

	Term 1	Term 2	Term 3
Unit of work	Animals	Messages in Art	Symbolism
Key Skill(s)	Drawing	Printing	Painting
Key Artists/Artworks	Albrecht Durer, A Greyhound (1500)  Chila Kumari Singh Burman, Tiger (Detail from 'Remembering a Brave New World' (2020)) 	Barbara Jones-Hogu, Oh Freedom (1971)  Shirin Neshat, Woman, Life, Freedom Picadilly Circus Installation (2022) 	Frida Kahlo, Self-Portrait with Thorn Necklace and Hummingbird (1940)  Khadija Saye, Peitaw (2018) 
Composite Knowledge	How do artists create realistic animal forms through drawing?	How do artists create and communicate impactful messages through art?	How do artists use symbolism in self-portraits to explore who they are?
Component knowledge	How can we use line to create a detailed animal form like Albrecht Durer? How can we use different grades of pencils to create tone (highlights and shadow)? What other drawing materials can we use to reproduce animal forms? What materials does Chila Kumari Singh Burman use to draw and create animal forms with? How can we create a sense of movement in our drawings?	How did Barbara Jones-Hogu use her art to communicate a message? How does Shirin Neshat use her art to communicate a message today? How can we use our art to communicate a message? How can we use lino prints and monoprints or collagraphs to create pattern and form? How can we use colour (including complementary colours) to create impact in our art? How can we include text in our art?	How did Frida Kahlo use symbolic objects in her self-portraits to explore her own life and story? How did Khadija Saye use symbolic objects in her self-portraits to explore her Gambian-British identity? How can we use line and shape to create likeness in our self-portraits? How can we mix and apply colours to represent objects you have drawn from observation? Can you add objects in your paintings that symbolise who you are?
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]	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]	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	about great artists, architects and designers in history	about great artists, architects and designers in history
Vocabulary	- Line, tone, highlight, shading, tone, grades, observation, movement. - Like, dislike, what went well, what could I improve, realistic, lifelike, dynamic, context, intention.	- Printing, lino print, relief print, monoprint, collagraph, poster, mural, movement, complementary colours. - Like, dislike, what went well, what could I improve, message, communicate, text, design, impact, context, intention.	- Self-portrait, symbolism, symbolic object, culture, religion, identity. - Like, dislike, what went well, what could I improve, similar, different, line, shape, colour, likeness, context, intention.
Links to prior knowledge	Drawing from observation (Year 2) Still life (Year 4)	Printing (Year 3)	Portraits (Year 2) Painting and mixing colours (Year
Key knowledge for assessment	Children can describe some of the techniques Albrecht Durer used to create detailed animal forms. Children can select and use different grades of pencils to create tone (light and shadow) in their drawings. Children can describe the materials Chila Kumari Singh Burman uses to draw and create animal forms with, and discuss the impact of this. Children can experiment with other drawing materials to reproduce animal forms, including unexpected materials e.g. light. Children can we create a sense of movement in their drawings, and evaluate this in other people's drawings.	Children can discuss how Barbara Jones-Hogu used her art to communicate a message. They can discuss how Shirin Neshat uses her art to communicate a message. They can begin to consider the context (historical and cultural) of these artworks) Children can describe ways to use art to communicate a message. Children can use lino prints and monoprints or collagraphs to create pattern and form. They can choose and use colour (including complementary colours) to create impact in their art. Children can include text in their art to communicate a message that is meaningful to them. They can evaluate the impact of their own and others' artworks.	Children can discuss how Frida Kahlo used symbolic objects in her self-portraits to explore her own life and story. They can discuss how Khadija Saye used symbolic objects in her self-portraits to explore her Gambian-British identity. They can begin to consider the context (historical and cultural) of these artworks) Children can use line and shape to create likeness in their self-portraits. They can mix and apply colours with skill to represent objects you have drawn from observation. Children can include objects in their self-portraits that are meaningful to them, and reveal something about their identity. They can evaluate the impact of their own and others' artworks.

Half Termly Planning

	Term	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
KS2 YR6	Learning Objective	LO: To explore the work of artists who display realistic animal forms	To learn how great artists used their art to spread a message.	
		LO: To use different grades of pencils to create tone through shading.		
		LO: To practice using lines, tone and shading to create a realistic animal drawing		
		LO: To recreate Albrecht Durer's Rhino using the techniques learnt		

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.

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.