



Curriculum Subject Journey Skegness Infant and Junior Academies

Subject – Art and Design



Our Curriculum Partners for Art and Design



Knowing More and Remembering More

Each termly project is mapped out to include core knowledge and skill development for each year group. Key artistic terminology is taught in context. Additional opportunities on interactive programmes, such as Bedrock and Kahoot, enable children to revisit key topic vocabulary.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Knowing me, knowing you	Telling a Tale	Where shall we go?	Footprints	The Great Outdoors	What if...
Nursery	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p>Knowledge Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increased complexity and details, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Skills: Painting: Use pre-made paints, can name primary colours, mix primary colours to appropriate consistency, able to mix primary colours to make secondary colours and can hold a paintbrush in the palm of their hand to make marks. Printing: Print with large blocks and larger sponges and print using a range of materials. Drawing: Makes marks, draws circles and lines, draws faces with features and gives meaning to marks, draws potato people (no neck or body), children can draw things that they observe and children can draw simple things from memory. Textiles and Collage: Use glue sticks to join items with support, use glue spatulas to join items with support, use glue sticks and spatulas independently, explore different materials freely, to develop their ideas about how to use them and what to make, develop their own ideas and then decide which materials to use to express them, create using one texture and add additional textures to their creations and describe it. 3D Form/Sculpture: Builds towers by stacking objects, explores clay using fingers, makes marks in clay and manipulates clay (rolls, cuts, squashes, pinches, twist).</p>					
Reception	<p style="text-align: center;">Expressive Arts and Design</p> <p>Knowledge: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p>Skills: Painting: Able to mix primary colours to make secondary colours, add white or black paint to alter tint or shade, colour matching to a specific colour and shade, beginning to use thin brushes to add detail to paintings, can hold a paintbrush using a tripod grip, paintings show greater attention to detail and can independently select additional tools to improve their painting. Printing: Create patterns or meaningful pictures when printing Drawing: Draws potato people (no neck or body), draws people with increasing detail (bodies with limbs and additional detail), children can draw simple things from memory and children begin to draw self-portraits, landscapes and buildings/city scapes. Textiles and collage: Use glue sticks and spatulas independently, join items with masking tape with support, join items in a variety of ways independently -masking tape, Sellotape, string, ribbon. develop their own ideas and then decide which materials to use to express them and add additional textures to their creations and describe it. 3D form and sculpture: Builds walls to create enclosed spaces. Use glue sticks to join items with support, build simple models using a variety of resources, manipulates clay (rolls, cuts, squashes, pinches, twist), makes a model using clay, builds walls to create enclosed spaces. Use glue sticks to join items with support, build simple models using a variety of resources, manipulates clay (rolls, cuts, squashes, pinches, twist) and makes a model using clay.</p>					

		<p>ELG Creating with materials Children at the expected level of development will</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 					
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	KS1 and KS2	Time Travellers	Above and beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Year 1		<p>Drawing, Printing, sculpture collage and textiles Key Criteria: Drawing and collage</p> <ul style="list-style-type: none"> Artist focus – Paul Klee <p>Investigating a work of art asking and answering questions to explore and develop ideas. Use drawing in ink and collage in coloured tissue to create a character. Vocabulary-line drawing, collage</p> <ul style="list-style-type: none"> Artist focus- Benji Davies <p>Use the work of an illustrator as a starting point for their work. Use the drawing tools in the ICT paint programme. Vocabulary- tools</p> <ul style="list-style-type: none"> Artist focus – Benji Davies <p>Investigate the work of an illustrator by asking and answering questions. Vocabulary- investigating</p> <p>Collaborative Collage</p> <ul style="list-style-type: none"> Artist focus- Henri Rousseau <p>Investigate a work of art asking and answering questions to explore and develop ideas. Use the work art as a starting point for creating a collaborative collage. Vocabulary- overlap</p> <p>Sculpture</p> <ul style="list-style-type: none"> Investigate and explore sculpture. <p>Create a clay sculpture of bird manipulating it in a variety, adding other materials to explore shape and form. Vocabulary-sculpt</p>	<p>Drawing, Painting, Sculpture, Printing and collage Key Criteria: Painting</p> <ul style="list-style-type: none"> Artist focus-Georgia O'Keefe <p>Use the work of an artist as a starting point for their work. Use a mixture of paint, pastel and collage techniques. Vocabulary- secondary colours</p> <p>Sculpture</p> <ul style="list-style-type: none"> Artist focus-Faith Ringgold <p>Explore and investigate African masks using them as a starting point for their work. Sculpt an African mask, experimenting with construction and joining materials whilst exploring shape and form. Vocabulary- shape and form</p> <p>Drawing</p> <ul style="list-style-type: none"> Matariki Stars <p>Explore and investigate stars using them as a starting point for their work. Create a composition featuring a star using a variety of drawing tools, exploring the use of line, shape and colour. Vocabulary-line</p> <p>Painting</p> <p>Artist focus-James Whistler Investigate a work of art asking and answering questions to explore and develop ideas. Create a firework painting exploring different painting techniques and block printing. Vocabulary- primary colours</p> <p>Printing and Collage</p>			<p>Painting and Sculpture Key Criteria:</p> <ul style="list-style-type: none"> Artist focus- Katsushika Hokusai <p>Investigating a work of art asking and answering questions to explore and develop ideas. Use the work of an artist as a starting point for their work. Vocabulary-investigating</p> <ul style="list-style-type: none"> Artist focus- Tove Jansson <p>Investigate a work of art using it as a starting point for their work. Use colour and mixed media to create mood. Vocabulary-mood</p> <ul style="list-style-type: none"> Artist focus- Millie Hipolyte <p>Explore sculpture using it as a starting point for their work. Explore different ways paper can be manipulated to create a sculpture. Vocabulary-manipulated</p> <ul style="list-style-type: none"> Artist focus- Andy Goldsworthy <p>Investigate natural sculpture, asking and answering questions. Use drawing to explore and develop ideas. Working collaboratively use natural materials in an imaginative way to create an animal sculpture. Vocabulary-form and shape</p> <p>Key findings:</p> <ul style="list-style-type: none"> I can name some of the works of art studied and 	<p>Drawing, textiles and collage and sculpture Key Criteria:</p> <ul style="list-style-type: none"> Various portrait artists <p>Mona Lisa –Da Vinci Henri Matisse, Gustva Klimt, Adele Blockbaver Investigating works of art asking and answering questions to explore and develop ideas. Use drawing to create a self-portrait. Vocabulary-self portrait</p> <ul style="list-style-type: none"> Artist focus- Pablo Picasso <p>Investigate a work of art using it as a starting point for their work. Make an abstract self-portrait using pastels and charcoal. Vocabulary-abstract</p> <ul style="list-style-type: none"> Artist focus-Jane Perkis <p>Investigate a work of art using it as a starting point for their work. Use recycled materials to create a portrait. Vocabulary-texture</p> <p>Artist focus- Alberto Giacometti Investigate a work of art asking and answering questions to explore and develop ideas. Create line drawings to show movement. Vocabulary-line thickness</p> <ul style="list-style-type: none"> Artist focus- Alberto Giacometti <p>Use the work of a sculptor as a starting point for their work. Create foil sculptures, manipulating it to show shape, form and texture. Vocabulary- shape, form and texture</p> <ul style="list-style-type: none"> Designer- Simon Davies

	<p>Applique</p> <ul style="list-style-type: none"> Artist focus- Diana Erdiana Valquez.(Diana) <p>Investigate the Mola artists asking and answering questions to explore and develop ideas. Explore sewing techniques combining them with paper create a mixed media collage. Vocabulary –applique</p> <p>Leaf Rubbings/Printing</p> <ul style="list-style-type: none"> Artist focus- May Morris <p>Investigating the work of a designer by asking and answering questions. Explore making rubbings of leaves using them to create a relief block to create repeating patterns. Vocabulary-pattern</p> <p>Key enrichment experiences: Autumn walk</p> <p>Key findings:</p> <ul style="list-style-type: none"> I can name some of the works of art studied and the associated artist. I can identify formal elements in a work of art objects, colours, textures, patterns, shapes, and lines. I can say how I feel when I look at a piece of art and give a reason. I can give an opinion about a work of art and justify my response. I have explored techniques in drawing, printing, sculpture, collage and textiles. I have created a final piece of artwork, focussing on each of the above techniques that links to my topic. I have reviewed my work, identified what I would change or develop in future, expressing my thoughts verbally. <p>Key vocabulary: Collage, tools, investigating, overlap, sculpt, pattern</p>	<ul style="list-style-type: none"> Calendar designers <p>Investigating the work of calendar designers by asking and answering questions. Create a calendar design using printing and a range of collage materials. Vocabulary- designer</p> <p>Key findings:</p> <ul style="list-style-type: none"> I can name some of the works of art studied and the associated artist. I can identify formal elements in a work of art objects, colours, textures, patterns, shapes and lines. I can say how I feel when I look at a piece of art and give a reason. I can give an opinion about a work of art and justify my response. I have explored techniques in drawing, painting, sculpture, printing and collage. I have created a final piece of artwork, focussing on each of the above techniques that links to my topic. I have reviewed my work, identified what I would change or develop in future, expressing my thoughts verbally. <p>Key vocabulary: Secondary colours, shape, form, line, primary colours, designers</p>			<p>the associated artist.</p> <ul style="list-style-type: none"> I can identify formal elements in a work of art objects, colours, textures, patterns, shapes and lines. I can say how I feel when I look at a piece of art and give a reason. I can give an opinion about a work of art and justify my response. I have explored techniques in painting and sculpture. I have created a final piece of artwork, focussing on each of the above techniques that links to my topic. I have reviewed my work, identified what I would change or develop in future, expressing my thoughts verbally. <p>Key vocabulary: Investigating, mood, manipulated, form, shape.</p>	<p>Investigating the work of change for life campaign designers by asking and answering questions. Create a clay figure manipulating it to form a 3D sculpture. Vocabulary-3D form.</p> <p>Key findings:</p> <ul style="list-style-type: none"> I can name some of the works of art studied and the associated artist. I can identify formal elements in a work of art objects, colours, textures, patterns, shapes and lines. I can say how I feel when I look at a piece of art and give a reason. I can give an opinion about a work of art and justify my response. I have explored techniques in drawing, textiles, collage, and sculpture. I have created a final piece of artwork, focussing on each of the above techniques that links to my topic. I have reviewed my work, identified what I would change or develop in future, expressing my thoughts verbally. <p>Key vocabulary: Investigating, mood, manipulated, form, shape</p>
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Year 2			<p>Painting, drawing, sculpture and printing Key Criteria:</p> <ul style="list-style-type: none"> Investigate space photography. <p>Use it as a starting point for their work.</p> <p>Experimenting with painting techniques and tools to create a space background. Vocabulary-techniques</p> <ul style="list-style-type: none"> Artist focus- Peter Thorpe <p>Investigate a work of art asking and answering questions to explore and develop ideas. Vocabulary-abstract</p> <ul style="list-style-type: none"> Artist focus- Karen Rose <p>Explore the work of a decorative textile artwork using it as a starting point. Use a variety of art techniques to create the texture of the moon's surface. Vocabulary-embroidery and texture</p> <ul style="list-style-type: none"> Investigate and explore sculpture. <p>Create an alien sculpture from recycled materials, using various joining techniques. Vocabulary –joining</p> <ul style="list-style-type: none"> Artist focus- Andy Warhol <p>Investigate a work of art asking and answering questions to explore and develop ideas. Create a calendar using drawing, printing and collage techniques. Vocabulary- mixed media</p> <p>Key findings:</p>	<p>Painting, drawing, collage sculpture and printing Key Criteria:</p> <ul style="list-style-type: none"> Artist focus- Niamh Starkey <p>Investigating the work of an illustrator asking and answering questions to explore and develop idea</p> <p>Draw a picture of a giant using watercolour to explore primary and secondary colour. Vocabulary - watercolours</p> <ul style="list-style-type: none"> Artist focus- Leslie Conlee <p>Investigate mosaics using them as a starting point. Create a mosaic of a castle. Vocabulary-mosaic</p> <ul style="list-style-type: none"> Artist focus- Giuseppe Arcimboldo <p>Investigate a work of art asking and answering questions to explore and develop ideas. create a portrait in the style of Giuseppe Arcimboldo. Vocabulary –textured collage</p> <ul style="list-style-type: none"> Investigate and explore colour mixing <p>Create a colour wheel of primary and secondary colours. Vocabulary- primary and secondary colour</p> <ul style="list-style-type: none"> Artist study- Clara Peeters <p>Investigate a work of art asking and answering questions to explore and develop ideas. Create a still life using drawing and painting. Vocabulary- still life</p> <ul style="list-style-type: none"> Explore drawings and paintings of 		<p>Drawing, sculpture Key Criteria:</p> <ul style="list-style-type: none"> Artist focus- Leonardo Da Vinci <p>Investigate a work of art asking and answering questions to explore and develop ideas. Vocabulary-architectural drawing</p> <ul style="list-style-type: none"> Da Vinci <p>Investigate architectural drawing using it as a starting point. Produce a drawing of an Australian landmark, experimenting with line, tone and shading. Vocabulary-sketch</p> <ul style="list-style-type: none"> Investigate charcoal illustrations using it as a starting point. <p>Create an illustration using charcoal. Vocabulary-charcoal techniques</p> <ul style="list-style-type: none"> Artist focus- Emily Kame Kngwarreye <p>Investigate Aboriginal art asking and answering questions to explore and develop ideas. Work collaboratively to create a piece of artwork based on aboriginal art.</p> <ul style="list-style-type: none"> Artist focus-Clarice Cliff <p>Explore the work of a ceramic artist using it as a starting point. Create a clay relief tile depicting an Australian animal. Vocabulary-relief</p> <ul style="list-style-type: none"> Investigate and explore Maori culture and symbols using it as a starting point. <p>Manipulate clay for a purpose, creating jewellery based on Maori symbols. Vocabulary-manipulate.</p>	

			<ul style="list-style-type: none"> I can name some of the works of art studied and the associated artist. I can identify formal elements in a work of art objects, colours, textures, patterns, shapes and lines. I can say how I feel when I look at a piece of art and give a reason. I can give an opinion about a work of art and justify my response. I have explored techniques in drawing, painting, sculpture, printing, and collage. I have created a final piece of artwork, focussing on each of the above techniques that links to my topic. I have reviewed my work, identified what I would change or develop in future, expressing my thoughts verbally or as a recording. <p>Key vocabulary: Techniques, abstract, embroidery and texture, joining, mixed media</p>	<p>dragon's eyes using them as a starting point.</p> <p>Use drawing and painting to design a dragon's eye.</p> <p>Key findings:</p> <ul style="list-style-type: none"> I can name some of the works of art studied and the associated artist. I can identify formal elements in a work of art objects, colours, textures, patterns, shapes, and lines. I can say how I feel when I look at a piece. of art and give a reason. I can give an opinion about a work of art and justify my response. I have explored techniques in drawing, painting, sculpture, printing and collage. I have created a final piece of artwork, focussing on each of the above techniques that links to my topic. I have reviewed my work, identified what I would change or develop in future, expressing my thoughts verbally or as a recording. <p>Key vocabulary: Watercolours, textured collage, mosaic, still life, primary and secondary colours</p>		<p>Key findings:</p> <ul style="list-style-type: none"> I can name some of the works of art studied and the associated artist. I can identify formal elements in a work of art objects, colours, textures, patterns, shapes and lines. I can say how I feel when I look at a piece of art and give a reason. I can give an opinion about a work of art and justify my response. I have explored techniques in drawing, painting, sculpture, printing and collage. I have created a final piece of artwork, focussing on each of the above techniques that links to my topic. I have reviewed my work, identified what I would change or develop in future, expressing my thoughts verbally or as a recording. <p>Key vocabulary: Architectural drawing, sketch, charcoal techniques, relief, manipulate.</p>	
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Year 3

Year A: Formal Elements
Artist – Alexander Calder and Sol LeWitt
Formal Element: Line and Shape
Context: Cave paintings and string printing.
3D shape drawing and Painting.

Artistically Valid Question:
How did Alexander Calder & Sol LeWitt use the formal elements of 'line' and 'shape' in their work?

Key Criteria:

- How is 'line' applied in Calder's example of work?
- How can 'line' be experimented with in different ways?
- How will I apply line to my own work, relating to 'cave paintings'.
- What do I feel about the journey I've taken with my work and the formal element of line?

Key Findings:

- I can describe Calder's use of line using artistic vocabulary.
- I have explored with line using different mark making.
- I have created a final idea, focussing on the formal element of line that links to my topic.
- I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording.

Key Vocabulary:

Straight, broken, curved, wavy, sharp, jagged, thick, broad, short, scribble, bold, thin, soft, jagged, loose, flowing.

Year B: Making Money in the Arts
Career: Fine Artist
Artist: Ellen Lanyon

Year A: Formal Elements
Artists – Anthony Gormley.
Formal Element: Form.
Context:
Gormley clay 'Field', linking to diversity.

Artistically Valid Question:
How did Anthony Gormley use the formal element of 'form' in his work?

Key Criteria:

- How is 'Form' applied in Gormley's work?
- How can 'form' be experimented with in different ways?
- How will I apply form to my own work, relating to Gormley's 'Field' idea, as well as our focus on 'cave paintings'.
- What do I feel about the journey I've taken with my work and the formal element of form?

Key Findings:

- I can describe Gormley's use of form using artistic vocabulary.
- I have explored with form using different mediums.
- I have created a final idea, focussing on the formal element of form that links to my topic.
- I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording.

Key Vocabulary:

Angular, sharp, frame, body, rounded, cylindrical, size, mass, solid, dense, organic, pointed, square, figure, circular, spherical, bulky, face, edge, internal, external, tessellate, symmetrical, asymmetrical.

Year A: Formal Elements
Artists – MC Escher.
Formal Element: Pattern & Tone.
Context: Tessellation in paint.

Artistically Valid Question:
How did MC Escher use the formal element of 'pattern & tone' in his work?

Key Criteria:

- How is 'pattern & tone' applied in MC Escher's work?
- How can 'pattern & tone' be experimented with in different ways?
- How will I apply pattern & tone to my own work?
- What do I feel about the journey I've taken with my work and the formal element of pattern & tone?

Key Findings:

- I can describe MC Escher's use of pattern & tone using artistic vocabulary.
- I have explored with pattern & tone using different mediums.
- I have created a final idea, focussing on the formal elements of pattern & tone that links to my topic.
- I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording.

Year B: Making Money in the Arts
Career: Architect
Architect: Norman Foster

Year A: Formal Elements
Artists – Anni Albers.
Formal Element: Texture.
Context: Textiles.
Cardboard loom and weaving.

Artistically Valid Question:
How did Anni Albers use the formal element of 'texture' in their work?

Key Criteria:

- How is 'texture' applied in Anni Albers' work?
- How can 'texture' be experimented with in different ways?
- How will I apply texture to my own work?
- What do I feel about the journey I've taken with my work and the formal element of texture?

Key Findings:

- I can describe Anni Albers' use of texture using artistic vocabulary.
- I have explored with texture using different mediums.
- I have created a final idea, focussing on the formal element of texture that links to my topic.
- I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording.

Year B: Making Money in the Arts
Career: Architect
Architect: Norman Foster

Year A: Formal Elements
Artists – Yayoi Kusama.
Formal Element: Colour.
Context: Observational drawing of fruit/vegetables, followed by mark making/painting in the style of the artist.

Artistically Valid Question:
How did Yayoi Kusama use the formal element of 'colour' in her work?

Key Criteria:

- How is 'colour' applied in Yayoi Kusama's work?
- How can 'colour' be experimented with in different ways?
- How will I apply colour to my own work?
- What do I feel about the journey I've taken with my work and the formal element of colour?

Key Findings:

- I can describe Yayoi Kusama's use of colour using artistic vocabulary.
- I have explored with colour using different mediums.
- I have created a final idea, focussing on the formal element of colour that links to my topic.
- I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording.

Year B: Making Money in the Arts
Career: Fashion design.
Designer: Alexander McQueen

Year A: Formal Elements
Artists – Wassily Kandinsky.
Formal Element: Composition.
Context: Linking to music in mixed media.

Artistically Valid Question:
How did Wassily Kandinsky use the formal element of 'composition' in his work?

Key Criteria:

- How is 'composition' applied in Wassily Kandinsky's work?
- How can 'composition' be experimented with in different ways?
- How will I apply composition to my own work?
- What do I feel about the journey I've taken with my work and the formal element of composition?

Key Findings:

- I can describe Wassily Kandinsky's use of composition using artistic vocabulary.
- I have explored with composition using different mediums.
- I have created a final idea, focussing on the formal element of composition that links to my topic.
- I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording.

Year B: Making Money in the Arts
Career: Fashion design.
Designer: Alexander McQueen



			<p>Year B: Making Money in the Arts Career: Fine Artist Artist: Ellen Lanyon</p>				
<p>Year 4</p>		<p>Year A: Formal Elements Artists – Alexander Calder & Sol LeWitt. Formal Element: Line & Shape Context: Egyptians and string printing.</p> <p>Artistically Valid Question: How did Alexander Calder & Sol LeWitt use the formal elements of ‘line’ and ‘shape’ in their work?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘line’ applied in Calder’s example of work? How can ‘line’ be experimented with in different ways? How will I apply line to my own work, relating to the Ancient Egyptians. What do I feel about the journey I’ve taken with my work and the formal element of line? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Calder’s use of line using artistic vocabulary. I have explored with line using different mark making. I have created a final idea, focussing on the formal element of line that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Key Vocabulary: (Line) Straight, broken, curved, wavy, sharp, jagged, thick, broad, short, scribble, bold, thin, soft, jagged, loose, flowing.</p> <p>Year B: Making Money in the Arts Career: Fine Artist</p>	<p>Year A: Formal Elements Artist – Anthony Gormley. Formal Element: Form. Context: Gormley clay ‘Field’, linking to diversity.</p> <p>Artistically Valid Question: How did Anthony Gormley use the formal element of ‘form’ in his work?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘Form’ applied in Gormley’s & LeWitt’s examples of work? How can ‘form’ be experimented with in different ways? How will I apply form to my own work, relating to Gormley’s ‘Field’ idea, as well as our focus on ‘cave paintings’. What do I feel about the journey I’ve taken with my work and the formal element of form? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Gormley’s use of form using artistic vocabulary. I have explored with form using different mediums. I have created a final idea, focussing on the formal element of form that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Key Vocabulary:</p>	<p>Year A: Formal Elements Artists – MC Escher. Formal Element: Pattern & Tone. Context: Tessellation in paint.</p> <p>Artistically Valid Question: How did MC Escher use the formal element of ‘pattern and tone’ in his work? How did he bring together mathematics and art and why was this successful?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘Pattern & Tone’ applied in Escher’s examples of work? How can ‘Pattern & Tone’ be experimented with in different ways? How will I apply pattern & tone to my own work, relating to Escher’s tessellation ideas? What do I feel about the journey I’ve taken with my work and the formal element of form? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe MC Escher’s use of line using artistic vocabulary. I have explored with pattern & tone using different mediums. I have created a final idea, focussing on the formal elements of pattern & tone that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. 	<p>Year A: Formal Elements Artists – Anni Albers. Formal Element: Texture. Context: Textiles. Cardboard loom and weaving.</p> <p>Artistically Valid Question: How did Anni Albers use the formal element of ‘texture’ in their work?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘texture’ applied in Anni Albers’ work? How can ‘texture’ be experimented with in different ways? How will I apply texture to my own work? What do I feel about the journey I’ve taken with my work and the formal element of texture? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Anni Albers’ use of texture using artistic vocabulary. I have explored with texture using different mediums. I have created a final idea, focussing on the formal element of texture that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts Career: Architect Architect: Norman Foster</p>	<p>Year A: Formal Elements Artists – Yayoi Kusama. Formal Element: Colour. Context: Observational drawing of fruit/vegetables, followed by mark making/painting in the style of the artist.</p> <p>Artistically Valid Question: How did Yayoi Kusama use the formal element of ‘colour’ in her work?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘colour’ applied in Yayoi Kusama’s work? How can ‘colour’ be experimented with in different ways? How will I apply colour to my own work? What do I feel about the journey I’ve taken with my work and the formal element of colour? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Yayoi Kusama’s use of colour using artistic vocabulary. I have explored with colour using different mediums. I have created a final idea, focussing on the formal element of colour that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts</p>	<p>Year A: Formal Elements Artists – Wassily Kandinsky. Formal Element: Composition. Context: Linking to music in mixed media.</p> <p>Artistically Valid Question: How did Wassily Kandinsky use the formal element of ‘composition’ in his work?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘composition’ applied in Wassily Kandinsky’s work? How can ‘composition’ be experimented with in different ways? How will I apply composition to my own work? What do I feel about the journey I’ve taken with my work and the formal element of composition? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Wassily Kandinsky’s use of composition using artistic vocabulary. I have explored with composition using different mediums. I have created a final idea, focussing on the formal element of composition that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts Career: Fashion design. Designer: Alexander McQueen</p>

		<p>Artist: Ellen Lanyon</p>	<p>Angular, sharp, frame, body, rounded, cylindrical, size, mass, solid, dense, organic, pointed, square, figure, circular, spherical, bulky, face, edge, internal, external, tessellate, symmetrical, asymmetrical.</p> <p>Year B: Making Money in the Arts Career: Fine Artist Artist: Ellen Lanyon</p>	<p>Key Vocabulary: Angular, sharp, frame, body, rounded, cylindrical, size, mass, solid, dense, organic, pointed, square, figure, circular, spherical, bulky, face, edge, internal, external, tessellate, symmetrical, asymmetrical.</p> <p>Year B: Making Money in the Arts Career: Architect Architect: Norman Foster</p>		<p>Career: Fashion design. Designer: Alexander McQueen</p>	
<p>Year 5</p>		<p>Year A: Formal Elements Artists – Alexander Calder & Sol LeWitt. Formal Element: Line & Shape Context: Greek thinkers and printing.</p> <p>Artistically Valid Question: How did Alexander Calder & Sol LeWitt use the formal elements of ‘line’ and ‘shape’ in their work? Describe the range of ways and how their choices of medium were so successful.</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘line’ applied in Calder’s example of work and ‘shape’ in Sol LeWitt’s? How can ‘line’ or ‘form’ be experimented with in different ways? How will I apply line and form to my own work, relating to the Ancient Greeks. What do I feel about the journey I’ve taken with my work and the formal elements of line and form? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Calder’s use of line and LeWitt’s form using artistic vocabulary. I have explored with line and form using different mark making and modelling. I have created a final idea, focussing on the formal element of line and form that links to my topic/s. 	<p>Year A: Formal Elements Artist – Anthony Gormley. Formal Element: Form. Context: Gormley clay ‘Field’, linking to diversity.</p> <p>Artistically Valid Question: How did Gormley use the formal element of ‘form’ in his work? How did he apply the idea of ‘form’ differently and what made him successful with it?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘Form’ applied in Gormley’s examples of work? How can ‘form’ be experimented with in different ways? How will I apply form to my own work, relating to Gormley’s ‘Field’ idea, as well as our focus on ‘cave paintings’. What do I feel about the journey I’ve taken with my work and the formal element of form? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Gormley’s use of form using artistic vocabulary. I have explored with form using different mediums. I have created a final idea, focussing on the 	<p>Year A: Formal Elements Artists – MC Escher. Formal Element: Pattern & Tone. Context: Tessellation with a focus on transition and tone.</p> <p>Artistically Valid Question: How did MC Escher use the formal element of ‘pattern and tone’ in their work? How did he bring together mathematics and art and why was this successful?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘Pattern & Tone’ applied in Escher’s examples of work? How can ‘Pattern & Tone’ be experimented with in different ways? How will I apply pattern & tone to my own work, relating to Escher’s tessellation ideas? What do I feel about the journey I’ve taken with my work and the formal element of form? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe MC Escher’s use of line using artistic vocabulary. I have explored with pattern & tone using different mediums. 	<p>Year A: Formal Elements Artists – Anni Albers. Formal Element: Texture. Context: Textiles. Cardboard loom and weaving.</p> <p>Artistically Valid Question: How did Anni Albers use the formal element of ‘texture’ in their work? Why was she important for raising the profile of female artists?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘texture’ applied in Anni Albers’ work? How can ‘texture’ be experimented with in different ways? How will I apply texture to my own work? What do I feel about the journey I’ve taken with my work and the formal element of texture? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Anni Albers’ use of texture using artistic vocabulary. I have explored with texture using different mediums. I have created a final idea, focussing on the formal element of texture that links to my topic. 	<p>Year A: Formal Elements Artists – Yayoi Kusama. Formal Element: Colour. Context: Observational drawing of fruit/vegetables, followed by mark making/painting in the style of the artist.</p> <p>Artistically Valid Question: How did Yayoi Kusama use the formal element of ‘colour’ in her work? How did she harness her creativity to support her mental wellbeing?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘colour’ applied in Yayoi Kusama’s work? How can ‘colour’ be experimented with in different ways? How will I apply colour to my own work? What do I feel about the journey I’ve taken with my work and the formal element of colour? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Yayoi Kusama’s use of colour using artistic vocabulary. I have explored with colour using different mediums. I have created a final idea, focussing on the formal element of 	<p>Year A: Formal Elements Artists – Wassily Kandinsky. Formal Element: Composition. Context: Linking to music in mixed media.</p> <p>Artistically Valid Question: How did Wassily Kandinsky use the formal element of ‘composition’ in his work? Can you identify and describe the range of formal elements used within Kandinsky’s compositions?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘composition’ applied in Wassily Kandinsky’s work? How can ‘composition’ be experimented with in different ways? How will I apply composition to my own work? What do I feel about the journey I’ve taken with my work and the formal element of composition? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Wassily Kandinsky’s use of composition using artistic vocabulary. I have explored with composition using different mediums. I have created a final idea, focussing on the formal element of composition that links to my topic.

		<ul style="list-style-type: none"> I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Key Vocabulary: (Line) Straight, broken, curved, wavy, sharp, jagged, thick, broad, short, scribble, bold, thin, soft, jagged, loose, flowing, expression, language, movement, purpose, physical, spatial, two-dimensional, three dimensional.</p> <p>(Shape)</p> <p>Year B: Making Money in the Arts Career: Fine Artist Artist: Ellen Lanyon</p>	<p>formal element of form that links to my topic.</p> <ul style="list-style-type: none"> I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Key Vocabulary: Angular, sharp, frame, body, rounded, geometrical, cylindrical, size, mass, solid, dense, organic, pointed, square, figure, circular, spherical, proportion, multi-faceted, bulky, face, apex, vertex, edge, internal, external, tessellate, symmetrical, asymmetrical.</p> <p>Year B: Making Money in the Arts Career: Fine Artist Artist: Ellen Lanyon</p>	<ul style="list-style-type: none"> I have created a final idea, focussing on the formal elements of pattern & tone that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Key Vocabulary: Angular, sharp, frame, body, rounded, geometrical, cylindrical, size, mass, solid, dense, organic, pointed, square, figure, circular, spherical, proportion, multi-faceted, bulky, face, apex, vertex, edge, internal, external, tessellate, symmetrical, asymmetrical.</p> <p>Year B: Making Money in the Arts Career: Architect Architect: Norman Foster</p>	<ul style="list-style-type: none"> I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts Career: Architect Architect: Norman Foster</p>	<p>colour that links to my topic.</p> <ul style="list-style-type: none"> I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts Career: Fashion design. Designer: Alexander McQueen</p>	<ul style="list-style-type: none"> I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts Career: Fashion design. Designer: Alexander McQueen</p>
Year 6		<p>Year A: Formal Elements Artists – Alexander Calder & Sol LeWitt. Formal Element: Line & Shape Context: WW2 – Winston Churchill and relief printing.</p> <p>Artistically Valid Question: How did Alexander Calder & Sol LeWitt use the formal elements of ‘line’ and ‘shape’ in their work? Describe the range of ways and how their choices of medium were so successful.</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘line’ applied in Calder’s example of work and ‘shape’ in Sol LeWitt’s? How can ‘line’ or ‘form’ be experimented with in different ways? How will I apply line and form to my own work, relating to the Ancient Greeks. What do I feel about the journey I’ve taken with my work and the formal elements of line and form? 	<p>Year A: Formal Elements Artist – Anthony Gormley. Formal Element: Form. Context: Gormley clay ‘Field’, linking to diversity.</p> <p>Artistically Valid Question: How did Gormley use the formal element of ‘form’ in his work? How did he apply the idea of ‘form’ differently and what made him successful with it?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘Form’ applied in Gormley’s examples of work? How can ‘form’ be experimented with in different ways? How will I apply form to my own work, relating to Gormley’s ‘Field’ idea, as well as our focus on ‘cave paintings’. What do I feel about the journey I’ve taken with my work and the 	<p>Year A: Formal Elements Artists – MC Escher. Formal Element: Pattern & Tone. Context: Tessellation with a focus on transition and tone.</p> <p>Artistically Valid Question: How did MC Escher use the formal element of ‘pattern and tone’ in her work? How did he bring together mathematics and art and why was this successful?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘Pattern & Tone’ applied in Escher’s examples of work? How can ‘Pattern & Tone’ be experimented with in different ways? How will I apply pattern & tone to my own work, relating to Escher’s tessellation ideas? 	<p>Year A: Formal Elements Artists – Anni Albers. Formal Element: Texture. Context: Textiles. Cardboard loom and weaving.</p> <p>Artistically Valid Question: How did Anni Albers use the formal element of ‘texture’ in her work? Why was she important for raising the profile of female artists?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘texture’ applied in Anni Albers’ work? How can ‘texture’ be experimented with in different ways? How will I apply texture to my own work? What do I feel about the journey I’ve taken with my work and the formal element of texture? <p>Key Findings:</p>	<p>Year A: Formal Elements Artists – Yayoi Kusama. Formal Element: Colour. Context: Observational drawing of fruit/vegetables, followed by mark making/painting in the style of the artist.</p> <p>Artistically Valid Question: How did Yayoi Kusama use the formal element of ‘colour’ in her work? How did she harness her creativity to support her mental wellbeing?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘colour’ applied in Yayoi Kusama’s work? How can ‘colour’ be experimented with in different ways? How will I apply colour to my own work? What do I feel about the journey I’ve taken with my work and the 	<p>Year A: Formal Elements Artists – Wassily Kandinsky. Formal Element: Composition. Context: Linking to music in mixed media.</p> <p>Artistically Valid Question: How did Wassily Kandinsky use the formal element of ‘composition’ in his work? Can you identify and describe the range of formal elements used within Kandinsky’s compositions?</p> <p>Key Criteria:</p> <ul style="list-style-type: none"> How is ‘composition’ applied in Wassily Kandinsky’s work? How can ‘composition’ be experimented with in different ways? How will I apply composition to my own work? What do I feel about the journey I’ve taken with my work and the formal element of composition?

	<p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Calder’s use of line and LeWitt’s form using artistic vocabulary. I have explored with line and form using different mark making and modelling. I have created a final idea, focussing on the formal element of line and form that links to my topic/s. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Key Vocabulary: Straight, broken, curved, wavy, sharp, jagged, thick, broad, short, scribble, bold, thin, soft, jagged, loose, flowing, expression, language, movement, purpose, physical, spatial, two-dimensional, three dimensional.</p> <p>Year B: Making Money in the Arts Career: Fine Artist Artist: Ellen Lanyon</p>	<p>formal element of form?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Gormley’s use of form using artistic vocabulary. I have explored with form using different mediums. I have created a final idea, focussing on the formal element of form that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Key Vocabulary: Angular, sharp, frame, body, rounded, geometrical, cylindrical, size, mass, solid, dense, organic, pointed, square, figure, circular, spherical, proportion, multi-faceted, bulky, face, apex, vertex, edge, internal, external, tessellate, symmetrical, asymmetrical.</p> <p>Year B: Making Money in the Arts Career: Fine Artist Artist: Ellen Lanyon</p>	<ul style="list-style-type: none"> What do I feel about the journey I’ve taken with my work and the formal element of form? <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe MC Escher’s use of line using artistic vocabulary. I have explored with pattern & tone using different mediums. I have created a final idea, focussing on the formal elements of pattern & tone that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts Career: Architect Architect: Norman Foster</p>	<ul style="list-style-type: none"> I can describe Anni Albers’ use of texture using artistic vocabulary. I have explored with texture using different mediums. I have created a final idea, focussing on the formal element of texture that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts Career: Architect Architect: Norman Foster</p>	<p>formal element of colour?</p> <p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Yayoi Kusama’s use of colour using artistic vocabulary. I have explored with colour using different mediums. I have created a final idea, focussing on the formal element of colour that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts Career: Fashion design. Designer: Alexander McQueen</p>	<p>Key Findings:</p> <ul style="list-style-type: none"> I can describe Wassily Kandinsky’s use of composition using artistic vocabulary. I have explored with composition using different mediums. I have created a final idea, focussing on the formal element of composition that links to my topic. I have reviewed my work and learning journey, expressing my ideas verbally, in my sketchbook or as an audio/video recording. <p>Year B: Making Money in the Arts Career: Fashion design. Designer: Alexander McQueen</p>
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See below for year-by-year skills progression within the topics covered for KS2:

<p>Y3</p> <p>Exploring and developing</p> <ol style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Selecting practical activities, outdoor work: Working with silhouettes, exploring light and shadow. Textured mark making in paint Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating and developing work</p> <ol style="list-style-type: none"> Compare ideas, methods and approaches in their own and 	<p>Exploring and Developing</p> <ol style="list-style-type: none"> All projects. Diversity light sculptures – Y1 T2 Diversity light sculptures – Y1 T2 Ellen Lanyon – Y2 T1 Art week – Impressionism Y2 T5 Yayoi Kusama Y1 T5 Yayoi Kasuma – Y1 T5 Ellen Lanyon – Fine artist study. Y2 T1 Norman Foster – Architect Y2 T2 Alexander McQueen – Y2 T3 Other artists during formal element topics <p>Evaluating and developing work</p> <ol style="list-style-type: none"> All topics, completed in sketchbooks. 	 
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others' work and say what they think and feel about them.

8. Annotate work in sketchbook.
9. Look at different examples of still life from established artists.

Drawing

10. Adapt their work according to their views and describe how they might develop it further.
11. Silhouette art to reflect Skegness or local themes/topic ideas.
12. Experiment with different grades of pencil and other implements.
13. Use their sketchbook to collect and record visual information from different sources.
14. Include photos of drawing on different outdoor surfaces using different materials.
15. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
16. Simplified line self portraits in pencil. Challenges such as not taking pencil off page.
17. Draw for a sustained period of time at their own level.
18. Plan, refine and alter their drawings as necessary.
Add darker and lighter tones, explain verbally what difference this makes. Create vocabulary boards/displays.

Painting

12. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.
13. Work confidently on a range of scales e.g. thin brush on small picture etc.
14. Mix a variety of colours and know which primary colours make secondary colours.
15. Use a developed colour vocabulary.

Printing

16. Print using a variety of materials, objects and techniques including layering.
17. Talk about the processes used to produce a simple print.
18. To explore pattern and shape, creating designs for printing.

Textiles & Collage

19. Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué (patchwork quilting).
20. Name the tools and materials they have used.
21. Develop skills in stitching. Cutting and joining.
22. Experiment with a range of media
e.g. overlapping, layering etc.

3D Form

23. Join clay adequately and work reasonably independently.
24. Construct a simple clay base for extending and modelling other shapes.
25. Cut and join wood safely and effectively.
26. Make a simple papier mache object.
27. Plan, design and make models.

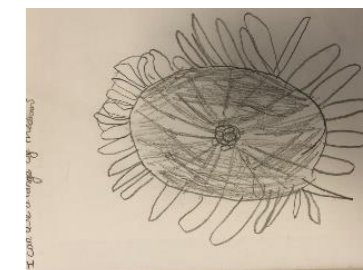
Breadth of Study

28. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

8. All topics include annotations.
9. Still life lessons – flowers, Van Gogh. Impressionism during Art Week, fruits and vegetables during Yayoi Kusama. Y1 T6

Drawing

10. Ellen Lanyon – exploration of materials. Y2 T1
11. Diversity light/shadow sculptures. Y1 T2
12. Range of art pencil tones used, as well as graphite sticks across most topics.
13. All topics
14. Cave drawings/paintings Y1 T1
15. Ellen Lanyon media study and final piece. Y2 T1
16. Alexander Calder study of line and pattern in Yayoi Kusama. Y1 T1 & T6
17. All topics during planning stage.
18. MC Escher Y1 T4



Painting

12. Ellen Lanyon – water colour and acrylic exploration Y2 T1
13. Ellen Lanyon Y2 T1
14. Yayoi Kusama Y2 T6
15. Yayoi Kusama Y2 T6



Printing

16. Yayoi Kusama inspired printed polka dots Y2 T6.
- Alexander McQueen Y1 T3
17. Cave prints – Alexander Calder Y1 T1
18. Cave prints – Alexander Calder Y1 T1

Textiles & Collage

19. Keith Haring 3D work. Y1 T3
21. Card, transparencies
22. Keith Haring 3D work. Y1 T3
- Lanyon collage Y2 T1



3D Form

23. Rock fossils, to support science work – T1
24. Anthony Gormley fields. Y1 T2
25. DT Day, Three Little Pigs – testing materials.
26. Wolf papier mache masks
27. Wolf papier mache masks

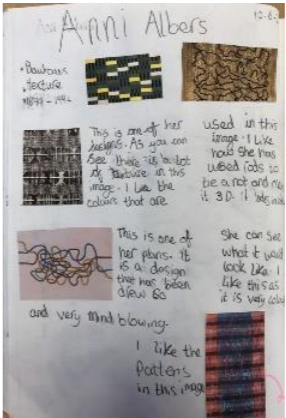


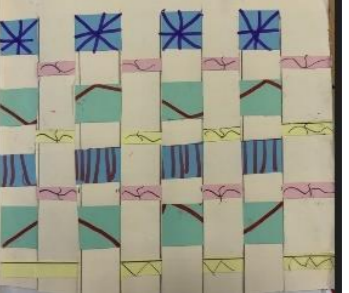


Breadth of study

Whole school projects both 2D, as well as the Keith Haring (diversity and inclusion) group work.



<p>Y4</p>	<p>Exploring and developing</p> <ol style="list-style-type: none"> 1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2. Question and make thoughtful observations about starting points and select ideas to use in their work. <p>Evaluating and developing work</p> <ol style="list-style-type: none"> 3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 4. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <p>Drawing</p> <ol style="list-style-type: none"> 6. Use research to inspire drawings from memory and imagination. 7. Make informed choices in drawing inc. paper and media. 8. Collect images and information independently in a sketchbook. 9. Explore relationships between line and tone, pattern and shape, line and texture. 11. Alter and refine drawings and describe changes using art vocabulary. <p>Painting</p> <ol style="list-style-type: none"> 12. Plan and create different effects and textures with paint according to what they need for the task. 13. Make and match colours with increasing accuracy. 14. Choose paints and implements appropriately. 15. Use more specific colour language e.g. tint, tone, shade, hue. 16. Show increasing independence and creativity with the painting process. 18. Research, create and refine a print using a variety of techniques. Resist printing including marbling, silkscreen and coldwater paste. <p>Textiles Collage</p> <ol style="list-style-type: none"> 19. Match the tool to the material. 20. Combine skills more readily. 21. Refine and alter ideas and explain choices using an art vocabulary. 22. Choose collage or textiles as a means of extending work already achieved. 23. Experiments with paste resist. 24. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. <p>3D Form</p> <ol style="list-style-type: none"> 25. Make informed choices about the 3D technique chosen. 26. Talk about their work understanding that it has been sculpted, modelled or constructed. 27. Use a variety of materials. 28. Show an understanding of shape, space and form. 29. Plan, design, make and adapt models. <p>Breadth of Study</p> <ol style="list-style-type: none"> 30. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. 31. Use ICT. 32. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<p>Exploring and developing</p> <ol style="list-style-type: none"> 1. All projects. 2. All projects <p>Evaluating and developing work</p> <ol style="list-style-type: none"> 3. Yayoi Kusama, Ellen Lanyon and Keith Haring. 4. Self evaluation of 3D wolf masks. Evaluation of material types before Ellen Lanyon project. Evaluation of Lanyon items. <p>Drawing</p> <ol style="list-style-type: none"> 6. All Y2 projects involve researching background and the career of being a fine artist. 7. Exploration in drawing with both graphite and pencil – all topics. 9/11. Y2 projects in formal elements to cover this. <p>Painting</p> <ol style="list-style-type: none"> 12. Ellen Lanyon media study. 13. Ellen Lanyon painting and Yayoi Kusama Y2. 14. Ellen Lanyon and Yayoi projects. 15. Ellen Lanyon and Yayoi projects. 18. Alexander McQueen Y2 T3 <p>Textile/collage</p> <ol style="list-style-type: none"> 19. Ellen Lanyon collage/AMQ batik and screen printing 20. AMQ Y2 T3 21. Staff to refer to vocabulary final slides during sessions with pupils. 22/23. AMQ batik and screen printing T shirts. 24. Analysing AMQ designs and themes to do with empowerment and tactile design. <p>3D Form</p> <ol style="list-style-type: none"> 25. Anthony Gormley fields. 26. Anthony Gormley modelling to be extended into sculpting. 27. Sol LeWitt and Gormley sculptures. 28. Sol LeWitt Y1 T2 29. Sol LeWitt & Gormley sculptures. <p>Breadth of Study</p> <ol style="list-style-type: none"> 30. Whole school projects. 31. Minecraft currently rolling out to staff through design in architecture (Frank Lloyd Wright). Kitchen design in Microsoft 3D paint. 32. Working with and studying local artists, working in their style. Y2 T3
<p>Y5</p>	<p>Exploring and Developing</p> <ol style="list-style-type: none"> 1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2. Explain verbally where changes have been made and for what reason. 3. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. 4. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<p>Exploring and Developing</p> <ol style="list-style-type: none"> 1. All projects. 2/3/4. All projects <p>Ellen Lanyon – Fine artist study. Alexander McQueen – questions on femininity/changing and challenging traditional cultures.</p>



	<p>Evaluating and developing work</p> <ol style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. <p>Drawing</p> <ol style="list-style-type: none"> Use a variety of source material for their work. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Work in a sustained and independent way from observation, experience and imagination. Work on preliminary studies to test media and materials. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Create imaginative work from a variety of sources. <p>Printing</p> <ol style="list-style-type: none"> Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose the printing method appropriate to task. Choose inks and overlay colours. <p>Textiles</p> <ol style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely. <p>3D Form</p> <ol style="list-style-type: none"> Plan a sculpture through drawing and other preparatory work. Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. <p>Breadth of Study</p> <ol style="list-style-type: none"> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<p>Evaluating and developing work</p> <p>5.6. All projects. Work in sketch books.</p> <p>Drawing</p> <ol style="list-style-type: none"> 10.11.12.9. All projects Lanyon material testing. Yayoi colour studies. All projects <p>Printing</p> <ol style="list-style-type: none"> Relief printing – Ellen Lanyon. AMQ screen printing on textiles. Lanyon & MC Escher projects 16.17. Ellen Lanyon. <p>Textiles</p> <ol style="list-style-type: none"> 18.19.20. Stitching and weaving during Anni Albers topic. Y1 T4 and AMQ topic Y2 T3. AMQ Y2 T3 AMQ Y2 T3 <p>3D Form</p> <ol style="list-style-type: none"> Gormley field Y1 T2 Foster Architecture project Y2 T2 Andy Goldsworthy – natural and man-made materials. <p>Breadth of study</p> <ol style="list-style-type: none"> Whole school projects. Minecraft currently rolling out to staff through design in architecture (Frank Lloyd Wright). Kitchen design in Microsoft 3D paint. T5 Working with and studying local artists, working in their style. Y2 T3      
Y6	<p>Exploring and Developing</p> <ol style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Identify the Formal Elements within the piece of work and the effects they have on the viewer. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating and Developing Work</p> <ol style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Confidently identify different mediums used and be able to explain what each medium Adapt their work according to their views and describe how they might develop it further. Adding different mediums to improve a piece of work. E.g. combining collage, oil pastel, graphite and paint. 	<p>Exploring and Developing</p> <ol style="list-style-type: none"> All project, evaluating ideas in sketchbooks throughout. All topics based around the Formal Elements. Evaluating ideas in sketchbooks throughout. Yayoi Kasuma – Y1 T6 Grette Schuute Kitchen Designer – Howdens Ellen Lanyon – Fine artist study. Alexander McQueen – questions on femininity/changing and challenging traditional cultures. Edvard Munch, the scream. <p>Evaluating and Developing Work</p> <p>5/8. All projects, in sketchbooks.</p>

<p><u>Drawing</u></p> <ol style="list-style-type: none"> 1. Demonstrate a wide variety of ways to make different marks with dry and wet media. 8. Develop ideas using different or mixed media, using a sketchbook. 9. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. 9. Identify artists who have worked in a similar way to their own work. <p><u>Painting</u></p> <ol style="list-style-type: none"> 10. Carry out preliminary studies, test media and materials and mix appropriate colours. 11. Create shades and tints using black and white. 12. Choose appropriate paint, paper and implements to adapt and extend their work. 13. Work from a variety of sources, inc. those researched independently. 14. Show an awareness of how paintings are created (composition). <p><u>Printing</u></p> <ol style="list-style-type: none"> 15. Be confident with printing on paper and fabric. 16. Describe varied techniques. 17. Be familiar with layering prints. 18. Alter and modify work. 19. Work relatively independently <p><u>Textiles/Collage</u></p> <ol style="list-style-type: none"> 20. Awareness of the potential of the uses of material. 21. To be expressive and analytical to adapt, extend and justify their work. 22. Use different techniques, colours and textures etc when designing and making pieces of work. <p><u>3D Form</u></p> <ol style="list-style-type: none"> 23. Develop skills in using clay inc. slabs, coils, slips, etc. 24. Create sculpture and constructions with increasing independence. <p><u>Breadth of Study</u></p> <ol style="list-style-type: none"> 30. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. 31. Use ICT. 32. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<p><u>Drawing</u></p> <ol style="list-style-type: none"> 1. Observational drawings of animals, planned in sketchbooks. 8. Range of projects planned in mixed media, in sketchbooks. 9. Formal Element topics. 9. work around artists used for inspiration and children work on related yet independent outcomes. <p><u>Painting</u></p> <ol style="list-style-type: none"> 10. All painting topics, primarily Yayoi Kusama. 13. All topics 14. Wassily Kandinsky – composition topic. Y1 T6 <p><u>Printing</u></p> <ol style="list-style-type: none"> 15/17. Edvard Munch – The Scream printing project. 15/16/17/18/19/20. AMQ textiles printing topic Y2 T3 <p><u>Textiles/Collage</u></p> <ol style="list-style-type: none"> 20. Stitching and weaving during Anni Albers topic. 21. AMQ Y2 T3 22. AMQ Y2 T3 <p><u>3D Form</u></p> <ol style="list-style-type: none"> 23/24. Anthony Gormley project with Henry Moore, incorporating more complex joins. <p><u>Breadth of Study</u></p> <ol style="list-style-type: none"> 30. Whole school projects. 31. Minecraft currently rolling out to staff through design in architecture (Frank Lloyd Wright). Kitchen design in Microsoft 3D paint. 32. Working with and studying local artists, working in their style. Y2 T3
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