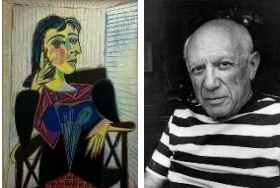


	Term 1	Term 2	Term 3
Unit of work	Natural Forms	Space	Cityscapes
Key Skill(s)	Sculpture	Painting, Collage	Drawing
Key Artists/Artworks	Claus Oldenburg, Pie a La Mode (1962)  Yayoi Kusama, Pumpkin (1994) 	Pablo Picasso, Portrait of Dora Marr (1937)  Brianna McCarthy, Look in V (2021) 	L.S. Lowry, Corner Shop (1970)  Stephen Wiltshire, Aerial view of the Nine Elms Development, London (2018) 
Composite Knowledge	How can artists use sculpture and pattern or texture together?	How can artists create abstract portraits?	How can artists create cityscapes by drawing?
Component knowledge	What is Pop Art? How has Yayoi Kusama used form and pattern to create her sculptures? How has Claus Oldenburg used form and texture to create realistic giant food? How is their work similar? How is it different?	What is Abstract Art? How has Picasso used shapes and line to create an abstract portrait? How does Brianna McCarthy use line, paint and collage to create portraits? How is her work similar to Picasso's work? How is it different?	What is a cityscape? What is drawing from observation? How has Lowry used line and shape to create a busy cityscape? How does Stephen Wiltshire draw his cityscapes? How is their work similar? How is it different?
National Curriculum KS1 Skills	Pupils should be taught: - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - about the work of a range of artists, craft makers and designers, describing the differences and	Pupils should be taught: - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - about the work of a range of artists, craft makers and designers, describing the differences and	Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and

	similarities between different practices and disciplines, and making links to their own work.	similarities between different practices and disciplines, and making links to their own work.	similarities between different practices and disciplines, and making links to their own work.
Vocabulary	• Pop Art, sculpture, mould, form, pattern, texture • Like, dislike, what went well, what could I improve, similar, different	• Abstract Art, painting, portrait, line, shape, collage • Like, dislike, what went well, what could I improve, similar, different	• Cityscape, observation, memory, line, shape, light, dark • Like, dislike, what went well, what could I improve, similar, different
Links to prior knowledge	Yinka Shonibare Sculpture (Year 1)	Landscape Painting (Year 1)	Drawing spirals and different lines (Year 1) Landscape painting (Year 1)
Key knowledge for assessment	Children know what Pop Art is. Children are able to discuss how Yayoi Kusama creates her sculptures. They can discuss how Claus Oldenburg creates his sculptures. They will begin to compare the two artists. Children are able to use clay to create their own recognisable fruit or food sculptures, adding texture with tools and pattern with paint.	Children know what Abstract Art is. Children are able to discuss how Picasso used shapes and lines to create abstract portraits. They can discuss how Brianna McCarthy uses paint and collage to create abstract portraits. They will begin to compare the two artists. Children can create their own portraits using line, shape and collage elements.	Children know what a cityscape is, and that it is connected to drawing from observation. Children are be able to discuss how Lowry used line and shape to create a busy cityscapes. They are able to discuss how Stephen Wiltshire draws his cityscapes. They will begin to compare the two artists. Children can their own sketches and cityscapes by drawing from observation in the local area.

Half Termly Planning

	Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
KS1 YR1	Learning Objective	LO: To design and create 'dot art'.	LO: To explore techniques used in Picasso and Brianna McCarthy's portraits.	LO: To explore line.
		LO: To design and create 'dot art'.	LO: To explore shapes and lines in Pablo Picasso's portraits.	LO: To explore line and shape in LS Lowry's artwork.
		LO: To make a sunny view finder.	LO: To explore line, paint and collage in Brianna McCarthy's portraits.	LO: To explore line and shape in Wiltshire's artworks.
		LO: To make a sunny view finder.	LO: To create an abstract portrait.	LO: To create a cityscape
		LO: To create a mosaic pattern using contrasting colours.	LO: To complete my abstract portrait and assess.	LO: To complete my cityscape.
		LO: To create a mosaic pattern using contrasting colours.		LO: To peer and self assess.

Key Vocabulary					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
- Op Art, straight, wavy, bumpy, zigzag, spiral - Print, printing block, symmetrical, repeat pattern - Landscape, observation, memory. - Primary colours – red, yellow, blue. - Secondary colours – green, orange, purple - Like, dislike, what went well, what could I improve.	- Pop Art, sculpture, mould, form, colour, pattern, texture - Abstract Art, painting, portrait, line, shape, collage - Cityscape, observation, memory, line, shape, light, dark, shading - Like, dislike, what went well, what could I improve, similar, different	- Illustration, character, background, design, animation, pencils, charcoal, pastels. - Public art, painting, mural, natural pigments, shades, tints. - Printing, analogue, relief, linocut, digital. - Like, dislike, what went well, what could I improve, similar, different, line, shape, colour, shade, story, texture, emotion.	- Sculpture, statue, proportion, arm span, height, realistic, distorted, pose, engineer - Still life, painting, proportion, shape, form, perspective, shades, tints. - Drawing, tone, shadow, highlight, charcoal, chalk, pastel - Like, dislike, what went well, what could I improve, similar, different, model, scale, impact, line, shape, colour, shade, palette, light, dark, contrast, form	- Architecture, architect, geometric, circle, concentric square, triangle, arch, shade, tone. - Impressionism, Post-Impressionism, natural, light, distortion, heightened, texture, mood, emotion. - Sculpture, figurative, moulding, carving, armature, assemblage. - Like, dislike, what went well, what could I improve, scale, line, perspective, tone, shade, pattern, repeat, brushstrokes, swirling, fast, energetic, frantic, pose, posture, form, procession.	- Line, tone, highlight, shading, tone, grades, observation, movement. - Printing, lino print, relief print, monoprint, collagraph, poster, mural, movement, complementary colours. - Self-portrait, symbolism, symbolic object, culture, religion, identity. - Like, dislike, what went well, what could I improve, realistic, lifelike, dynamic, message, communicate, text, design, impact, line, shape, colour, likeness, context, intention, context, intention.

Key Skills Progression					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Making:					
<u>Drawing</u> - Exploring mark-making - Drawing lines of different length, shape and thickness including spirals. - Drawing from observation by looking at line and shape.	<u>Drawing</u> - Beginning to use tone and shading to show light and dark areas of a drawing. - Using a range of drawing materials to create different effects. - Drawing more accurately from observation, looking carefully at line, shape or tone.	<u>Drawing</u> - Beginning to sketch designs, and develop them into finished pieces. - Choosing and using a range of drawing materials confidently (charcoal, different grades of pencils, pastels, colouring pencils, ink and biro).	<u>Drawing</u> - Beginning to use perspective in drawing to show depth and distance. - Using a range of pencils, charcoal and chalk pastels to create line, tone, shadows and highlights. - Considering positive and negative space when creating a drawing.	<u>Drawing</u> - Drawing using mathematical perspective to create architectural drawings (3D forms). - Adding detail and texture to drawings. - Creating geometric compositions using mathematical shapes – notice geometric shapes	<u>Drawing</u> - Quickly observing and fluently sketching key shapes of objects when drawing. - Using a range of lines to create human and animal forms considering thickness, length, and shape.

		• Drawing accurately from observation, looking carefully at line, shape or tone or a combination.		when drawing from images or observation.	• Adding detail and texture to drawings using a range of pencils. • Creating realistic three-dimensional spaces in a drawing, using perspective and scale. • Creating depth in drawings using tone (light and dark).
<u>Printing</u> • Making a block print with an object (cork, potato, cotton reel etc.) • Making a simple printing block • Making a symmetrical print by folding • Creating a repeat pattern	<u>Printing</u>	<u>Printing</u> • Making different types of printing block • Making a relief print using lino or Styrofoam • Making a digital print using digital media	<u>Printing</u>	<u>Printing</u>	<u>Printing</u> • Creating prints using a range of techniques (relief prints, monoprints, block prints and digital media). • Planning an artwork that communicates a strong message, through use of form, image, colour and text.
<u>Painting</u> • Mixing primary colours to make secondary colours • Mixing to match the colour of an object • Using medium-sized brushes to paint from observation. • Developing correct brush technique and cleaning between colours • Using the colour wheel to mix secondary colours.	<u>Painting</u> • Beginning to add white to create more colours and shades. • Developing skill, technique and control with brushes • Choosing the correct size of brush for a purpose. • Using the colour wheel to understand colour mixing and the effect of adding white.	<u>Painting</u> • Using a colour wheel, tints and shades (white and black) to create specific colours and shades for a purpose. • Increasing skill and control when painting using a range of different paints (watercolour, acrylic, poster paint, natural paints). • Using a range of brushes to create different effects. • Using the colour wheel to understand secondary and tertiary colours and the effect of adding white.	<u>Painting</u> • Using tone (light and dark) to create depth in painting. • Increasing skill and control when painting using a range of different paints (watercolour, acrylic, poster paint, natural paints), understanding that paints have different properties and need to be applied differently. • Painting with purpose and expression. • Use the colour wheel to understand colour and tone (light and dark).	<u>Painting</u> • Choosing and mixing colours to create a specific effect. • Using specific types of brush stroke to communicate a feeling or an idea – e.g. short, swirling, fast, energetic, frantic. • Painting with purpose and expression to show mood and emotion. • Use the colour wheel to accurately mix colour for a purpose.	<u>Painting</u> • Choosing and mixing colours using knowledge of colour theory, including harmonious and complementary colours. • Using different brushes with increasing accuracy. Choosing different brushes for different parts of a painting. • Planning and building up a painting in layers, from background to foreground. • Use the colour wheel to understand colour theory, including harmonious and complementary colours.
<u>Sculpture and Collage</u> • Choosing, tearing, folding and cutting materials to make collage.	<u>Sculpture and Collage</u> • Forming different shapes using clay for a purpose. • Form shapes based on natural forms (fruits and vegetables) • Using tools to cut, roll, coil and mark clay.	<u>Sculpture and Collage</u>	<u>Sculpture and Collage</u> • Planning and develop ideas for a sculpture before making. • Creating form using a material over a structure (clay, wire, Modroc).	<u>Sculpture and Collage</u> • Planning and develop ideas for a sculpture before making. • Creating sculptures using a range of materials including traditional (clay, wire, Modroc) and non-	<u>Sculpture and Collage</u> • Using collage to create or enhance an artwork that communicates a strong message. • Selectively choosing images and text from other media to create an effect.

	Choosing and accurately cutting materials to add to collage.		Using knowledge of proportion to create plausible figurative sculptures.	traditional materials (junk, cardboard, foil, fabric etc.) Using understanding of the human form to show emotion through posture and distortion of proportions.	
Evaluation:					
Self-assess their own skills in making their art – say what went well, what was difficult and what they could have improved. Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.	Self-assess their own skills in making their art – say what went well, what was difficult and what they could have improved. Begin to compare other's artwork (peers and original artist) and identify similarities and differences. Describe choices and preferences using basic art-based vocabulary.	Discuss own and other's work using an increasingly sophisticated use of art language (focusing on the formal elements). Compare other's artwork (peers and original artist) and identify similarities and differences. Reflect on their own work in order to make improvements.	Use more complex art-based vocabulary when discussing own and others' art. Use their own and other's opinion of work to identify areas of improvement. Reflect on their own work and skills in order to make improvements.	Develop a greater understanding of vocabulary when discussing their own and others' work Regularly analyse and reflect on their purpose and choices in creating their art – skills, materials, techniques.	Use key art vocabulary with greater sophistication when discussing their own and others' art. Give reasoned evaluations of their own and others work which takes account of context and intention of their art.