

# WEBSITE VERSION – CONTACT THE SCHOOL FOR THE FULL VERSION

## Art and Design Curriculum

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

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

### Lesson coverage for Art and Design

Lesson 1 – Knowledge organiser and vocabulary

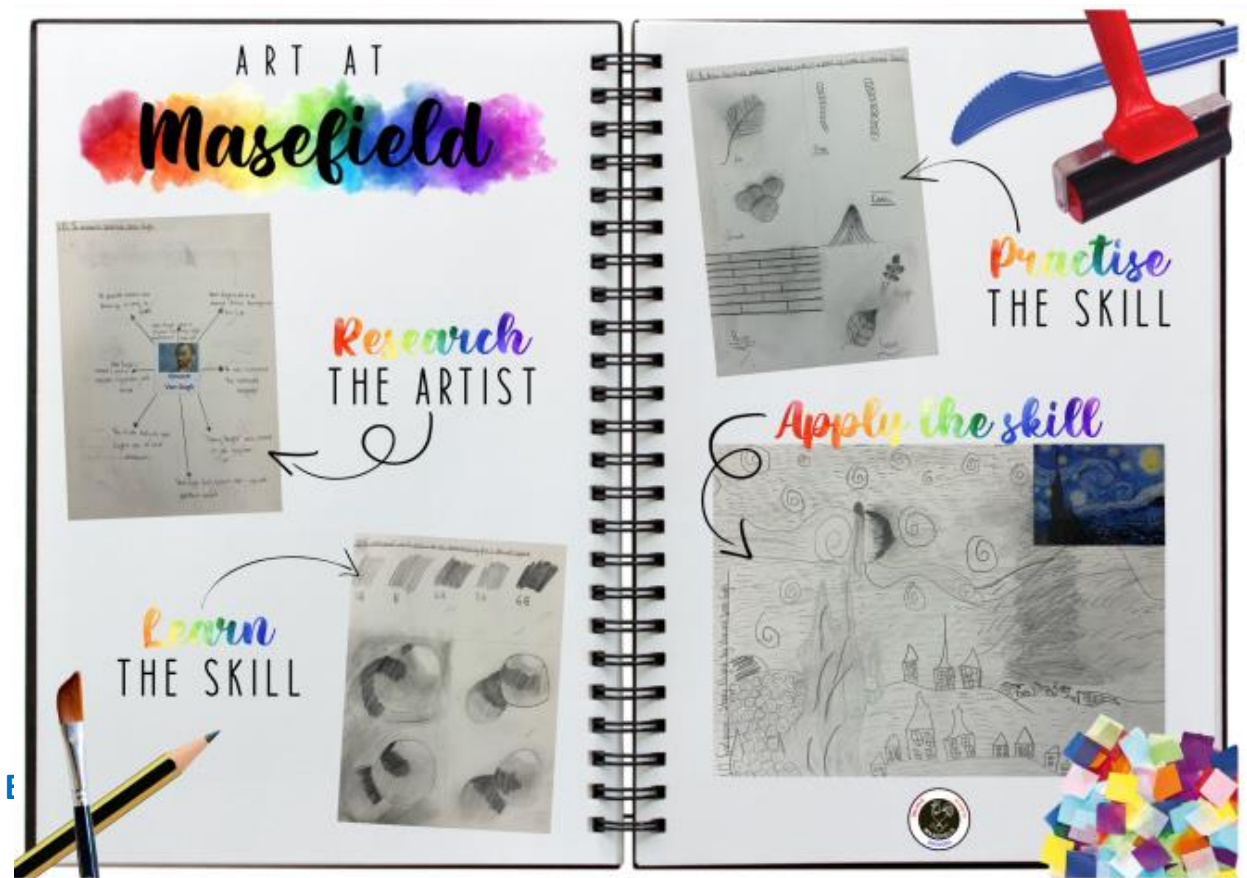
Lesson 2 – Research the artist

Lesson 3 – Learn the skill

Lesson 4&5 – Practise the skill

Lesson 6 – Apply the skill

End of topic – LBQ and uploads final piece to SeeSaw.





## Curriculum Coverage

	Drawing	Painting	Printing	Textiles	Collage	Sculpture
EYFS	✓	✓			✓	✓
Year 1	✓	✓	✓	✓ (DT)		
Year 2	✓	✓			✓	✓
Year 3	✓	✓	✓	✓ (DT)		
Year 4	✓	✓			✓	✓
Year 5	✓	✓	✓	✓ (DT)		
Year 6	✓	✓			✓	✓

### Using Sketchbooks

#### KS1:

Use their sketch books to express feelings about a subject and to describe their likes and dislikes  
 Make notes in their sketch books about techniques used by artists  
 Suggest improvements to their work by keeping notes in their sketch books

#### LKS2:

Use their sketch books to adapt and improve their original ideas  
 Make notes in their sketch books about techniques used by artists  
 Sketch books contain detailed notes, quotes and explanations about their art work

#### UKS2:

Sketch books are used to compare their methods to those of others and keep notes  
 Sketch books are used to combine graphics and text based research of commercial design to influence the layout of their sketch books  
 Sketch books are used to adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations



## Overview of Art Content

### EYFS Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art Skill – drawing underpins every other skill</b>	Drawing	Sculpture	Painting	Collage	Drawing/ Artist focus	Sculpture
<b>Suggested outcome</b>	<ul style="list-style-type: none"> <li>- Free drawing/painting of family and friends</li> <li>- Creating ourselves with different media – loose parts</li> <li>- Autumn crafts</li> </ul>		Under the sea animal paintings.	Use junk modelling to create a train or bus for the classroom.		Go on a summer walk and create a collage stick.

### Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Art Skill – drawing underpins every other skill</b>	Drawing	Sculpture	Painting	Collage	Drawing/ Artist focus	Sculpture
<b>Artist linked to skill</b>	Henri Rousseau	Brendan Jamison	Frank Bowling	Joan Miro	Henri Rousseau	Brendan Jamison
<b>Suggested outcome</b>	<ul style="list-style-type: none"> <li>- My first self-portrait</li> <li>- Drawings of those familiar to me/my family</li> <li>- Autumnal wreaths</li> <li>- Hedgehog Clay modelling</li> </ul>	<ul style="list-style-type: none"> <li>- Playdough Sculptures</li> <li>- Firework painting and cutting – fine motor</li> <li>- Christmas Card for residents of card home</li> <li>- Rangoli patterns</li> <li>- Repeated pattern print – wrapping paper</li> <li>- Snowflakes cutting</li> <li>- Use 2Paint to create firework display</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring texture and paint</li> <li>- Winter craft</li> <li>- Retrieval – Primary Colours</li> <li>- Colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>- Plant observation drawings</li> <li>- Chick Craft</li> <li>- Food Art</li> <li>- Whole Class Collaborative collage.- saving our planet from plastic</li> </ul>	<ul style="list-style-type: none"> <li>- Minibeast observational drawings/sketches</li> <li>- Animal collage</li> <li>- Animal patterns</li> <li>- Creating fossils</li> </ul>	<ul style="list-style-type: none"> <li>- Castle painting</li> <li>- Fantasy sketches</li> <li>- Castle design and build</li> <li>- Our last self-portrait in Reception</li> <li>- Design our own princess/pirate</li> </ul>



## Key Stage 1

### Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting	Textiles – See DT	Printing	
Artist linked to skill	Kandinsky		David Hockney	James Fox	Anni Albers	
Suggested outcome	Drawing and painting in the style of Kandinsky		Landscapes		Printed 1960's wallpaper	

### Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Sculpture		Painting	Collage
Artist linked to skill	Paul Klee		Andy Goldsworthy		Iris Scott	Jesse Treece
Suggested outcome	Drawing and painting in the style of Paul Klee		Mask using paper mache		Paintings using skills learnt	Collage using irregular shapes



Lower Key Stage 2

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting	Textiles – See DT	Printing	
Artist linked to skill	Georgia O’Keefe		Henri Matisse	Coco Chanel	Salvador Dalí	
Suggested outcome	Drawing and painting in the style of Georgia O’Keefe		Urban landscapes		Printed piece of work using own printing block	

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Collage		Painting	Sculpture
Artist linked to skill	Claude Monet		Beatriz Milhazes		L.S Lowry	Thutmose
Suggested outcome	Drawing and painting in the style of Monet		Mosaic (paper and regular shapes)		Landscape artwork	Sculpture using clay



## Upper Key Stage 2

### Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting	Textiles – See DT	Printing	
Artist linked to skill	Vincent Van Gogh		'Am I not a man and a brother?' Artwork	Faith Ringgold	Andy Warhol	
Suggested outcome	Drawing and painting in the style of Vincent Van Gogh		Painting linked to current affairs issue		Relief Printing	

### Year 6

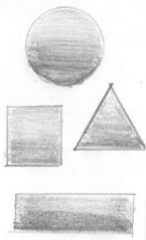
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art Skill – drawing underpins every other skill	Drawing		Painting		Sculpture	Collage
Artist linked to skill	Pablo Picasso		Frida Kahlo		David Oliveira	Sonia King
Suggested outcome	Drawing and painting in the style of Pablo Picasso		South-American inspired artwork		Mod-rock or wire	Mosaic using tiles (inc grouting or fixing)



## EYFS – Expressive Arts & Design

<b>3 &amp; 4 Year Olds</b>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>• Know the names of key tools and resources, e.g. glue and scissors, and what they are used for.</li> <li>• Know the correct grip to use when holding scissors, pencils and other one-handed tools</li> </ul> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>• Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park.</li> <li>• Know how to connect pieces together such as Lego or bricks.</li> <li>• Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for.</li> <li>• Know what they want to and could make, and which materials would work well.</li> <li>• Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas</li> </ul>
<b>Reception</b>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>• Know techniques to help them move carefully and with control.</li> <li>• Know the names of a range of tools.</li> <li>• Know how to hold and use a range of tools for a desired outcome, e.g. tape and glue used to build a structure.</li> <li>• Know the safety rules when using certain tools, resources and equipment.</li> </ul> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>• Know the names of different feelings.</li> <li>• Know that art and design can inspire feelings and emotions, and vice versa.</li> <li>• Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something.</li> <li>• Know that they can return to and build on their previous learning, and know who to ask for help when needed.</li> <li>• Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.</li> <li>• Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills</li> </ul>
<b>Early Learning Goals</b>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> <li>• Know how to use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>• Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Know that they can share their creations, explaining the process they have used.</li> </ul>



Term:	EYFS – Autumn 1	Key Text(s):		
<b>Unit Title:</b>	<p><b>Drawing</b></p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park.</li> <li>• Know how to connect pieces together such as Lego or bricks.</li> <li>• Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for.</li> <li>• Know what they want to and could make, and which materials would work well.</li> <li>• Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas</li> </ul>			
<p><b>Key Vocabulary for the Unit:</b></p> <p><b>Light:</b> pale in colour</p> <p><b>Dark:</b> not pale or light in colour.</p> <p><b>Gradient:</b> changes from one colour to another</p> <p><b>Tone:</b> the shade of a colour.</p> <p><b>Shade:</b> the degree of darkness of a colour.</p>				
	<p><b>Linked Artist Knowledge:</b></p> <p><b>Henri Rousseau</b></p>	<p><b>Pencil</b></p>	<p><b>Shape &amp; Form</b></p>	<p><b>Shape and Texture</b></p>
EYFS Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Henri was born in France on the 21<sup>st</sup> May 1844.</li> <li>• Rousseau was a self-taught painter and he did not become a full time artist until he turned 49.</li> <li>• Some of his most famous paintings include Tiger in a Tropical Storm and The Hungry Lion Throws Itself on the Antelope.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively – using the tripod grip in almost all cases.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Recognise and name 2D shapes: circle, triangle, square, and rectangle.</li> </ul> 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Make marks using a pencil or pencil crayon.</li> <li>• Explore with the marks they make, exploring pressure and texture.</li> </ul>





	<ul style="list-style-type: none"><li>• Many of his paintings were jungle scenes but he never actually went to a jungle. He used pictures and illustrations in books for his inspiration.</li></ul>		<ul style="list-style-type: none"><li>• Identify shapes in their environment e.g. "my paper is a rectangle."</li></ul>	
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Term:	Y1 – Autumn 1	Key Text(s):		
<b>Unit Title:</b>	<p><b>Drawing</b></p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn 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.</li> </ul> <p><b>Context for Study:</b></p> <p>This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> <li>Know the names of different feelings.</li> <li>Know that art and design can inspire feelings and emotions, and vice versa.</li> <li>Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something.</li> <li>Know that they can return to and build on their previous learning, and know who to ask for help when needed.</li> <li>Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.</li> <li>Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills</li> </ul>			
<p><b>Key Vocabulary for the Unit:</b></p> <p><b>Light:</b> pale in colour</p> <p><b>Dark:</b> not pale or light in colour.</p> <p><b>Gradient:</b> changes from one colour to another</p> <p><b>Tone:</b> the shade of a colour.</p> <p><b>Shade:</b> the degree of darkness of a colour.</p>				
	<p><b>Linked Artist Knowledge:</b></p> <p><b>Wassily Kandinsky</b></p>	<p><b>Pencil</b></p>	<p><b>Shape &amp; Form</b></p>	<p><b>Shape and Texture</b></p>
Year 1 Expected	Pupils should be taught:	Pupils should be taught: <ul style="list-style-type: none"> <li>Know gradients of pencils.</li> </ul>	Pupils should be taught:	Pupils should be taught:

	<ul style="list-style-type: none"> <li>• Kandinsky was born in Moscow, Russia</li> <li>• He was born in 1866.</li> <li>• He was one of the most important artists of the 20th Century.</li> <li>• He expressed feelings through colour and shape.</li> <li>• He started abstract art</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to create tone using pencil to give 2D shapes depth, shaded light and dark.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to draw around 2D shapes to then be able to draw free hand: circle, triangle, square, rectangle.</li> </ul> <ul style="list-style-type: none"> <li>• Replicate shapes they see in real life.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use pencil to create pattern and texture.</li> </ul>
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Term:	Y2 – Spring 1	Key Text(s):	
<b>Unit Title:</b>	<p><b>Sculpture</b></p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn 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.</li> </ul> <p><b>Context for Study:</b></p> <p>This unit follows on from Reception where children had experiences of:</p> <ul style="list-style-type: none"> <li>Know the names of different feelings.</li> <li>Know that art and design can inspire feelings and emotions, and vice versa.</li> <li>Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something.</li> <li>Know that they can return to and build on their previous learning, and know who to ask for help when needed.</li> <li>Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.</li> <li>Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills</li> </ul>		
<p><b>Key Vocabulary for the Unit:</b></p> <p><b>texture:</b> texture refers to the surface quality in a work of art. Some things feel just as they appear; this is called real or actual texture. Some things look like they are rough but are actually smooth.</p> <p><b>layer:</b> more than one surface of material.</p>			
	<p><b>Linked Artist Knowledge:</b></p> <p><b>Andy Goldsworthy</b></p>	<b>Sculpture</b>	
Year 2 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>Andy Goldsworthy was born on 26th July 1956, in Cheshire, England.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Know how to combine flour and water to create a glue.</li> <li>Know to combine paper and glue to create paper mache.</li> </ul>	




	<ul style="list-style-type: none"><li>• Andy Goldsworthy produces artwork using natural materials (such as flowers, mud, ice, leaves, twigs, pebbles, boulders, snow, thorns, bark, grass and pine cones).</li><li>• Much of his work is made outside and is meant to be temporary.</li><li>• Goldsworthy says he 'works with nature as a whole' and sometimes he often doesn't use man-made tools to produce his sculptures.</li></ul>	<ul style="list-style-type: none"><li>• Know how to layer materials to create strength</li><li>• Know how to shape and layer materials to create texture.</li></ul>
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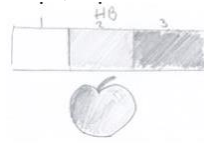
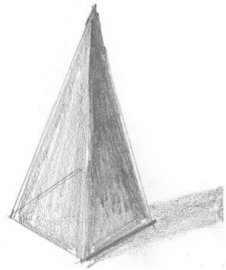
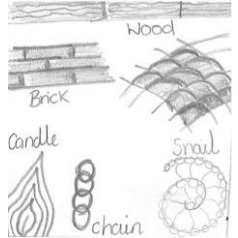
Term:	Y3 – Summer 2	Key Text(s):	
<b>Unit Title:</b>	<p><b>Printing</b></p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn 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.</li> </ul> <p><b>Context for Study:</b></p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		
<p><b>Key Vocabulary for the Unit:</b></p> <p><b>printing block:</b> A printing block is a tool used for producing a repeat pattern</p> <p><b>inking rollers:</b> a roller used to add paint to a printing block</p> <p><b>shade:</b> a colour, especially with regard to how light or dark it is or as distinguished from one nearly like it.</p> <p><b>tint:</b> a shade or variety of a colour.</p> <p><b>precision:</b> the quality, condition, or fact of being exact and accurate</p>			
	<p><b>Linked Artist Knowledge:</b></p> <p><b>Salvador Dali</b></p>	<b>Printing</b>	
Year 3 Expected	Pupils should be taught:	Pupils should be taught to: <ul style="list-style-type: none"> <li>Know how to make a printing block.</li> </ul>	



	<ul style="list-style-type: none"><li>• Salvador Dali was born on 11th May 1904 in Figueres, Spain.</li><li>• Salvador went to drawing school</li><li>• He experimented with Cubism and also gained a reputation for being a bit eccentric.</li><li>• Several images often appear in Dali's surrealist paintings. These include: melting clocks, elephants, eggs, ants, snails and locusts.</li><li>• Salvador Dali produced more than 1500 paintings in his lifetime.</li></ul>	<ul style="list-style-type: none"><li>• Know how to use string to create a textured block.</li><li>• Know that tints are created by adding white.</li><li>• Know that shades are created by adding black.</li><li>• Know how to create a repeating pattern.</li></ul>
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Term:	Y4 – Autumn 1	Key Text(s):		
Unit Title:	<p><b>Drawing</b></p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To learn 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.</li> </ul> <p><b>Context for Study:</b></p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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.</li> </ul>			
<p><b>Key Vocabulary for the Unit:</b></p> <p><b>purpose:</b> a reason or plan that guides an action; design or goal.</p> <p><b>detail:</b> all the particulars of something considered together.</p>				
	<p><b>Linked Artist Knowledge:</b></p> <p><b>Claude Monet</b></p>	<p><b>Pencil</b></p>	<p><b>Shape &amp; Form</b></p>	<p><b>Shape and Texture</b></p>
Year 4 Expected	Pupils should be taught:	Pupils should be taught:	Pupils should be taught to:	Pupils should be taught to:




<ul style="list-style-type: none"> <li>• Claude Monet was born on 14th November 1840 in Paris, France.</li> <li>• Monet suffered with cataracts. In 1923 he had surgery to remove them from his eyes. The works he painted when he had cataracts are more red than the ones he painted after his operation.</li> <li>• Claude Monet was the founder of the impressionist movement. He was focused on capturing movement and changing light and colour in his paintings, and was less concerned with realism.</li> <li>• Paintings by Claude Monet now sell for tens of millions of pounds. He produced more than 1000 individual paintings during his career.</li> <li>• He is probably most well-known for his series of paintings of water lilies</li> </ul>	<ul style="list-style-type: none"> <li>• Claude Monet was born on 14th November 1840 in Paris, France.</li> <li>• Monet suffered with cataracts. In 1923 he had surgery to remove them from his eyes. The works he painted when he had cataracts are more red than the ones he painted after his operation.</li> <li>• Claude Monet was the founder of the impressionist movement. He was focused on capturing movement and changing light and colour in his paintings, and was less concerned with realism.</li> <li>• Paintings by Claude Monet now sell for tens of millions of pounds. He produced more than 1000 individual paintings during his career.</li> <li>• He is probably most well-known for his series of paintings of water lilies</li> </ul>	<p>Know which pencil to choose for the purpose needed.</p>  <p>Know how to shade 3D objects.</p> <ul style="list-style-type: none"> <li>• Know how to add dimension to draws using tone and value to create form (3D effect)</li> </ul> 	<ul style="list-style-type: none"> <li>• Know how to use tone and value to create a variety of 3D forms.</li> </ul>  <ul style="list-style-type: none"> <li>• Draw 1 point perspective.</li> <li>• Replication a drawing which shows 1 point perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use pattern and texture in finer detail over larger areas for purpose.</li> </ul> 
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Term:	Y5 – Summer 1	Key Text(s):	
<b>Unit Title:</b>	<p><b>Painting</b></p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn 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.</li> </ul> <p><b>Context for Study:</b></p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		
<p><b>Key Vocabulary for the Unit:</b></p> <p><b>mood:</b> The atmosphere or pervading tone of something.</p> <p><b>emotion:</b> the release of a feeling towards something or how something makes you feel.</p>			
	<p><b>Linked Artist Knowledge:</b></p> <p><b>‘Am I not a man and a brother?’ Artwork</b></p>	<p><b>Colour</b></p>	<p><b>Brush Theory</b></p>
Year 5 Expected	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>The Wedgwood medallion was the most famous image of a black person in all of 18th-century art.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>. Know how to create tones by adding grey.</li> <li>Know that colours are often associated with particular moods and emotions.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>Use light and dark to create shadows.</li> <li>Know how to manipulate the paint to create form</li> </ul>



	<ul style="list-style-type: none"><li>• The image was widely reproduced on domestic objects like crockery and also became popular on fashion accessories.</li><li>• The image helped to galvanise support for the abolitionist cause.</li><li>• Benjamin Franklin declared that the medallion's effectiveness was 'equal to that of the best written Pamphlet, in procuring favour to those oppressed People.'</li></ul>	<p>blue = cold/sadness red = anger or lust Yellow = happiness or cowardice Green = envy or greed Purple = pride or fear Black = coldness White = shock or fear</p>	
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Term:	Y6 – Autumn 1	Key Text(s):	
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<b>Unit Title:</b>	<p><b>Drawing</b></p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To learn 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.</li> </ul> <p><b>Context for Study:</b></p> <p>This unit follows on from KS1 where children will:</p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>		
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**Key Vocabulary for the Unit:**

**form:** form connotes something that is threedimensional and encloses volume, having length, width, and height, versus shape, which is twodimensional, or flat. A form is a shape in three dimensions, and, like shapes, can be geometric or organic.

**emotion:** being able to get the feelings across to the viewer

	<b>Linked Artist Knowledge: Pablo Picasso</b>	<b>Pencil</b>	<b>Shape &amp; Form</b>	<b>Shape and Texture</b>
Year 6 Expected	Pupils should be taught:	Pupils should be taught:	Pupils should be taught to:	Pupils should be taught to:



	<ul style="list-style-type: none"> <li>• Pablo Picasso was born in Malaga, Spain on 25th October 1881.</li> <li>• His father started to train Pablo in drawing techniques and oil painting from the age of seven.</li> <li>• Picasso was a painter, sculptor, print-maker and poet.</li> <li>• During his career he completed more than 1800 paintings, sculptures, 2500 ceramic works, and 10000 drawings.</li> <li>• Several of Picasso's works have been sold for more than \$100 million dollars.</li> </ul>	<p>Purposeful selection of medium to show:</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Value</li> <li>• Form</li> <li>• Shape</li> <li>• Space</li> <li>• Texture</li> <li>• Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to draw a range of 3D shapes: cuboid, cube, pyramid, cylinder, sphere.</li> <li>• Create mood and emotion in drawings through choices of tone, form, value.</li> <li>• Draw with a range of perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to create mood and emotion in drawings through tone, form, value.</li> </ul>
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