

	Term 1	Term 2	Term 3
Unit of work	Illustration	Early Painting	Analogue and Digital Printing
Key Skill(s)	Drawing	Painting	Printing
Key Artists/Artworks	Dapo Adeola, Various Illustrations (2010s)  Youmee Lee, Rite of Identity (2023) 	Various artists, Lascaux Cave Paintings (17,000BC)  Jacob V Joyce, Nourishing Disruptions (2022) 	Elizabeth Catlett, Sharecropper (1952)  The Singh Twins, A Mughal Queen in Jeans (2021) 
Composite Knowledge	How can artists tell a story through illustration?	How can artists tell a story with a piece of public art?	How do artists use different types of printmaking?
Component knowledge	What is Illustration? How has Dapo Adeola illustrated his characters using line, shape and colour? How has Youmee Lee told a story using line, shape and colour? Can you build a story through drawings, creating a background and characters?	What is public art? How can you mix natural pigments to make paints? How can you use modern paints to make different colours and tints? Why would humans over 20,000 years ago paint in caves? Why do artists like Jacob V Joyce paint on walls and in public spaces now?	What is analogue printing? What is digital printing? How has Elizabeth Catlett used relief printing to create line, texture, story and emotion? How do the Singh Twins use digital printing techniques to create modern versions of Indian miniature painting? Can you use relief printing techniques to create a portrait? Can you create a digital print?
National Curriculum KS2 Skills	Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history	Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history	Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history
Vocabulary	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, story.	Like, dislike, what went well, what could I improve, similar, different, line, shape, colour, shade, story.	Like, dislike, what went well, what could I improve, similar, different, line, shape, colour, shade, story, texture, emotion.
Links to prior knowledge	Drawing spirals and different lines (Year 1) Cityscapes (Year 2)	Landscape Painting (Year 1) Portraits (Year 2)	Printing (Year 1)
Key knowledge for assessment	Children know what Illustration is. Children are able to describe how Dapo Adeola illustrates his characters, including his use of line, shape and colour. They can describe how Youmee Lee tells a story using animation, including her use of line, shape and colour. They will be able to compare the two artists. Children can work towards creating a background and characters to tell a story through drawings.	Children know what public art is. Children can experiment with and be able to describe how to mix natural pigments to make paints. Children are able to describe how to mix modern paints to make different colours and tints. They will have opinions about why humans over 20,000 years ago painted in caves, and about why artists like Jacob V Joyce paint on walls and in public spaces now. Children can plan a piece of public art that they would like to see in their local area.	Children know the difference between analogue printing and digital printing. Children are able to describe how Elizabeth Catlett used relief printing to create line, texture, story and emotion. They can describe how the Singh Twins use digital printing techniques. Children can use relief printing techniques to create a portrait. They can manipulate an existing image to create a digital print.

Half Termly Planning

	Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
KS1 YR1	Learning Objective	LO: To know what illustration is	LO: To know what public art is	LO:
		LO: To know what a character is in illustration	LO: To mix different colours, tints and shades	LO:
		LO: To create a character	LO: To make paints from natural pigments	LO:
		LO: To look at the work of Dapo Adeola	LO: To look at a piece of public art	LO:
		LO: To look at the work of Youmee Lee	LO: To design my own piece of public art	LO:
		LO: To look at and create an animation		LO:

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). - Drawing accurately from observation, looking carefully at line, shape or tone or a combination.	<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 when drawing from images or observation.	<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. - 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).
Printing • 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	Printing	Printing • Making different types of printing block • Making a relief print using lino or Styrofoam • Making a digital print using digital media	Printing	Printing	Printing • 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.
Painting • 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.	Painting • 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.	Painting • 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.	Painting • 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).	Painting • 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.	Painting • 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.
Sculpture and Collage • Choosing, tearing, folding and cutting materials to make collage.	Sculpture and Collage • 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. • Choosing and accurately cutting materials to add to collage.	Sculpture and Collage	Sculpture and Collage • Planning and develop ideas for a sculpture before making. • Creating form using a material over a structure (clay, wire, Modroc). • Using knowledge of proportion to create plausible figurative sculptures.	Sculpture and Collage • Planning and develop ideas for a sculpture before making. • Creating sculptures using a range of materials including traditional (clay, wire, Modroc) and non-traditional materials (junk, cardboard, foil, fabric etc.)	Sculpture and Collage • 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.

				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.