (using printing). **Evaluate final piece and draw connections.** Evaluate their final Warhol inspired piece. **Apply the skills and knowledge using a different medium.** Use the same design and image for the final printed piece, but now challenge the children to use another medium to create the same image (e.g. another printing type, digital, oil pastels). Comment on the differences and the effectiveness of each medium.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Artist, perseverance, determination, individual, unique, style, interpretation, opinion. Key question stems: How…? Why…? Language of opinion: In my opinion, I believe/think… because…	observe, notice, structure, texture, difference, describe, medium, artist, style, painting, brushes, colour wheel, primary, secondary, mixing, tone, hues, shades, sketchbook.	Recreate, artist, style, identify, evaluate, design, media, paint, skills, sketchbook.	Evaluate, compare, improve, success, effectiveness, differences, similarities, medium.

Year 5 Knowledge, Understanding and Skills for Art

Essential art knowledge and understanding

Drawing	Painting	Surface Treatment	3D Form
Observational/noticing skills	***Observational/noticing skills***	***Printing, Pattern, Texture, Digital***	***Concept***
Use geometric shapes to help **composition** and drawing accuracy. Increasingly accurate drawings of people and faces, show facial expression. Draw landscapes with reflections. Understand the concept of perspective. Make collection of drawings around a theme. Use media such as pen, ink, pastel, charcoal.	Paint a picture using observation. Select appropriate brush style, size and type for desired outcome. Demonstrate knowledge of primary, secondary, warm, cold, contrasting and complementary colours. Be able to identify different types of paint. Experiment with different effects and textures. Consider the composition in painting.	Digitally create patterns (e.g. Bridget Riley). Use a computer to create wrapping paper or wallpaper designs. Print using a variety of materials, objects and techniques including poly-blocks, relief, mono and resist. Print onto different materials (paper, textile). Organise work in terms of pattern, repetition, symmetry or random print styles.	Create a concept before creating in 3D. Use recycled, natural and manmade materials to create sculpture. Decide on the media most appropriate for the purpose of the model. Understand the safety and care needed of the materials and tools. Plan a sculpture through drawings and other preparatory work.
Line	***Line***	***Line***	***Construction***
Use different pressures to create lines of varying thickness and density. Begin to show pattern and texture in drawing. Draw both positive and negative spaces.	Sketch a picture in pencil before beginning painting. Create paintings with foreground, midground and background and use perspective.	Make marks in print with a variety of objects, including natural objects. Create an increasingly detailed stencil. Draw the printing design.	Shape, form, model and join with confidence. Create a simple slab pot and begin to sculpt clay in other shapes.
Tone	***Tone***	***Tone***	***Surface finish***
Experiment with different grades of pencils and use to scribble and shade (e.g. cross hatch, stipple). Show the effect of light on objects and people, e.g. rubbers to lighten, pencils to shade and show tone.	Experiment with materials and media. Work in monochrome (as many shades of one colour). Darken colours without using black. Use tints and shades to create tone.	Create a pattern of prints with one colour, using as many different tones as possible. Use a computer to create series of images with varying tone.	Experiment with surface patterns/textures. Carve into clay and other malleable media. Produce more intricate patterns and textures. Protect the product using a coating or glaze.
Colour	***Colour***	***Colour***	***Colour***
Look closely and notice the colours. Identify different hues of colours and create own hues. Layer materials, create a base to draw into.	Create different skin tones. Create a background using a wash. Use layers of paint to add detail to background colours.	Build up layers and colours/textures. Overlay colours. Experiment by arranging repeating patterns in different ways (e.g. overlapping, irregular).	Add colour to the product using appropriate media (e.g. glazes, paint and PVA mixed). Use decorative techniques on the model. Consider light, shadows, form and space.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Pencil, shade, tone, colour, outline, line, shadow, light, rubber, dry media, pressure, angle of pencil, marks, geometric shapes, accuracy, hues, layer, composition, density, positive/negative space, perspective, distance.	Paint, colour, primary, secondary, tone, line, colour, mix, observation, experiment, texture, sketch, layers, perspective, foreground, midground, background, contrasting, complementary, wash, tint, shade, mood, monochrome, composition.	Patterns, texture, printing, marks, stencil, repeat, block, rubbings, layers, line, tone, colour, tessellations, repeat, digital, mixed media, overlay, symmetry.	Concept, construction, building, making, model, surface finish, colour, carve, join, roll, knead, shape, glaze, replicate, safety, decoration, sculpt, light, shadow, form, space, natural, manmade, recycled.

Year 6 Knowledge, Understanding and Skills for Art

Focus artist: Henry Moore

Learning skills: Think and work like an artist

Asking questions	Finding things out	Making sense of what you found out	Using what you found out
<u>What is art and what is its purpose?</u> **Design and create simple questions to investigate.** ***How do artists communicate their understanding of the world?*** Why did Henry Moore not use neatly defined details for the WWII pieces? How do the colours used in these pieces impact on the viewers understanding of WWII? **Identify potentially good ways to answer the question.** What can you find out about the artist and the art movement of the time (modern art)? Can you create similar work by experimenting with materials? **Know that there are opinions and interpretations in art.** What type of words/phrases can we use to describe our own and others work? (Think about literal, lateral – **metaphors** and emotional responses)	**Learn how to use the medium and develop skills.** Practise skills related to the topic and artist (Moore – limited colours, perspective). **Study the artist's work and style.** Create sketchbook pages about Moore and his style. Use his ideas to inspire a developmental journey through the topic. Identify similar artists and compare with the work of other artists around the same time. **Learn how to mix colours.** Understand colour – relationships between the colours, which are the primary colours, feelings associated with certain colours. Explore the colour wheel and how to mix colours of their own, including what happens when white or black is added. **Observe closely.** Use observation skills to comment on the artist's work and mark making.	**Recreate the work of the artist and compare.** Using the skills learnt, try to recreate examples of the artist's work. Evaluate success of skills. **Experiment again with the medium, practising skills.** Compare the likeness of their recreations and the differences, use these to practise improving their techniques with the media. **Design own artwork linked to artist's style.** Use knowledge of the artist and the media to design artwork of their own, in the style of Moore.	**Create a final piece using the medium that has been developed.** Using their design, complete a piece of work in the style of Moore (resist painting). **Evaluate final piece and draw connections.** Evaluate their final Moore inspired piece. **Apply the skills and knowledge using a different medium.** Use the same design and image for the final painted piece, but now challenge the children to use another medium to create the same image (e.g. oil pastels, printing, scratch art, collage). Comment on the differences and the effectiveness of each medium.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Artist, perseverance, determination, individual, unique, style, interpretation, opinion. Key question stems: How…? Why…? Language of opinion: In my opinion, I believe/think… because…	observe, notice, structure, texture, difference, describe, medium, artist, style, painting, brushes, colour wheel, primary, secondary, mixing, tone, hues, shades, sketchbook.	Recreate, artist, style, identify, evaluate, design, media, paint, skills, sketchbook.	Evaluate, compare, improve, success, effectiveness, differences, similarities, medium.

Year 6 Knowledge, Understanding and Skills for Art

Essential art knowledge and understanding

Drawing	Painting	Surface Treatment	3D Form
Observational/noticing skills	***Observational/noticing skills***	***Printing, Pattern, Texture, Digital***	***Concept***
Increasingly accurate drawings of people and faces, use fractions and spacing to position features accurately. Draw landscapes with reflections. Understand and use perspective. Make collection of drawings around a theme. Use media such as pen, ink, pastel, charcoal. Work on a variety of scales and select correct materials and techniques to create a specific outcome, explaining their choices.	Paint pictures using observation and memory. Select appropriate brush style, size and type for desired outcome. Demonstrate knowledge of primary, secondary, warm, cold, contrasting and complementary colours. Identify appropriate paint type for the desired outcome. Experiment with different effects and textures. Consider the composition in painting.	Digitally create patterns (e.g. Bridget Riley). Be confident printing onto different materials (paper, textile). Be familiar with layering prints. Have carried out various printing types, including screen printing. Organise work in terms of pattern, repetition, symmetry or random print styles. Link printmaking with maths, make a block, rotate it different degrees to make a design.	Create a concept before creating in 3D. Work from observation or imagination. Use recycled, natural and manmade materials to create sculpture. Understand the safety and care needed of the materials and tools. Plan a sculpture through drawings and other preparatory work. Research, design and make a sculpture to fit a brief, e.g. fruit bowl.
Line	***Line***	***Line***	***Construction***
Use different pressures to create lines of varying thickness and density. Show pattern and texture in drawing. Draw both positive and negative spaces.	Detailed preparatory sketches for painting. Plan the outline in pencil. Create paintings with foreground, midground and background and use perspective.	Draw an accurate print design. Transfer a drawing into a print and recognise if it will create a positive or negative print. Use various tools to create lines on the block.	Shape, form, model and join with confidence. Create a simple slab pot and begin to sculpt clay in other shapes. Make a mould and use plaster safely.
Tone	***Tone***	***Tone***	***Surface finish***
Use different grades of pencils and use to scribble and shade (e.g. cross hatch, stipple). Show the effect of light on objects and people, e.g. rubbers to lighten, pencils to shade and show tone.	Work in monochrome (hues of one colour). Create tints/shades using black and white. Darken colours without using black. Create white spaces to show reflections/light.	Repeat prints, using different hues and shades to create a sequence through colour. Spread paint to aid darker/lighter focus areas. Use a computer to create series of images with varying tone.	Experiment with surface patterns/textures. Carve into clay and other malleable media. Produce more intricate patterns and textures. Protect the product using a coating or glaze.
Colour	***Colour***	***Colour***	***Colour***
Look closely and notice the colours. Identify hues of colours and create own. Use a range of pencils to overlap colours and use these to create skin tones.	Mix appropriate colours, including different skin tones. Use layers of paint to add detail to background colours.	Understand and test where ink will cover. Build up and overlay colours/textures. Experiment by arranging repeating patterns in different ways (e.g. overlapping, irregular).	Add colour to the product using appropriate media (e.g. glazes, paint and PVA mixed). Use decorative techniques on the model. Consider light, shadows, form and space.
Key vocabulary to learn	**Key vocabulary to learn**	**Key vocabulary to learn**	**Key vocabulary to learn**
Pencil, shade, tone, colour, outline, line, shadow, light, rubber, dry media, pressure, angle of pencil, marks, geometric shapes, accuracy, hues, layer, composition, density, positive/negative space, perspective, distance, scale, overlap.	Paint, colour, primary, secondary, tone, line, colour, mix, observation, experiment, texture, sketch, layers, perspective, foreground, midground, background, contrasting, complementary, wash, tint, shade, mood, monochrome, composition, white spaces, reflections.	Patterns, texture, printing, marks, stencil, repeat, block, rubbings, layers, line, tone, colour, tessellations, repeat, digital, mixed media, overlay, symmetry, sequence, rotate, degrees.	Concept, construction, building, making, model, surface finish, colour, carve, join, roll, knead, shape, glaze, replicate, safety, decoration, sculpt, light, shadow, form, space, natural, manmade, recycled, design brief.

Artist studies across the year at Newtown Primary School

Throughout the school year, we would like every class to be looking at 6 artists, from different art movements and styles to build their knowledge and allowing them to build on this year on year.

We are still going to have an art subject specific block in term 5 – this artwork will be based on one artist. This artist is highlighted on the grid below. We are trying to cover famous artists that they will be interested and inspired in.

The other artists are to be discussed with some facts and images of their work in a class assembly session. The children can give their opinions and compare their thoughts and may compare to other artists. This fits in with our British Values and the children's SMSC development as they are then being encouraged to be thoughtful, critical and emotional about the artist's work. If you have time to do a piece of work based on this artist, even better!

	Foundation Stage	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Renaissance	Giotto	Sandro Botticelli	Filippo Brunelleschi	Donatello	Raphael	Michelangelo	Leonardo Da Vinci
Impressionism	Mary Cassatt	Edouard Manet	Camille Pissarro	Claude Monet	Edgar Degas	Pierre-Auguste Renoir	Alfred Sisley
Post-impressionism	Paul Signac	Georges-Pierre Seurat	Paul Cézanne	Vincent Van Gogh	Henri Rousseau	Emily Carr	Paul Gauguin
Pop art /Land art	Robert Smithson	Romero Britto	Andy Goldsworthy	David Hockney	Richard Shilling	Andy Warhol	Roy Lichtenstein
Expressionism /Surrealism	Piet Mondrian	Wassily Kandinsky	Alberto Giacometti	Paul Klee	Edvard Munch	Franz Marc	Ernst Ludwig Kirchner
Modern art	Barbara Hepworth	Pablo Picasso	Bridget Riley	Gustav Klimt	Henri Matisse	Georgia O'Keeffe	Henry Moore